Chapter - 11

Review of Literature
Review of related literature is an important step and it plays a vital role in all types of research. It helps to identify a problem, to formulate hypothesis, in the selection of tools and methods to be used for the investigation. Borg (1965) says “the review of related literature form the foundation stone upon which the future research work will be stated. The study of literature implies locating, recording and evaluating the relevant research”. In the words of Best (1983) “practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man is built upon the accumulated and recorded knowledge of the past”.

Review of literature helps the researcher to acquaint himself with previous studies conducted in the field in which he is going to carry out the research. It facilitates better understanding of the problem and help in avoiding unnecessary duplications and provide the understanding and insight for the development of a logical framework of the present problem under investigation. Hence knowledge of related studies is extremely essential.

The purpose of this chapter is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes in extending the knowledge in the attempted area under study. Only those studies which have direct bearing on the present problem have been reviewed.

ACADEMIC ACHIEVEMENT AND GENDER

Farquhar (1963) examined the impact of motivational factors on sex and academic achievement and found no significant relationship between academic achievement and sex of 11th grade high school students.

Pavithran and Feroze (1965) conducted a study on 10th class students to find out the impact of socio economic factors on academic achievement of boys and girls. Results suggested that boys and girls more or less on the same on achievement.

Balasubramanian and Fereoze (1966) found no significant difference in the achievement of boys and girls of urban locality, while there was some statistical difference in the achievement in mathematics between boys and girls of rural areas.
Padmanabhan Nayar and Visveswaran (1966) observed that there was significant difference in the achievements of boys and girls of 10th class in rural and urban areas.

Ramkumar (1969) conducted a study on 10th class students and found that sex and academic achievement are significantly related to each other.

Satyananadam (1969) found that sex had no bearing on the academic achievement.

Vasantha Ram Kumar (1969) compared the academic achievement of boys and girls and found significant difference in the achievement of boys and girls.

Aggarwal (1974), Sharma (1976), Tiwari (1980) and Dubey (1982) concluded in their studies that the achievement of boys and girls in all school subjects and concluded that girls performed better than boys in all the school subjects.

Roach (1979) conducted a study on 206 boys and 212 girls of five urban secondary schools. Results revealed that girls scored significantly higher than boys on mathematics academic achievement test.

Raj and Krishnan (1980) carried out a study to determine the relationship between academic achievement and family size. The sample comprised of 300 students (149 boys and 151 girls) studying 9th class. Results revealed that the relationship between academic achievement and family size was significant and negative.

Aruna (1981), Chanda and Sunanda Chandana (1990) reported that boys are better in academic achievement than girls.

Aggarwal (1983) conducted a study on reading ability in relation to some cognitive and non-cognitive factors. The sample of constituted 200 boys and girls selected randomly from the high schools of Bihar in India. Data were collected by administering reading ability test. Results of the study indicated that girls had better reading ability and higher academic achievement than boys.

Jagannadh (1983) carried out a study on 5th, 6th and 7th class pupils and reported that sex does not have any significant influence on the academic achievement.
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Gupta (1983) conducted a study to observe the relationship between achievement motivation and academic achievement of 9th class students. Girls on the whole possess greater achievement motivation and higher academic achievement than boys. The relationship between achievement motivation and academic achievement is positive and significant.

Skaalvik (1983) conducted a study on 348 children in five different class levels and found that the 4th to 8th class student’s 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 there was no such relationship for boys. Results supported the hypothesis that academic achievement has different effects on boys and girls.

Beedawat (1984) studied the 9th class students of Bikaner, to make a comparative study of incidence of academic achievement among boys and girls. The investigator found that differences of sex had nothing to do with the intensity of incidence of academic achievement in both rural and urban areas and also found that proportion of academic achievers among girls and larger than that among boys on the contrary.

Singh (1986) conducted a study by comparing boys and girls with regard to their academic achievement and achievement motivation. Findings suggested that they are positively related with each other.

Ryckman et al (1988) carried out a study on gender differences in academic achievement, responsibility and measured achievement and grades. Data were collected from 145 girls and 142 boys of fourth to sixth grades. Results revealed no significant gender differences in academic achievement of the students.

Smith (1988) observed that girls with high academic achievement perform significantly better than boys in their respective academic aspects.

KhurshidAlam and Tondon (1989) undertook a study with a sample of 80 school students (40 boys and 40 girls) selected from a large sample. Marks obtained in the previous examinations were considered as the basis of their academic performance. Results showed that male subjects exhibited superior academic performance than their girl’s counterparts.
A study on higher secondary student’s interest and achievement in Tamil languages was conducted by Sundaram (1990) on a sample of 146 urban boys, 147 rural boys, 116 urban girls and 56 rural girls was taken. Results revealed that there is no significant difference between the urban boys and girls, rural boys and girls in respect of their achievement.

BhujendraNath Panda (1991) compared the academic performance of 9th and 10th class boys and girls. Results reported that boys of rural areas and girls belonging to urban areas were better in academic achievement than their counter parts.

Bhatnagar and Sharma (1992) carried out a research to investigate the relationship between education of parents and academic achievement of students on a sample of 85 school students. Results revealed that the children whose parents were educated performed better in academics than the children whose parents were illiterate. Further the results indicated that parental education was significantly related to the academic achievement of the students.

Vijayalakshmi and Natesen (1992) studied factors influencing academic achievement on a sample of 100 students consisting of 50 boys and 50 girls studying 9th standard. The total marks obtained by the students in quarterly and half yearly examination were taken as academic achievement. Findings indicated significant gender difference in academic achievement and girls were found higher academic achievement as compared to boys.

Sudharajan and Gannaguru (1992) reported that boys were better than girls in respect of achievement, motivation, but girls were better than the boys in academic achievement. No significant differences were found between urban and rural pupils and pupils of educated and uneducated parents in their achievement motivation and academic achievement.

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

Kaur and Gill (1993) studied the academic achievement in English and total achievement in high school student. Results indicated that boys scored higher than girls in Mathematics and Science.
Shah (1993) investigated the relationship between some social-psychological variables and the academic achievement of students. The sample comprised of 640 boys and 360 girls. Annual examination scores were the measure of academic achievement of the students. Findings indicated a positive relationship between academic achievement and psycho-social factors of students. Girls were found better academic achievement than boys.

Nessa (1994) studied the factors affecting academic achievement of Bangladeshi primary school children of Dhaka city. Results indicated that father’s education, mother’s education, creativity and tutor contributed single and jointly to the academic achievement of the students almost in each grade of non-government schools. In government schools all the above variables and home environment contributed to students’ academic achievement. An analysis of stepwise regression indicated that out of eleven home and individual variables, father’s education, father’s occupation, mother’s education, creativity and tutor contributed most to the academic achievement in most of the grades of each type of schools. In government schools, home environment contributed in three out of five grades. Other variables such as father’s income, mother’s occupation, nutritional level and motivation contributed only in one grade. Mother’s income did not contribute in any of the grades. In school variables only staff composition contributed most to achievement. An analysis of t-test indicates that high achievers and low achievers differed significantly in home environment, father’s education, mother’s education, and tutor in most of the grades. In case of mother’s occupation and income the differences were not non-significant. In the top schools the gaps between the scores of high achievers and low achievers in different grades were very small but in case of second top school the wider gaps between the high achievers and low achieves were found. In the second top schools the parents of high achievers better education and background, most of the high achievers live in nuclear families, while low achievers were generally from joint families. The high achieves were generally from joint families. The high achievers were often assisted by their parents or other family members. High achievers were regular in attending school, while low achievers were not so regular.

Black (1994) compared that academic achievement between graduates and high school students of public and private colleges and high school and found that
there was no significant difference in grade point average between graduates of private or public high school. Among students attending private colleges, lower in public high school graduates achieved first year GPAS significantly higher than graduates of private high schools. Finally only public school graduate attending private colleges achieved statistically significantly higher GPAS.

Verma (1995) investigated academic achievement of 9th class girls in relation to their rural, urban background. Rural students scored higher than urban students, though they had lower level of aspiration and low intelligence quotient. Ecological deprivation was negatively related to achievement.

Basu (1996) examined the effect of gender role identity on academic achievement of 74 girls and 69 boys (aged 17-18) at higher secondary school level in India. Academic achievement was assessed in terms of overall point average and language science and social science scores. Results indicated that in boys, gender role identity affected the achievement in grade point average, science and social science while in girls; it affected the achievement in all areas. Boys with more feminine and girls with undifferentiated traits achieved highest scores in GPA, language, science and social science.

Miller (1997) studied the gender difference in academic performance. He stated that girls performed better in reading achievement and got high scores on English and Mathematics examination. He has an explanation for the educational attainments of girls that, it could not be provided by classic biologic theories (brain size and development) rather educational attainment was more likely to be experienced by patterns of early socialization, maternal occupation and education.

Mishra (1997) examined the correlates of academic achievement of high school students and found that intelligence was significantly correlated with academic achievement for both boys and girls; the correlation between intelligence and academic achievement was higher in case of girls; socio economic status was not significantly related to academic achievement of boys and girls; academic achievement of rural students was lower than the achievement of urban students; academic performance of girls was superior than boys.

Koreswara and Nasin (1998) studied reading achievement in relation to demographic variable with the objective to study the relationship between gender and
reading achievement among high school students by taking a sample of 1296 students of 8th, 9th and 10th grade and found that girls were better than boys in reading achievement; class as a variable affected reading achievement of students of 10th class and were far better in achievement than 8th and 9th class; students of residential schools performed better than day scholar students in rural and urban area; region and locality had no significant influence on reading achievement of high school students.

Muller (1998) investigated gender differences in adolescents’ mathematics achievement through a longitudinal study. The sample was taken from national longitudinal study of 13,881 students of eighth to twelfth class. The scores attained by the students in mathematics test were considered as academic achievement. Findings indicated the gender differences in academic achievement.

Koteswara and Reddy (1998) carried out a study on 648 higher secondary school going boys and girls. Results suggested that high school girls are better than boys in academic achievement.

Gilson Judith (1999) reported no significant difference in mathematics achievement, quantitative ability of 8th grade girls from single sex schools and girls from co-educational schools.

Taj and Haseen (1999) found that academic performance is dependent of the effect of sex. In contrast to above results, some studies pointed out gender differences in achievement. Some studies represented girls are high achievers, whereas Khare (1996) and Roese, Eccles and Summer Off (1998) found that boys surpassing girls in academic achievement. Male students showed higher scores in learning attitudes and activities than females.

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

Joshi (2000) conducted a study on neuroticism, extraversion and academic achievement as related to gender and culture. The sample selected for the study was 400 students of 8th class belonging to urban and rural areas. Results revealed significant difference between boys and girls of rural areas on academic achievement.

Natesan and Susila (2000) compared the 5th standard boys and girls (N=300) and reported that there is a significant difference in the scholastic achievement of boys and girls in environmental science. Girls achieved better scores than boys.
Sunitha and Devi (2001) studied age and gender as factors affecting academic achievement. Results revealed that gender was the more important variable than intelligence quotient in deciding high academic performance. Among the sample, girls were top ranking students and were better in interaction and concentration while boys were better than girls in language, reasoning and drilling dimension.

Pravin Chandra (2001) found the influence of sex, class and locality on academic achievement by administering grammar test, personal data and interview schedule to 648 students. Results indicated that girls scored higher marks than boys and regarding the locality, students of district schools scored higher marks than students from villages and taluks.

Manjuvani and Mohan (2002) investigated the effect of type of school on academic achievement. Findings suggested no significant difference in the academic achievement of boys and girls studying in single sex and co-education schools.

Suneetha and Mayuri (2002) conducted a study on 9th and 10th class students and reported that gender was found to be more important variable than IQ in deciding the high academic performance. Girls were found as top ranking students than boys.

Devi and Mayuri (2003) carried out a study on family and school factors that affect the academic achievement of residential school children studying 9th and 10th classes on a sample of 120 students of Hyderabad city. Results indicated significant gender difference in academic achievement were observed, girls were found to be superior than boys.

Anice James and Marice (2004) investigated academic achievement in science among 11th standard students (N=470) and found statistically significant difference between boys and girls in science achievement. Girls performed better than boys.

Bhuvaneswari (2004) studied the relationship between spatial ability and achievement in Science and Mathematics among high school children by taking a sample of 320 students and found that there was no significant difference in the category of gender and type of school for achievement. Also found that there was a significant relationship between spatial ability and achievement in Science and Mathematics.
Gakhar and Aseema (2004) found that there is no significant difference in academic achievement of 10th class boys and girls in their previous annual examination (9th class). No significant difference were found between boys and girls on reasoning ability test.

Viswanathan (2004) reported that there is conclusive evidence to show that boys and girls differ in their academic achievement in history at 9th standard. Girls performed better than boys.

KyongHeeChee et al (2005) investigated gender differences in academic ethic and academic achievement among high school students. Results indicated that girls were more likely to possess more on academic ethic than boys.

Mohammad Khayyer and Philip Delacey (2005) assessed the academic achievement of school going boys and girls and found that girls were higher than boys.

Bruni et al (2006) explored the relationships among academic achievement, demographic and psychological factors of 380 school going boys and girls. Findings of the study indicated that significant difference were observed. Girls were found high in academic achievement than boys.

Preiss and Franova (2006) assessed the relationship between academic achievement and intelligence of 635 secondary school students (304 boys and 331 girls). Results revealed that there was no gender difference in academic achievement of boys and girls.

Navarrete et al (2007) carried out a study on culture and achievement motivation of high school students (N=149). Academic achievement was taken as the average grades of previous years. Socio-economic status and education of the parents had been found to influence academic achievement of the students of both the cultures.

Nuthana (2007) compared gender analysis of academic achievement of school students. The sample comprised of 600 students including 325 boys and 275 girls. Average grades of previous years were taken as their academic achievement. Results of study showed that there was no significant difference in academic achievement of
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boys and girls. But the results indicated a significant difference in academic achievement of urban and rural students. Urban students had higher academic achievement than rural counterparts.

Tella (2007) investigated the impact of motivation on academic achievement in mathematics. The participants of the study were 450 secondary school students. Results revealed significant differences in the academic achievement of boys and girls in mathematics. Boys were found to have better achievement in mathematics.

SubrateSaha (2007) found that gender shows significant difference in academic achievement. Boys scored significantly higher than girls on academic achievement.

Leeson et al (2008) examined cognitive ability and academic performance on a sample of 639 high school students. Results showed significant gender difference in academic achievement, girls performance was better than boys.

Pondey and MdFaiz Ahmad (2008) conducted a study on a sample of 621 students studying 11th standard. (male =417 and female =204) and found that there was no significant difference between male and female adolescents in their academic performance.

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

SwarnaLatha (2008) and Janaki (2008) conducted a study to find out the effect of self-esteem on academic achievement of boys and girls. Results revealed that there is no significant difference in the academic achievement of boys and girls.

Naderi et al (2009) investigated the relationship between intelligence and academic achievement on a sample of 153 secondary school students. Cumulative grade point average scores were taken as measures of academic achievement. Findings showed no significant gender difference in academic achievement of boys and girls.

Wang and Xing (2009) examined the relationship between intelligence, and academic achievement of rural adolescents on a sample of 448 students, studying 6th and 7th grades. Results indicated no significant relationship between intelligence and academic achievement. Intelligence was not significantly related with academic achievement.
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Umunadi (2009) explored the differences between the boys and girls academic achievement on a sample 731 students from urban and rural areas. Results of board examinations revealed that boys performed better than their counterparts. It was also revealed that urban students performed better than their rural counterparts.

Chandran and Lim (2010) concluded that cognitive ability, gender and social factors influence the academic achievement during the early school years.

Padmini (2010) conducted a study to find out the effect of sex on academic achievement among 9th class students. Sex has significant influence on the scholastic achievement in biological sciences.

Ong et al (2010) carried out a study to determine the factors associated with poor academic achievement among urban primary school children in Malaysia through a cross-sectional study. Data were obtained through questionnaires and interviews from 1470 students from Kuala Lumpur in Malaysia. Achievement is the marks obtained by the students in the core subjects of the primary examination. All students underwent the Raven’s Standard Progressive Matrices test as a general measure of cognitive ability. Results showed that low cognitive ability was detrimental to academic achievement.

Sarsani and Ravi (2010) investigated achievement in mathematics of secondary school students in relation to selected variables. The sample of the study consisted of 480 boys and girls, drawn from the various private and government high schools. Data was collected by administering scholastic achievement test of mathematics. Findings indicated significant difference in the mathematics scholastic achievement of the boys and girls. Girls were higher achievers than boys.

Singh and Praveen (2010) studied the relationship between academic achievement and intelligence among high school students studying 10th class. The study was conducted on a sample of 400 students, which consist of 200 boys and 200 girls. The aggregate scores of the selected students in the board examinations were taken as the measures of academic achievement. Results indicated that there is no significant difference in the academic achievement of boys and girls.
SiddiRaju (2010) conducted a study to find out the effect of sex on academic achievement among 9\(^{th}\) class students. Results revealed that sex has significant influence on the scholastic achievement in physical sciences.

Asthana (2011) conducted a study on a sample of 300 secondary school students consisting 150 boys and 150 girls to assess to gender difference in scholastic achievement. Academic achievement was measured on the basis of average marks obtained in the previous annual examinations. Findings revealed that there was a significant difference in academic achievement of boys and girls. Girls were found to be better than boys.

Bahago (2011) conducted a study on a sample of 300 boys and girls. Results indicated that academic achievement of the boys were better than the girls.

Sujatha (2011) investigated academic achievement of 9\(^{th}\) class students in English. Data were collected by administering scholastic achievement test. Findings suggested significant difference in English scholastic achievement of the boys and girls; girls were better than boys.

**ACADEMIC ACHIEVEMENT AND LOCALITY**

Pavithran and Feroze (1965) compared the 10\(^{th}\) class rural and urban students’ scholastic/academic achievement. Findings suggested that urban students are significantly better than rural students in all the subjects.

Singh (1965) conducted a study by comparing the academic achievement of children hailing from rural and urban backgrounds and found that academic achievement is positively related to rural background, but negatively to urban background.

Reddy (1971) reported that locality of residence significantly influences academic achievement. Urban children were significantly superior to rural children.

Ojha (1979) compared the rural and urban boys. The way they performed in their examinations and the grades obtained by the pupils (subject-wise) were compared. Rural boys had better performance than urban boys.

Jagannadh (1983) conducted a study by comparing the rural and urban subjects studying 5\(^{th}\), 6\(^{th}\) and 7\(^{th}\) classes. Results reported that urban pupils of 5\(^{th}\), 6\(^{th}\) and 7\(^{th}\) classes achieved significantly better than rural pupils.
Singh (1988) studied the influence of residential place on the achievement of students by taking a sample of 650 adolescents within the age range of 17 to 20 years and found that urban students had better academic achievement than rural students; the reason behind this may be the facilities and exposure to urban learner.

Rajput (1989) carried out a study how the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors and locality of residence on academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement. Academic achievement of urban students was influenced by the socio economic status of family and the family environment.

Locality of school has significant effect on academic performance; indicating significant difference in the performance between the students of rural and urban schools. Students studying in rural schools which are free from distraction performed better than those urban school children. (Ojoawo, 1989)

Sundaram (1989) studied the urban- rural differences in academic achievement and some achievement related factors. The obtained results indicated that urban school students performed better than rural students.

Rangappa (1992) investigated achievement of 7th class students in mathematics in relation to self-concept and reading ability with the objective to identify whether boys and girls, rural and urban students differ in their achievement by taking a sample of 1000 students with mean age of 12.5 years and found that the students studying in urban schools performed better in mathematics than the students studying in rural schools; self-concept, location, gender and reading ability affected the achievement of students in mathematics.

Verma (1995) compared academic achievement of girls in relation to their rural, urban background and found that 9th grade rural students scored higher than urban students, though they had lower level of aspiration and low intelligence quotient. Ecological deprivation was negatively related to achievement.
Koreswara and Nasin (1998) studied reading achievement in relation to demographic variables with the objective to study the relationship between gender and reading achievement among high school students by taking a sample of 1296 students of 8th, 9th and 10th grades and found that girls were better than boys in reading achievement; class as a variable affected reading achievement students of 10th class were far better in achievement than 8th and 9th classes; students of residential schools performed better than day scholar students in rural and urban areas; region and locality had no significant influence on reading achievement of high school students.

Salim Kumar (1998) carried out a study and reported that locality has significant influence on achievement in biology of secondary school pupils.

Jyothi Rathore (2000) found that the mean achievement of rural pupils at primary level in environmental studies (science) is significantly better than the urban pupils.

Prakash (2000) conducted a study by comparing rural and urban high school students and concluded that urban students were better in their mathematical achievement when compared to the rural students.

Munoz et al (2001) examined the effect of specified demographic and psychological variables on the academic achievement of high school students from urban and rural settings. Psychosocial variables considered in this study were feminism (perceived closeness of the family), perceived discrimination, time management and home and school factors. Results suggested that all the factors are predictors of academic achievement.

Adepoju (2002) studied the contribution of vocational factors, academic performance of secondary school students and found that significant difference existed in the academic performance of students in urban and rural secondary schools particularly in English language; the vocational factors did not contribute significantly to the academic performance in English language and Mathematics.

Naresh Kumar Gupta (2002) reported that the achievement of majority of 5th class pupils (N=946) in slum areas schools is unsatisfactory, not only in mathematics, but also in all other subjects.
Panda (2002) revealed that 5th class rural students had shown better performance in all the school subjects, when compared to their urban and tribal classmates.

Gakhar (2003) studied the relationship among emotional maturity, intelligence and academic achievement of students at secondary stage with the objective to find out the difference in emotional maturity of boys and girls, students of urban and rural areas, students of government and private schools, children of working and non-working mothers with a sample of 200 students of secondary stage and found that there was negative correlation between intelligence and emotional maturity; a significant correlation between emotional maturity and academic achievement of boys and girls.

Anice James and Marice (2004) studied the academic achievement in science among 9th standard students (N=470) hailing from rural (N=199) and urban (N=271) areas and reported that they have the same type of academic achievement in science i.e., no significant difference was observed among the rural and urban students.

Gakhar and Aseema (2004) found that 10th class rural students achieved better in their annual examinations than the urban students.

Viswanathan (2004) investigated by comparing rural and urban sample studying 9th class. (rural; Boys (N=160) and girls (N=69) and boys (N=306) and girls (N=185) from in urban schools) in their achievement in history. Girls performed better than boys. There is no evidence to show that the pupils studying in rural and urban schools differ in their achievement in history. Williams (1979), Chakrabrathi (1986), Shamsuddin (2004), Manchala (2007) also reported that the urban students had higher achievement than rural students.

Gakhar et al (2004) studied social stress, locality and gender as the factors affecting academic achievement with the objective to study how social stress, locality and gender and their various interactions separately affect the academic achievement and reasoning ability of the students by taking a sample of 769 student of Jammu division and found that rural students as well as male rural students scored high academic scores as compared to their counterpart. Rural students scored higher on reasoning ability test than urban students.
Vijayalakshmi (2006) conducted a study to find out the relationship between stress and mathematics achievement with the objective to study the impact of gender, locality of institute, management, medium of instruction, parental educational qualification on mathematics achievement of students by taking a sample of 180 students and found that there existed a negative and low correlation between students stress and mathematics achievement; gender, locality of institute, management, medium of instruction and level of parental educational qualification do not have any effect on mathematics achievement; students studying in urban locality colleges were better in higher mathematics achievement when compared to semi-urban and rural localities.

Rajendran (2007) compared the achievement scores of rural and urban students and found that rural students are inferior than urban students in their achievement scores in chemistry at college level; no significant difference among the achievement of boys as well as girls in the post test of chemistry; locality of students (urban/rural) had no influence on the achievement scores of students.

Singh et al (2007) studied the impact of caste, gender and habitat on achievement in Mathematics at upper primary school level by taking a sample of 200 students of 8th class and found that boys were better than girls on achievement in Mathematics and students of urban areas were better in achievement than the students of rural areas.

Subramanyam (2007) observed that the students studying in urban area schools had better achievement score than the students studying in rural area schools.

Krishna Reddy (2008) reported by comparing the rural and urban 10th class students and concluded that the academic/scholastic achievement of the students in mathematics has significantly influenced by locality.

Pandey et al (2008) conducted a study on 9th class students (N= 621) to find out the difference between male and female adolescents on academic performance, achievement motivation, intelligence and socio economic status and concluded that there was no significant difference between male and female adolescents on the measures of academic achievement, achievement motivation, intelligence and socio economic status.
Padmini (2010) conducted a study by comparing the rural and urban 9th class students. Findings suggested that locality has significant influence on the scholastic achievement of 9th class students in biological sciences.

SiddiRaju (2010) reported that locality has significant influence on the achievement of 9th class students in physical sciences.

**ACADEMIC ACHIEVEMENT AND TYPE OF SCHOOL**

Mohanty and Namitha (2000) studied the role of school type in psychological differentiation and academic achievement of tribal and non-tribal students of grade IV and V. The sample comprised of 600 students; of these 200 tribal and 200 non-tribals from non-tribal schools, 100 from tribal and 100 non-tribal (mixed schools) were taken into consideration. Psychological differentiation was assessed by the story Pictorial Embedded Figures Test (SPEFT). Total marks obtained in the last annual examination were taken as an index of academic achievement. Results suggested that there was a significant effect of school type on academic achievement. Students in non-tribal school obtained the highest academic scores and the academic achievement of students in tribal schools was better than mixed schools. The effect of school type on psychological differentiation was not significant. Psychological differentiation and academic achievement were positively and significantly correlated.

JyothiRathore (2000) revealed that the mean scholastic achievement of children (N=500) from formal primary schools in science was better than children studying in non-formal education centers.

Manjuvani and Mohan (2002) compared the academic achievement of single sex and co-educational school children. Findings suggested that there is no significant difference in academic achievement of adolescent girls studying in single sex (N=95) and co-education (N=98) schools, adolescent boys studying in single sex (N=95) and co-education (N=101) schools.

Kumaran (2003) studied organizational climate and academic performance with reference to the school, age, management and sex. He found that younger schools were better in academic performance; unaided private schools had better position than Government Corporation and aided private schools in all aspects of organizational climate and academic performance; mixed schools had better organizational climate aspects than unisex schools and also the academic performance was good in these schools.
Thakkar (2003) studied academic achievement, adjustment and study habits of rural and urban students. The findings of study showed that there was no significant relationship in academic achievement and study habits for rural and urban students. With regard to adjustment, in the areas of home and family, personal and emotional and total adjustment, there was positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference was not significant. There was no significant correlation between academic achievement and adjustment habit among rural and urban locality. With regard to adjustment among low and high achieving students on the rural section reveals a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment. In social adjustment there was no significant difference observed between both low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment. On the whole, it was studied that the adjustment of high achievers was better as compared to low achieving students. There was significant difference in the areas of home and family, personal and educational adjustment. On the other hand in the area of social and health adjustment, there was no significant difference observed between rural and urban girls. There was no significant difference observed between rural and urban boys with regards to academic achievement and study habits. The adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home and family, personal and emotional, health adjustment. In the area of social adjustment, the rural boys were slightly better adjusted in comparison to the urban students. In the areas of home and family, personal and emotional and health adjustment significant difference was observed between rural boys and urban boys.

Bhuvaneswari (2004) studied the relationship between spatial ability and achievement in Science and Mathematics among high school children by taking a sample of 320 students and found that there was no significant difference in the category of gender and type of schools. Significant relationship was found between spatial ability and achievement in Science and Mathematics.

Vijayalakshmi (2006) studied the relationship between stress and mathematics achievement with the objective to study the impact of gender, year of study, type of
management, medium of instruction and parental educational qualification on a sample of 180 students and found that there existed a negative and low correlation between students stress and mathematics achievement; gender, year of study, type of management, medium of instruction and level of parental educational qualification do not have any effect on mathematics achievement; students studying in urban locality colleges were having higher mathematics achievement when compared to semi-urban and rural localities.

Chamundeswari et al (2006) studied general mental alertness and intelligence in relation to academic achievement of students at the secondary level with the objective to investigate the possible differences between academic achievement in mathematics in different types of school by taking a sample of 291 students and found that there was a significant difference between achievement in mathematics of students in government, aided and matriculation, government and government aided, matriculation and corporation schools; there was no significant difference between achievement in mathematics of students in corporation and government, corporation and government aided, government and matriculation schools; there was significant correlation between mental alertness, intelligence, achievement in mathematics and English of students at different types of school.

ChanderKantaZadoo and Krishna Raina (2008) examined the relationship between study habits, attitude and academic achievement of students of senior secondary school. The sample consisted of 480 (boys 240 and girls 240) from twelve government schools of Himachal Pradesh. Academic achievement scores obtained by students in the Himachal Pradesh board examinations were taken as the measure of the academic achievement. Results revealed significant correlation between academic achievement and study habits. Further, it was found that boys and girls at adolescent stage differ significantly with respect to study habits and results go in favor of girls.

ACADEMIC ACHIEVEMENT AND SCHOOL ENVIRONMENT

Bisht (1980) studied the stress in relation to school climate and academic achievement. The sample consisted of 600 students (300 boys and 300 girls). Five variables viz. sex, age, socio-economic status, personality trait and intelligence were controlled with two techniques. Six scales were developed and standardized to measure the need for academic achievement, school climate, institutional stress, socio-economic status and neuroticism. Mean scores of academic stress and school
climate did not differ sex-wise, but the male students differed from female students significantly on the need for academic achievement, academic achievement and academic stress. With regard to age wise there was no difference on the mean scores of these variables. All the three independent variables were positively and significantly correlated. Only school climate and academic achievement were correlated negatively for the female sample. The school climate was found to be significant predictor of institutional stress and academic stress and it was also the best predictor except for male sample.

Dalip Kumar (1988) conducted a study on identification of school climate and study; its effect on the scholastic achievement and development of certain personality characteristics of secondary school students. School Climate Description Questionnaire constructed by the investigator was used. Findings of the study were: six distinct organizational climate types were identified on the basis of nine determinants. Out of the nine determinants of school climate headmaster-staff relationship, administrative capacity of the headmaster, teachers ‘job satisfaction’ and ‘physical facility of the school’ were found to contribute significantly. The other determinants, viz. close supervision by the headmaster, teacher-student relationship, teacher-teacher relationship, dutifulness and punctuality of teachers and student-student relationship were not found to be statistically significant.

Dubey (1989) studied the effect of school environment and approval motive on memory and achievement on a sample of 490 students including science and arts from sixteen colleges of Gorakhpur and Varanasi regions of Utter Pradesh. School Environment Scale (SES), Recall Test of Memory prepared by the researcher, Approval Motive Scale (AMS) of Tripathi and Tripathi, Intelligence Test of Jalota and Socio-economic Status Scale (SESS) of Kulshresth were administered to sample. The data were analyzed using SD, correlation co-efficient and three-way analysis of variance. Results indicated that the means of art students in academic achievement and in Hindi were found to be below 50% of the aggregate marks. The mean performances of science students in academic achievement as well as in Hindi were found to be satisfactory. Majority of science students secured 50% of the aggregate marks. The mean performance of arts students on recall test of memory was above 50% of the aggregate marks. The mean performance of science students on recall
memory was above the average. The distribution of scores of students in four selected variables i.e. school environment, approval motive, academic achievement and memory scopes on different recall tests were found to be approximately normally distributed. The main effects of all the three treatments, i.e., school motive were found to be significant on academic achievement of arts students, in case of science students also the main effects of all the three variables were significant.

Verma and Gupta (1990) revealed that 8th class boys belonging to high home environment group achieved significantly greater mean scores than the boys belonging to low home environment group. However, no significant differences were observed in the mean scores of scholastic achievement of girls belonging to high medium and low home environment groups.

Padhi (1991) carried out a study to find out the effect of creativity and classroom environment on pupil academic self-concept and academic achievement. The sample comprised of 636 students (379 boys and 257 girls) studying 9th class randomly selected from rural and urban and government and private managed schools. Acharyulu’s Think Creatively (ATC), Individualized Classroom Environment Questionnaire (ICEQ) by Rantoul and Fraser; Academic Self-concept Scale (ASCS) developed by the investigator and school marks were considered as the academic achievement in different school subject (AA). Findings indicated that academic self-concept and academic achievement in different school subjects was significant, creatively and individualized classroom environment was not significant. The main effects of classroom environment, academic self-concept and academic achievement were significant.

Pradeep Kumar (1992) studied the effect of school environment on adjustment, study habits and achievement of high school students. Subjects were divided into three different groups formed on the basis of cognitive encouragement, acceptance and rejection. All groups did not differ significantly in their scores on home adjustment. Regarding health adjustment, groups formed on the basis of rejection differed significantly. No difference was found in emotional and total adjustment scores of various groups formed on the basis of rejection control. Regarding home environment, reading and note-taking planning of subject and habit of concentration, various groups formed on the basis of acceptance and rejection did not differ
significantly. Groups formed on the basis of cognitive encouragement, acceptance and rejection differed significantly in their achievement.

Deal (1992) opined that variables such as commitment peer norms, co-operative emphasis, expectations, emphasis on academics, rewards and praise, consistency and goal consensus were all aspects of the notion of school culture. School organization culture defined in this way cannot be excluded from a study pertaining to the level of achievement of various schools as they have a concrete role in improving the efficacy of a school.

Coon et al (1993) investigated the influence of school environment on academic achievement. Academic achievement was measured as the scores of adopted and non-adopted children. The study described the relationship between the characteristics of school environment and academic achievement by two methods. First was developed from the direct influences of school environment. However, second was developed from the placement of students into the prior ability based school environments. The study concluded that many inter correlated individual factors of school environment had a small effect on the student achievement.

Mansy (1993) studied the relationship among students attitude to school, academic achievement and socio-economic cultural status. Results indicated significant relationship between scholastic attitudes and both academic achievement and socio-cultural status. Significant differences between boys and girls in attitudes to school and scholastic achievement were found with girls having more positive attitudes and higher achievement.

Punekar (1993) measured the school environmental factors on personality patterns, life values and academic achievements of tribal students of Rajasthan state. The relationship between school environmental factors and academic achievement was low and the relationship between school environmental factors and values held by tribal students was low. Individual gender differences were similar, with significant difference also being found in teacher support, as well as both types of mathematics anxiety, namely, learning mathematics anxiety and mathematics evaluation anxiety. In order to carefully identify the relationships between the classroom learning environment and mathematics anxiety, analyses were conducted for both factors of mathematics anxiety.
Khare and Garewal (1996) conducted a study on home environment and academic achievement of secondary school students. The sample comprised of 212 students, of 106 boys and 106 girls. Results revealed significant difference in academic achievement of boys and girls. Boys were found better academic achievement than girls.

Aima (1999) studied school climate and its relationship with creativity, personality and academic achievement of adolescents. Findings showed that academic achievement was significant and positively correlated with all the eight measures of school climate. Mean score of achievement of adolescents studying in rich school climate was significantly higher as compared to mean score of achievement of adolescents studying in poor school climate.

Noymonee (1999) conducted a study to find out the effect of school environmental factors on creative thinking of secondary school students in Thailand. It was found that the taking care of guardians, the environment of students (technology, social, mass-media, pollution), the classroom interaction (the characteristics of teachers, the interaction of teachers and students, the encouragement about learning behavior of students, the acceptance of students’ ideas), the socio-economic status (level of education of guardians, monthly income of guardians, occupation of guardians, number of members in family) affected the level of creative thinking of secondary school students. Environment (culture) did not affect the creative thinking of the students and found high relationship between the creative thinking and the academic achievement was observed. Technology, social, mass-media and pollution affected the level of creative thinking. Students belonging to the environment of high technology group were in high level of creative thinking. The social climate was the factor affecting the level of creative thinking in total and in different components, that is, fluency, flexibility and elaboration. The classroom interaction between teachers and students had to play an important role in the creative thinking skills of students, either the characteristics of teachers, the interaction behavior of teachers and students, the encouragement about learning behavior of students or the acceptance of students.

Sturm (2000) examined the effect of children’s perceived support from teachers on adjustment at school. The results of the study highlighted the importance of the teacher-child relationship, and it was hypothesized that this can serve as a
protective factor for children who perhaps did not have optimal attachment relationships with other significant adults in their lives. Teachers have an incredible task of instructing children and helping them to grow and develop. Counselors can provide support for teachers in this endeavor, by perhaps, offering workshops to teachers that focus on the teacher-child relationship and the importance of developing empathy skills to help facilitate positive relationships. Through positive relationships with their students teachers will then be able to provide emotional support, which may help the students to adjust better to the increasingly demanding school environment.

Yarbrough (2001) sought to determine if there were any relationships between student achievement and educational facilities. It focused on the question: Does school design influence the academic achievement of elementary school students? Criteria used were scores on the Iowa Test of Basic Skills and eighty six variables describing design patterns in various categories such as movement patterns, large group spaces, architectural layout, day lighting and views, colour, scale of building and location of school site. Findings indicated that the design of the school influenced on students learning.

Wilson et al (2002) found that school environment and partnerships affected student achievement indirectly through the constructivist teaching. The study concluded that there was the direct pathway from school environment to student achievement.

Srivastava (2004) carried out a study on academic achievement in physics of secondary school students of various organizational climate by taking a sample of 400 students of co-educational and single gender school and found that closed vs paternal type of school climate had significant effect on the achievement in physics of 9th class pupils whereas no significant difference was observed in the academic achievement in physics of 9th class pupils between the familiar and open climate.

Thakur et al (2005) studied the relationship of school environment with development of moral values and judgment in rural pre-adolescents on a sample of 200 children (100 boys and 100 girls) was drawn randomly from primary and middle schools (age 9-11 years) located in villages of Ludhiana district of Haryana state. Moral Values scale by Sen Gupta and Singh, Moral judgment test by Sinha and Verma, Socio-economic school climate inventory by Sinha and Bhargava was used.
Findings supported that good socio emotion climate of the school plays a vital role in the development of positive moral values and judgment.

Fernandes (2005) indicated that students' perceptions of teacher respect at school were positively correlated with academic achievement and negatively correlated with absenteeism and discipline problems. Furthermore, students who perceived high levels of teacher respect had higher academic achievement and fewer absences and discipline problems. Results revealed that significant differences for student’s perceptions of teacher respect by gender, race/ethnicity and instructional level and no significant differences were found by grade level.

Ghanihar (2005) investigated the relationship between school effectiveness and some selected personal and organization related correlates; data was collected from 16 schools students (110 boys and 229 girls). Results revealed that the students of high effective schools were more adjusted to schools than the students of average and low effective schools. Students of high effective schools were involved more in schools activities than the students of average and low effective schools.

Daley (2005) studied the child’s background and classroom correlates of child achievement, cognitive and behavioral outcomes in rural Kenyan school children. Results suggested that while background factors such as child age and SES were important predictor of child outcomes, inclusion of classroom factors and the addition of behavioral as a predictor shows an even greater effect. The largest effect was seen for the outcome variables most closely tied to classroom activities.

Dwivedi (2005) find out the influence of school environment and approval motive on academic achievement of 10th class students from sixteen different institutions and found that students from schools with enriched environment had significantly better academic achievement than the students from poor school environment; academic achievement of students of urban schools was significantly higher than that of students of rural schools; students who were high approval seekers had significantly greater achievement than the students who were low approval seekers.

Prichard (2005) investigated the relation between district culture, student achievement and student attributes about their schools. Perceptions of students as expressed in more than 2000 essays written about their schools were explored. Seven
cultural categories were examined for differences across grade level and districts. Statistical differences were found in three categories (Social People, Education/ Curriculum and Extra-Curricular Activities) for writing achievement, for whether the district cultures were rated as positive or negative and for whether students’ comments revealed a positive or negative view of their schools. Findings suggested that district culture has a noticeable effect on school culture and on students’ achievement.

Sunitha (2005) conducted a study on academic learning environment of students in aided and unaided co-educational high schools (N=240). Results revealed no significant difference in academic achievement of boys and girls.

Jayanthi and Agarwal (2006) highlighted that verbal classroom behavior of the teacher formulates the socio-emotional and intellectual climate of the classroom. For successful and effective teaching the socio-emotional climate of the classroom should be positive. Students feel comfortable and are motivated to learn in positive socio-emotional classroom climate. The teaching behavior of the teachers is guided by their values. They attempted to determine the relationship between teacher’s values and socio-emotional climate of the classroom. The sample of the study consists of 100 secondary school teachers working in the Lucknow city. The data were analyzed using non-parametric statistics. Result show that the teachers possessing high school value were found to be successful in creating positive socio-emotional classroom climate whereas it is opposite in case of power value. Therefore, it is desirable to develop those human values in teachers, which have been found to be positively associated with socio-emotional classroom climate.

Saikia (2008) studied the organizational climate of rural and urban secondary school students on a sample of 60 by using school organizational climate questionnaire and concluded that school organizational climate and its dimensions were not independent of location of schools. The teachers of rural schools with large number of open climate enjoy a harmonious working relationship with each other and at the same time enjoy a sense of accomplishment in their job in comparison to their urban counterpart. In these schools institutional heads show human treatment. Thus in the urban schools most of the teachers perceived the head master as bureaucratic and impersonal nature. High scores of the urban schools in disengagement and alienation
and production emphasis and control dimensions in comparison to rural schools indicates lack of initiative, emotional distance between the head of institution and the teachers of the urban schools.

Rudd et al (2008) studied the effects of the school environment on young people's attitudes towards education and learning. Document summarizes research to demonstrate the difference that building schools for the future (BSF) schools were making to young people's attitudes towards education and learning, as measured by their levels of engagement and enthusiasm for school. Findings indicated that student attitudes had become more positive after the move into the new school buildings.

McMahon (2009) conducted a study to find out the relation of classroom environment and school belonging to academic self-efficacy among urban 4th and 5th grade students. In the study, 149 belongs to low income, ethnically heterogeneous, fourth and fifth grade students completed self-report surveys in the fall and spring of one academic year. Classroom climate (satisfaction, cohesion, friction, task difficulty, and competition) and school belonging in relation to language arts and maths and science self-efficacy, taking into account initial self-efficacy was examined. Results revealed that greater satisfaction and school belonging, as well as less friction, were associated with higher language arts self-efficacy; school belonging emerged as the most important contextual influence when all classroom and school environmental variables were examined together. Less difficulty was the only contextual variable associated with higher maths and science self-efficacy. Results suggested that student perceptions of the classroom and school environment were important to consider in relation to academic outcomes and that they have differential influences depending on the subject.

Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on academic achievement of secondary school students. The respondents of the study were 300 students in the age range of 12-15 years. Percentages of marks obtained by the students in last previous years were used as measures of academic achievement. Results indicated that girls scored higher than boys.

Muhammad Arshad Dahar et al (2009) carried out a study to investigate the impact of the prior school environment on academic achievement of secondary school
students in Punjab of Pakistan. School environment is a very important school resource input. All the indicators of school environment collectively produce an academic environment that is helpful for the student achievement. The present school environment of a session is the prior school environment for the next session. Therefore, this study used mean of the prior five years results of SSC examination. Population of the study comprised all secondary and higher secondary schools and secondary students in Punjab. Overall, a total of 288 schools, and then 20 students from each school were randomly selected as the sample of the study. The longitudinal data of academic achievement in the form of aggregate marks of the annual examinations of the classes 6th, 7th and 8th as prior achievement and that of the 10th class as academic achievement of the same students through result sheet. The data were summarized at school level and then analyzed collectively. Pearson correlation was used to find out the relationship (association) of the prior school environment with academic achievement. Furthermore, stepwise regression analysis with linear function was used to find out the differential impact (causal-relationship) of the prior school environment on academic achievement. Results of the study show that the prior school environment is an important predictor of academic achievement for arts students; however, it has some insignificant positive impact on academic achievement of science students. The insignificant and weak causal relationship for science students may be improved if the indicators of school environment are properly defined and improved up to the higher standards. Prior school environment is very helpful in producing the present school environment.

Kotreshwaraswamy and Surapuramath (2010) studied to find out the relationship between school climates with academic achievement of the students in mathematics. The sample included 100 teachers and 100 students selected by using random sampling technique, out of which 60 were male and 40 were female teachers from secondary schools and 60 were boys and 40 were girls. Organizational Climate Inventory and Achievement test for 9th standard in mathematics were used for data collection. Pearson’s correlation coefficient technique was adopted for data analysis. There is positive and significant relationship between school climate and academic achievement of 9th standard students in mathematics among the gender, educational qualification, teaching experience and types of school.
Review of Literature

RadheyShyam and RajenderShrimali (2011) concluded in their study schools appear with warm and pleasant atmosphere where students feel independent. But in some other schools it is hostile and prison like, where students and teachers are in strain at all times. There are schools with good building, playground, good library and laboratory facilities, and they provide many opportunities to the students to participate in activities according to their taste and thus they can develop their talents. On the other hand there are schools where some or all these facilities are denied to the students. Such a difference in the school atmosphere can have serious effects on students, attitude towards schools and their achievement.

Arul Lawrence and Vimala (2012) studied the effect of school environment and academic achievement of 9th class students (N=400). Finding shows that there was no significant relationship between school environment and academic achievement.

David AkinloluAdeyemo (2012) investigated the impact of parental involvement, interest in schooling and school environment on academic self-efficacy of fresh secondary school students. (N=250) Results showed that the independent variables both jointly and relatively contributed significantly to the prediction of academic self-efficacy of the students.

ACADEMIC ACHIEVEMENT, SCHOOL ENVIRONMENT AND GENDER

Bisht (1980) studied the stress in relation to school climate and academic achievement. The sample consisted of 600 students (300 boys and 300 girls). Five variables viz. sex, age, socio-economic status, personality trait and intelligence were controlled with two techniques. Six scales were developed and standardized to measure the need for academic achievement, school climate, institutional stress, socio-economic status and neuroticism. Mean scores of academic stress and school climate did not differ sex-wise, but the male students differed from female students significantly on the need for academic achievement, academic achievement and academic stress. With regard to age wise there was no difference on the mean scores of these variables. All the three independent variables were positively and significantly correlated. Only school climate and academic achievement were correlated negatively for the female sample. The school climate was found to be significant predictor of institutional stress and academic stress and it was also the best predictor except for male sample.
Lirgg (1994) assessed the environmental perceptions of the students of single sex and co-educational classed about their institutes. Results revealed that same sex and co-educational classes have quite different attitudes about their classroom atmosphere. Overall female group expressed positive views about their psychological aspects than males. But the perceptual styles of the males of non-co-educational institutes are very unfavorable and timid than the co-educational college males.

Watson et al (2002) compared high achieving adolescent girls' ideal and real career aspirations to adolescent boys' aspirations, examining the influence of grade level, achievement level, and an all-girls school environment. At all achievement levels, girls were commensurate with boys in ideal and realistic career aspirations. High achieving girls exceeded the aspirations of average achieving boys. Girls at single-sex schools had higher real career aspirations than did girls and boys at Co-educational schools.

Singh (2006) examined the social, emotional and socio emotional climate of the school on the adjustment of the students along with their interactional effects. 400 students studying in grade 10th in the high and senior secondary schools of Himachal Pradesh were selected randomly. Results revealed that social climate of the school affected the emotional and total adjustment of students significantly positively. Boys have significantly better health and emotional adjustment than girls whereas girls were significantly better in their social adjustment than boys. Girls were found significantly better than boys in their home and school adjustment at different levels of emotional climate of the school; whereas boys were significantly better in their emotional adjustment. Girls had significantly better home and school adjustment than boys. Boys were significantly better than girls in their health adjustment at different levels of socio emotional climate of the school. There was no significant difference in home, health, social and school adjustment of the students at the different levels of social climate of the school. Boys had significantly better health and emotional adjustment than girls whereas girls were significantly better adjusted in schools in boys. Boys and girls do not differ significantly in their home, social and total adjustment at different levels of social climate of the school. Social climate of the school and sex do not interact significantly with regard to home, health, social, school, emotional and total adjustment of students.
Patankar et al (2007) conducted a study on indiscipline among school students: A teacher’s challenge. The study exhibited that majority of secondary school students were extremely indiscipline. Secondary school girl students were more disciplined than boys. Causes of indiscipline among secondary school students were teaching becoming a bore, teachers assigning extra homework, teachers not sympathetic and affectionate, unsuitable physical environment, teacher’s voice not reaching students in the backbenches, lack of motivation and proper guidance by teachers, constant criticism by teachers and fear of some teachers. Findings suggested that student’s indiscipline was mainly related to school environment, effective classroom arrangement, meaningful teaching to motivate the students and introducing adolescent education at secondary level in the school.

Meers and Prathapan (2008) carried out a study on classroom learning environment and self-esteem as correlates of achievement in social studies of boys and girls. Findings suggested that achievement in social studies varies with regard to difference in their classroom learning environment and self-esteem. The achievement in social studies of boys varies with regard to difference in their classroom learning environment and self-esteem. The interaction effect due to classroom learning environment and self-esteem on achievement in social studies for boys is not significant. The achievement in social studies for girls varies with regard to difference in their classroom learning environment. The interaction effect due to classroom learning environment and self-esteem on achievement in social studies for girls is not significant. The achievement in social studies of urban school pupils with regard to difference in their classroom learning environment and self-esteem is not significant.

Winga Maureen Adhiambo et al (2011) investigated the levels of school adjustment and its relationship with academic achievement of 450 senior secondary school going adolescent boys and girls with mean age of 18.38. Questionnaires as well as official KCSE examination marks were collected. Results showed that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment.
ACADEMIC ACHIEVEMENT, SCHOOL ENVIRONMENT AND TYPE OF SCHOOL

Horak et al (1979) determined whether children with different cognitive abilities could benefit from different educational environments. The investigation was specifically concerned with two questions: Were there differences in the mathematics achievement between children with an internal or external locus of control in both open and non-open classrooms? Were there differences in the mathematics achievement between pupils with a low and high self-concept in both classroom types? Students in non-open environments appear to exhibit higher mathematics achievement scores at the upper grade levels. Results revealed that internal locus of control and high self-concept were positively associated with an open classroom environment.

Amarnath (1980) made a comparative study of the organizational climate of government and privately managed higher secondary schools in Jullundar District of Punjab. The data were collected with the help of OCDQ by Halpin and Croft. The mean scores of the result of higher secondary part examinations were taken for the academic achievement of the students. Two major findings were drawn in the study. 1. The government and privately managed schools, as a group, did not differ significantly in their organizational climate, but differed from school and no two schools had similar organizational climate and 2. There was no positive relationship between the organizational climate and the academic achievement of the students.

Bisht (1980) studied interactive effect of school climate and need of academic achievement on the academic stress of students. The sample comprised two groups of 120 students (60 boys and 60 girls) controlled by grade, age, stream, intelligence, and economic status. One sample was from schools with high satisfying school climate and the second sample was from low satisfying school climate. Two types of school climates operating in and by them did not differ in their effect on academic stress. The two variables namely the need of academic achievement and the school climate, when allowed to interact, affected the degree of academic stress. The need of academic achievement had an effect on the academic pressure of the students but the school climate did not show any specific effect. Academic anxiety was not affected either by the need of academic achievement or by the school climate, but was influenced symmetrically by their interactive effect.
Kaur (1999) investigated learning environment in residential and non-residential schools and its impact on academic achievement, initiative, mannerism and co-operation of 9th class students. It was found that different school systems followed different pattern of curricular activities through teaching learning process (as perceived by teachers) by way of content knowledge/delivery, facility in content delivery, use of skill of presentation, stimulus variation evoking students interaction, use of evaluation devices and use of reference material. Teaching learning processes (classroom interaction) as observed through FCICS were not different in residential and non-residential and also same in between government and private school. The nature of different co-curricular activities did not correspond with the type of school. It showed that different types of schools used different types of co-curricular activities. The nature of different classroom equipments, library, laboratory equipments and facilities do not correspond with the types of schools. The teacher taught relationship within and beyond class was different in different types of schools. There was no interaction between types of schools and teachers’ affective response modes in case of within the class as well as beyond the class. The organizational environment of all the four schools was found as representative of moderate organizational climate. None of these schools were found to be absolutely open or absolutely closed. Private school yields higher mean achievement scores than the government school students. The mean academic achievement scores of the non-residential school children were found higher than the mean achievement score of the residential school children. Students of private schools yielded higher mean score of initiative than the students of government schools. The mean initiative scores of students studying in residential schools were found higher than the mean scores of initiative for non-residential school children. Private schools were promoting higher levels of mannerism among children as compared to government schools. Mode of schooling (residential / non-residential) did not yield different levels of mannerism among children. Learning environment due to management style (government/private) yielded equal levels of cooperation and the mean cooperation scores of residential school children were found higher than the mean score of the non-residential school children.
Review of Literature

Ming-Te Wang and Rebecca Holcombe (2010) conducted a longitudinal study to examine the relationships among middle school students’ perceptions of school environment, school engagement and academic achievement on a urban sample of 1,046 students. Findings supported the theoretical conceptualization of three different, but related dimensions of school engagement: school participation, sense of identification with school, and use of self-regulation strategies. Results also indicated that students’ perceptions of the distinct dimensions of school environment in 7th grade contribute differentially to the three types of school engagement in 8th grade. Finally, the authors found that students’ perceptions of school environment influenced their academic achievement directly and indirectly through the three types of school engagement. Specifically, students’ perceptions of school characteristics in 7th grade influenced their school participation, identification with school, and use of self-regulation strategies in eighth grade that occur therein and, in turn, influenced students’ academic achievement in 8th grade.

Sunitha and Khadi (2009) investigated the influence of socio economic factors on academic learning environment at home and school of co-educational high school students from aided and unaided schools. The sample consisted of 240 students, selected from 8 co-educational high schools in Dharwad city of Karnataka state. Results showed that students of unaided schools had significantly better school learning environment, they involve better in school activities. With respect to home learning environment they had better physical facilities in home, received more parental guidance and support than students of aided schools. The socio-economic status of the family exhibited positive and significant influence on home learning environment and school learning environment on students of both aided and unaided schools.

ACADEMIC ACHIEVEMENT, SCHOOL ENVIRONMENT AND HOME ENVIRONMENT

Arora Reeta (1988) conducted a study on the role of parent-child relationship and teacher-students relationship in the academic achievement of higher secondary school students of both sexes. The main objectives of the study were: to study the relationship between educational standard and parent-child relationship, the types of schools and backwardness and any difference exists in the educational achievement in
different types of schools namely public schools, privately managed schools and centrally administered schools. Results suggested that no significant relationship between educational achievement of students and parent-child relationship and the educational standard of students and teacher-student relationship were found to be significantly related.

Shah (1991) examined the effect of family climate on adolescents’ school adjustment. It was noted that boys from a positive home climate were better adjusted in school than those from poor home climate. In case of girls, in urban areas family climate has been found positively related to school adjustment. In rural areas the opposite results were found. The effect of family climate varied with SES, intelligence, sex and locality of the adolescents. The prevalence rate of health hazards had been estimated at 6.42% with greater disturbance at the age of 13 years in boys, resulting in poor academic performance and adjustment.

Kaur (1991) found out the relationship between the home and school environments and the study habits of 30 boys and 30 girls’ of 8th and 10th classes. Results of self-report questionnaires indicated that 85% of boys prefer to study at home according to planned schedule. Girls had more house work responsibilities than boys. 82.5% used a planned schedule. 72.5% of parents of girls and 68.75% of parents of boys were interested in their children’s homework. Over 90% boys and girls were satisfied with their school facilities, teachers, teaching methods and the grading system.

Griffith (2000) examined relation between parent-student consensus regarding perceptions of the school environment and evaluation of school environment. It was found that consensus was positively related to evaluation of school environment. Schools with more racially/ethnically diverse student populations and more school newcomers showed less student-parent consensus regarding school environment. Student and parent school evaluations related to school-level student satisfaction and academic performance.

Devi and Mayuri (2003) conducted a study to find out the effect of family and school environment on achievement of boys and girls studying 9th and 10th classes from private residential schools. Findings explored that family factors were not
found to be important for the achievement of residential school children. School factors like qualified teachers, good physical facilities, classroom organization, checking up of curriculum, subject matter on time, impressive method of teaching and teacher-student interaction contributed significantly to academic achievement.

Joshi and Bose (2004) investigated the effect of involvement of parents in the education of children; an exploration: The environment of home and school greatly determine the scholastic achievement. Home environment determine to a great extent by the outlook of parents i.e. if they have favorable attitude towards the education of their children then enrollment as well as their retention will be ensured. Involvement of parents implies that the child had proper meals, adequate rest, leads a discipline life at home and had a better achievement at school.

Oh (2005) examined the process by which neighborhood conditions influence parents, peers and schools and the combined effect of neighborhood conditions, parents, peers and schools on adolescents' achievement and subjective well-being. Results showed that neighborhood characteristics influenced adolescents' subjective well-being through parental characteristics, parenting behaviors, peer interactions and school characteristics. Similarly, parental characteristics and parenting behaviors mediated the relation between neighborhood characteristics and adolescent academic achievement.

Parker (2005) conducted a national longitudinal educational study, logistic regression multiple group path analyses were conducted to examine the differences in student and family factors in predicting successful high school completion for four groups of students: Hispanic males, Hispanic females, White non-Hispanic males, and White, non-Hispanic females. Path analyses revealed that although the educational expectations of parents and the competing priorities associated with work and family obligations revealed complex patterns of relationships across the four comparison groups, friends’ attitudes towards school and plans for the future were influential for all groups except for White males.

Gafoor and Farooque (2006) in their study identified school as high and low efficient on the basis of student achievement and compared in terms of seventeen school related, four home-related variables and achievement motivation of pupils. The
study was conducted on a sample of 700 pupils and 80 teachers from four rural secondary schools of Kozhikode district in Kerala. It was found that significant difference exist between high and low efficient schools in terms of school organizational culture variables viz., commitment, formalization of rules, co-operative emphasis, expectations, academic emphasis, professional management and goal consensus; school social system variables viz., instructional approaches, interpersonal relationships and monitoring; teacher performance; instructional facilities and parental encouragement. The study also recommended that the teachers need to become aware that their commitment to the pupil, profession and society at large has a great impact on students. Schools require developing a professional management system based on rewards and praises, characterized by encouragement to those who try to improve individual and collective standards.

Narad (2007) conducted a study on personal values of senior secondary school students in relation to school environment and home environment and concluded that there is positive correlation among them.

Dhingira and Manhas (2009) explored the relationship that exists between parental interaction and attitudes of teachers with academic performance of 200 school going children studying 4th and 6th grade who are under achievers in class. Results revealed that parent child interaction and teacher attitudes significantly influenced academic performance.

Sunitha and Khadi (2009) investigated the influence of socio economic factors on academic learning environment at home and school of co-educational high school students from aided and unaided schools. The sample consisted of 240 students, selected from eight co-educational high schools in Dharwad city of Karnataka state. Results showed that students of unaided schools had significantly better school learning environment, they involve better in school activities. With respect to home learning environment they had better physical facilities in home, received more parental guidance and support than students of aided schools. The socio-economic status of the family exhibited positive and significant influence on home learning environment and school learning environment on students of both aided and unaided schools.
Robert Stephen (2010) studied the home environment and school performance among black elementary children and found that children’s behavioral development is affected by the environments in which they live.

Sunita Badola (2013) made an attempt to find out the effect of home and school environment of senior secondary school students in relation to their career decision maturity. A sample of 800 senior secondary students was selected randomly, sampling was done in terms of high, middle and low career decision maturity technique. Home climate inventory and school environment inventory developed by Mishra and career decision maturity inventory developed by Nirmala Gupta was used. The analysis of data revealed that the dimensions of home climate namely-control, protectiveness, social isolation, deprivation of privileges and rejection differ significantly on their career decision maturity whereas the effect of school environment dimension namely-only rejection differed significantly of senior secondary students on their career decision maturity.

ACADEMIC ACHIEVEMENT AND HOME ENVIRONMENT

Shah and Sharma (1984) conducted a study to examine the effect of family climate on students’ academic achievement. The sample consisted of 200 children, studying 9th class, age group of 14-15 years, out of which 128 were boys and 72 were girls. Results revealed that highly significant and positive relationship existed between the variables, family climate and academic achievement.

Soto (1986) examined the difference in the home environment between high achieving and low achieving children. Statistical analyses revealed that significant differences were observed in home environment between high and low achieving students.

Chakrabarti (1986) investigated the effect of parents’ education on academic achievement of high school children. A sample of 100 boys from two English medium schools of Calcutta was compared. Results indicated that the children whose parents were highly educated had better performance in both school examinations and achievement tests than those children whose parents were less educated.
Ekeoha (1986) found that home environment is an important correlate of achievement in science. Analysis of the home background component variables indicated that possession of books in the home had a significant effect on achievement in science.

Jagannadhan (1986) studied the relationship between home environment and academic achievement. Results showed that home environment has got strong association with academic achievement and played significant role.

Lethakumari (1987) conducted a study on the environmental factors and achievement in social science. It was found that the group under study differs significantly with respect to family climate. A significant proportion (76%) of the high achievers had happy parental relationship. The high and low achievers under study differ significantly with respect to adequacy of facilities for learning. 80% of the high achievers had adequate facilities for learning.

Vineeta (1988) carried out a study to find out the relationship between parental attitude, socio-economic background and the feeling of security in relation to academic achievement among intermediate students and concluded that there existed a significant relationship among parental attitude, socio-economic status and academic achievement. Students belonging to various levels of parental attitude and socio-economic status differed significantly. Parental acceptance group showed better achievement than parental concentration or avoidance groups. Further, students of upper SES showed better achievement than the students of lower SES group and no significant relationship were observed between feelings of security/insecurity and academic achievement.

Agarwal et al (1988) conducted a study on parents’ participation in children’s academic activities in relation to their academic achievement at the primary level. Findings suggested that parents’ participation in children’s academic activities also plays an important role in enhancing the level of the child’s academic achievement at elementary school level. Academic achievement of elementary school students can be improving by reducing the magnitude of extreme autonomy, neglect and ignoring and by enhancing the potency of parental direction by their parents while participating in their academic activities. Intrusiveness in case of elementary school students does not have any value in influencing their academic achievement.
Topper (1989) examined the relationship between the levels of parental environment in a pilot study program entitled parents and children together. Findings suggested that there was a relationship between parental involvement and child's academic achievement.

Luthan (1989) pointed out that while growing, the child learns to behave in ways expected by the culture of the family into which it was born. He further added that overall family climate created by the parents, in addition to their influence is critically to personality development. For example, children with markedly institutional upbringing (orphans) or children reared in cold, un-stimulating home are much more likely to be socially and emotionally maladjusted than children raised by parents in warm, loving and stimulating environment.

Shah (1989) studied the effect of family climate on the home adjustment of adolescent students and found that home adjustment of students having satisfactory family climate was found to be far superior to those who had highly dissatisfactory family climate. In case of girls, the family climate did not play an important role in determining the level of home adjustment. In case of entire adolescents, significant and positive relationship was observed between family climate and home adjustment. Better home adjustment of adolescents was due to satisfactory family climate.

HomChaudhari (1990) conducted a study on correlation of academic performance of college high achievers and found the emotional atmosphere of their homes to their liking. The low achievers found as absence of good environment at home on the variable of cohesion.

Chaman (1990) studied the impact of parent child relation on achievement of pre-degree students and found that there was no significant relationship between parent child relations and achievement. High and low achievers were identical with respect to their relationship to parents.

Menon (1990) conducted a study to examine the relationship among certain environmental factors, personality characteristics and school performance of 10th class students. Findings suggested that the educational environment at home was found to be an anchor variable which had direct influence on the developmental characteristics of the child, viz., social competence and cognitive development; the educational
environment at home also influenced child’s adjustment to school and the mothers education emerged to be the most important exogenous variable directly influencing the educational environment at home.

Mishra (1991) conducted a study to know the effect of home environmental variables on language acquisition of learning disabled and normal children using Oriya Syntactic Ability Test. Parental aspiration and living conditions of the home environment had shown significant effect on the test of Oriya Syntactic Ability. The normal children differed from the disabled children on their home environment in favor of the enriched home environment. Test of Oriya Syntactic Ability (TOSA) had relationship with the home environment factor but it was not high. The parent-child interaction and mass media had a significant relationship.

Sanchez (1991) studied the impact of parental support on academic achievement. Results showed that academic achievement was a combination of student ability, parent beliefs and parent support for education.

Lee's (1991) observed the relation between the home environment and educational achievement and found low correlation between the two variables.

Marope (1992) has studied the determinants of academic achievement and found that home support was an important factor that determines achievement.

Ajitha (1992) studied the relationship between home environment and achievement and found that it was negligible. For the whole sample, the relation between home environment and achievement was negative, but for three sub samples, rural, government and private schools, the relation was significant.

Youn (1993) investigated the relationship between home environment, self-efficacy and academic achievement of 89 Asian American students. The study showed that family income and self-efficacy were positively related with academic achievement.

Godbole (1993) studied the effect of perceived parental acceptance and self-concept on academic achievement. Results revealed that higher level of self-concept, SES, intelligence was separately associated with high parental acceptance and low rejection and concentration. Large family size was associated with low parental acceptance and high parental rejection while no association was found for
concentration. Large sibling size was associated with high parental rejection and has no significant association with acceptance and concentration. Academic achievement was not independent of perceived parental rejection and concentration though acceptance has no such association.

Liq (1993) conducted a study to find out the relationship between home environment and academic achievement among Italian and Canadian preschool children. Findings indicated that home environment has a significant effect on school performance, academic achievement and intellectual development.

Rekha (1994) carried out a study to examine the relationship between home environment and achievement in science of lower primary school children. Results showed that parental involvement and parental help to solve doubts were determined the achievement in science; home learning facility, availability of books, parental discussion on educational problems of children and parental attention to educational problems of children were not the factors that determine the achievement in science.

Sayfried (1994) find out the factors associated with academic success of students and concluded that family environment had no direct or indirect effect on grade point average.

Koutsoulis (1995) studied the home environment and its relationship to self-concept, attitudes towards school education, aspiration, career expectation and achievement of high school students in Cyprus. Results indicated that home is very important for high school students. Family processes were found to influence home environment more than the socio-economic status, especially for the females. Home was found to influence student's academic achievement, self-concept and attitudes toward school.

Al Shahany (1995) explored the relationship of selected variables to biology achievement of secondary school students. Results of the study revealed that student antecedent variables namely home environment and prior knowledge seemed to correlate highly with biology achievement.

Mdanda (1997) examined the impact of home environment, parental occupational status, parental involvement and parental managed learning programmes on pupils' academic achievement. Findings revealed that there is consistent relationship between parental structure and pupils' academic achievement and parent
occupational status and pupils' academic achievement. The type of job the parent is doing has an impact on child's academic performance. The study showed that pupils born of professional parents obtained highest scores on academic performance. There is a positive relationship between parental involvement and pupil’s academic achievement. Children, whose parents show high level of involvement, perform better in their academic tasks than those children whose parents are not involved in school matters. There is a positive relationship between parental managed learning programmes and pupils academic achievement. Parental two-way communication with the school enhances pupils academic performance.

Reju (1997) conducted a study on achievement in science as related to science attitude, science interest and home learning facility of upper primary school pupils. Finding of the study showed that achievement in science and home learning facility was not significantly related to each other.

Jocob (1998) carried out a study on a selected variable associated with achievement in chemistry of vocational higher secondary school students. Findings of the study were as follows; the coefficient of correlation between home environment and achievement in chemistry for the total sample (r=0.509), boys (r=0.465), girls (r=0.468), rural (r=0.487), urban (r=0.531), government (r=0.716) and private (r=0.364). All the obtained relationships were positive and significant; which proved that home environment and achievement in science was closely associated.

Lata and Aggarwal (1998) found that the child getting proper environment of study with care, concern, guidance and encouragement will flourish like plant given good soil and sunlight is a most congenial atmosphere. Hence congenial home environment is more influential in enhancing scholastic achievement.

Smith and Hausafus (1998) studied the relationship of family support and achievement in science and mathematics of ethnic minority students. Findings suggested that family support was strongly associated with science and mathematics achievement.

Mashile (1999) examined the psychological and social factors related to physical achievement in science and attitude of secondary school students. Results revealed that home environment and motivation had the greatest total contributions to physical achievement in science.
Peecook (2000) in his study quoted that home educational support had a greater influence on academic achievement than did teacher instructional practices in mathematics, science and social studies.

Heastie (2001) conducted a study to find out the relationships and the difference on self-regulated learning, parental involvement in home work and academic achievement among highschool students in Rural West Virginia. Results revealed that there was no significant positive relationship between parental involvement and academic achievement.

Mayuri (2003) designed a study to find out the school factors that affect academic achievement of the children studying 9th and 10th classes. The sample consisted of 120 children (60 from 9th class and 60 from 10th classes) of Hyderabad city. One of the key findings of this study was that family factors like parental aspirations and socio economic factors had an effect on the academic achievement of the school children.

Antony (2003) found that family climate and academic achievement were significantly correlated. For the total sample, the coefficient of correlation obtained was -0.674.

Netto (2004) carried out a study to find out the influence of home environment and achievement motivation on academic achievement of Fishermen students at higher secondary level and found that home environment and achievement motivation were highly influencing variables of academic achievement.

Kalra and Pyari (2004) conducted a study on the role of family climate and income as determinants of educational achievement. Results revealed that achievement of the students are affected by favorable family climate and the income status of the family.

Joshi and Bose (2004) studied the effect of involvement of parents in the education of children; an exploration. The environment of home and school greatly determine the scholastic achievement. The home environment determine to a great extent by the outlook of parents i.e., if they have favorable attitude towards the education of their children then enrollment as well as their retention will be ensured. Finally they concluded that involvement of parents implies that the child had proper means, adequate rest, lead a discipline life at home and had a better achievement at school.
Dasgupta and Sanyal (2008) concluded in their study family serves as an enriching ground for early socialization and personality development, the healthy outcomes of which are the provision of unconditional love and acceptance, understanding, behavioral management and guidance, academic encouragement and assistance.

Elizabeth (2009) analyzed the family structure and the academic achievement of 549 rural and urban high schools students. Results projected that the girl students attending both the rural and urban high schools had significant higher academic achievement levels than the boys. Results also indicated that rural students performed better than urban students.

Kitsantas et al (2009) conducted a study to find out the influence of homework experiences on students’ academic grades, beliefs and self-efficacy for learning of 223 college students. The student’s homework influenced their achievement indirectly via these two self-regulatory beliefs as well as directly. Self-efficacy for learning, although moderately correlated with perceptions of responsibility, predicted course grades more strongly than the latter variable. No gender differences were found for any of the variables.

Muola (2010) investigated the relationship between academic achievement and home environment among 8th standard students. The sample comprised of 235, from six urban and rural schools. Results indicated positive relationship between academic achievement and home environment. Urban students have better academic achievement home environment than the rural students.

Sharma and Tahira (2011) investigated the influence of parental education, parental occupation and family size on science academic achievement of the secondary school students. 1500 students were selected as a sample for the study and the data were collected through a questionnaire that assessed personal information and science achievement test developed by the researchers. Results indicated that family variables including parental education had significant relationship with the academic achievement of their students.
Hafiz Muhammad Waqas Rafiq et al (2013) studied the effect of parental involvement on academic achievement of their children. The study was conducted in Allama Iqbal Town, Lahore city of Pakistan. A total of 150 boys and girls studying 9th class (public and private schools) were taken as respondents. Four schools were selected through simple random sampling technique; which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of present study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significance effect in better academic performance of their children.

ACADEMIC ACHIEVEMENT, HOME ENVIRONMENT AND GENDER

Saxena (1988) conducted a study to find out is there any impact of family relationship on adjustment, anxiety, achievement motivation, self-concept and academic achievement of 300 boys and 300 girls studying 9th class of Agra city. Parental Acceptance Rejection Questionnaire of Jai Prakash and Bhargava, Adjustment Inventory for school students of Sinha and Singh, Indian Adaptation of Sarason’s General Anxiety Scale of Kumar, Achievement Motivation Test of Bhargava, Self-concept Test of Bhatnagar and Academic Achievement was considered using high school marks. Results revealed that family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total, emotional, social and educational adjustment. Anxiety and achievement motivation was not significantly influenced by family relationship. Girls were more anxious than boys. In academic achievement accepted and average students did not differ from rejected students.

Bhatnagar and Jain (1989) carried out a study on educational vocational planning, academic achievement and selected psychological and home background variables of tribal 9th class high school students in and around Shillong of Meghalaya state. Results revealed that tribal boys and girls were older and lower on SES than their non-tribal counterparts studying in the same schools. The two groups were not very different from each other in respect of various characteristics. The general socio-cultural milieu seemed to influence everyone in the state irrespective of ethnic affiliation. Some of the dimensions like intelligence level, academic achievement and
study habits, the tribal’s were slightly inferior than the non-tribal’s. Tribal girls were more independent of their parents in their job values. This may be due to a tribal practice according to which women play a more significant role in the world of work. Contrary to popular belief, the study revealed that tribal rural students had an edge over their urban counterparts in various respects. They manifested a higher level of educational aspiration, academic achievement and better vocational planning than the urban students.

Cohen (1990) conducted a study on family with the purpose to examine cognitive correctives and to assess whether sex and age affect the perceptions of family environment in depressed adolescents and concluded that family relationships play a significant role in coping with depression and behavior disorder.

Samal (1990) conducted a study to examine the relationship between planning and academic achievement of boys and girls, studying 9th class (N=60) selected on the basis of their planning behavior and sex. All the subjects belong to the middle socio-economic status (SES). Trial Making Test of Armitage, Academic Achievement measures from last examination and Home Environment Questionnaire of Jachuck and Khandal were administered to sample. The academic performance of high planners was better than that of low planners. There was no significant difference between boys and girls with regard to academic achievement. The children belonging to high planning ability enjoyed more cognitively stimulating home environment than the children from low planning ability.

Blanchard (1991) studied the effect of SES and home setting on academic achievement and concluded that low socio economic African American families, boys and girls were not provided with good support by their parents for academic achievement.

Khare (1996) conducted a study on home learning environment and academic achievement of elementary school children. The sample consisted of 212 students of middle schools of Bhopal city. Results showed significant correlation between home environment and achievement in boys and girls. There is significant difference in school achievement of boys and girls. It was also found out that the effects of environment and gender on school achievement of students. Boys were better than girls.
Kakkar and Alpana (1999) conducted a study on parental acceptance rejection as related to the problem of adolescents and found that there was a positive significant correlation between parental acceptance-rejection and the three basic problems of the adolescents namely, school, social and personal problems for sub group, i.e. boys, girls and total sample adolescents.

Patel (2000) undertook a study to find out the relation between perceived family environment and the economic status of family. The sample consisted of 526 adolescents’ boys and girls, aged 13-16 years, belonging to different socio economic strata. It was found that economic level of the family was an important factor influencing the nature of various dimensions of family environment.

Basantia and Mukhopadhaya (2001) found that in case of Indian rural school students, home environment emerged as a significant predicator of academic achievement; boys and girls belonging to high achieved group enjoyed better home environment.

Goel (2004) investigated the effect of home environment on educational aspirations. The sample of the study comprised 100 students (50 boys and 50 girls) of intermediate classes in age range of 16-20 years. Results revealed that girls had much higher educational aspiration than boys. Boys felt more rejected with the autocratic atmosphere at home in comparison to girls who experienced more nurturance than boys.

Varte et al (2005) conducted a study on intelligence and academic achievement in relation to parent child relationship in boys and girls and concluded that equal level of parent child relationship, intellectual ability and academic achievement in boys and girls. Greater intellectual ability were obtained in permissive family than in restrictive family adolescence and no difference emergence with regard to academic achievement.

Nirmala Kaushik and Sunita Rani (2005) conducted a comparative study to find out the effect of home environment and parent child relationship on achievement motivation of adolescent boys and girls. Nalini Rao’s Parental Child Relationship Scale (PCRS) Pratibha Rao and Asha Mohan’s Home Environment Inventory and Achievement Motivation Scales were administered to subjects. Findings explained
that there is no significant difference between boys and girls in achievement motivation and perception of the mother and the father by both boys and girls. Achievement motivation is higher when children perceive their home environment and parents as controlling, punishing, depriving, rejecting, neglecting and indifferent.

Rani Mohanraj and Latha (2005) investigated the relationship between family environment, the home adjustment and academic achievement in adolescents. Subjects (106 boys and 86 girls) were assessed using the Moos and Moos family environment scale and Bell’s adjustment inventory. Academic scores were taken from the school records. Family environment appeared to influence home adjustment as well as academic performance. Majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral – religious issue with minimal conflict. Cohesion, conflict, control, intellectual, cultural orientation and independence in the family environment influenced home adjustment. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment.

Vamadevappa (2005) found out the impact of parental involvement on academic achievement of boys and girls studying at higher primary level. Results suggested that there is positive and significant relationship between parental involvement and academic achievement. There is significant difference in the achievement scores of boys and girls of high parental involvement, no significant difference in the achievement scores of boys and girls of low parental involvement group. There is no significant difference in boys and girls with respect to parental involvement and their academic achievement.

Usha (2007) conducted a study that how emotional adjustment and family acceptance of the child is related to achievement in mathematics of boys and girls hailing from rural and urban localities. Emotional adjustment and family acceptance of the child have a positive significant correlation with achievement in mathematics. Boys and girls differ in their family acceptance and achievement but not in their emotional adjustment, rural and urban pupils differ significantly in their emotional adjustment, family acceptance and achievement in mathematics. Emotional adjustment and family acceptance of the child are effective factors contributing to academic achievement.
Daulta (2008) studied the impact of home environment on the scholastic achievement of children and found that good quality of home environment had significant positive correlation with high level of scholastic achievement in boys than girls.

Sunitha and Khadi (2009) investigated the influence of socio economic factors on academic learning environment at home and school of coeducational high school students from aided and unaided schools. The sample consisted of 240 students, selected from eight coeducational high schools in Dharwad city of Karnataka state. Results showed that students of unaided schools had significantly better school learning environment, they involve better in school activities. With respect to home learning environment they had better physical facilities in home, received more parental guidance and support than students of aided schools. The socio-economic status of the family exhibited positive and significant influence on home learning environment and school learning environment on students of both aided and unaided schools.

ACADEMIC ACHIEVEMENT, HOME ENVIRONMENT AND LOCALITY

Agarwal (1986) conducted a study to find out the effect of parental encouragement on educational development of students (secondary stage). Findings suggested that parental encouragement and educational development were found positively correlated, parental encouragement was found to have a pervasive influence of educational development of high developed group, regardless of gender, district and urban rural variations. The urban boys belonging the higher group were found significantly superior to the rural boys in educational development, the urban girls belonging to the higher group were found significantly from the girls of the same group, boys belonging to urban as well as rural areas significantly higher in parental encouragement in all the three groups as compared to their counterparts. Identical results obtained in the case of the ‘father-absent’ and girls, who were found to have received significantly more materials encouragement.

Acharya (1999) studied the effect of learning environment at school and home on the cognitive abilities of secondary school students. It was found that girls had higher score than boys in all the five scores of cognitive abilities (Achievement,
Intelligence, Creativity and its components Liquidity and Originality). Students studying in city schools had higher score than the studying in village school in all the five areas of cognitive abilities (Achievement, Intelligence, Creativity and its components Liquidity and Originality). There was an effect of educational environment of school on intelligence and liquidity scores of students. There was an interaction effect of sex, residence area and learning environment at home on the cognitive ability of secondary school students and the interaction effect of sex, type of school and learning environment at school on the cognitive ability of secondary school students was also found.

Ganguly (2004) studied determinants of academic achievement in rural and urban areas and found that parental care about child’s education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas; library facilities, teacher’s training, teacher’s classroom behavior and attitude towards teaching had a positive correlation and student teacher ratio had a negative correlation with the academic achievement of students; peer influence and movies had significant and positive and the distance between home and school had significant negative correlation with achievement of students; attentiveness to study, school attendance, health and interest in study had a positive correlation with students’ achievement.

Pandey Shashi Kiran (2005) conducted a study to find out the effect of parental disciplining behavior and academic achievement of rural and urban adolescent boys and girls of different intellectual levels. Urban adolescent, parental disciplining behavior positively affected their academic achievement at different intellectual level due to the effect of father’s discipline among boys and girls. Mother’s disciplining behavior significantly affected the academic achievement of the rural boys of average intellectual level. Parental disciplining behavior favored the academic achievement of rural girls of different intellectual levels.

Muola (2010) studied the relationship between academic achievement motivation and home environment of 8th standard pupils. 235 subjects selected from six urban and rural primary schools (age ranged between 13 and 17 years) from Machakos district of Kenya. A significant \( p < 0.05 \) positive
relationship was found between six of the home environmental factors, i.e., 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 extent 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.

**ACADEMIC ACHIEVEMENT, HOME ENVIRONMENT AND TYPE OF SCHOOL**

Sharma (1978) analyzed the factors influencing the behavior pattern of adolescents studying in different school environment on a sample of 400 normal adolescents in the age range 13+ to 16 years, whose IQ of 100 or more and who had not created any behavior problems; selected from four different SES level schools of Punjab state. Intelligence was an influencing factor in the development of behavior pattern of the students in all types of school. The intelligence level in moderately high SES and high SES school adolescents was significantly higher than that those in the two other categories. SES did not significantly influence the socio metric status of adolescent. On the basis of the total sample positively influenced by intelligence, self-disclosure and socio metric status, whereas they were negatively influenced by the SES of the family.

Ajitha (1992) studied the relationship between home environment and achievement and found that it was negligible. For the whole sample, the relation between home environment and achievement was negative, but for three sub samples, rural, government and private schools the relation was significant.

Tung and Dhillon (2006) examined the gender differences and the family environment correlates of emotional autonomy amongst males and females of middle and late adolescence. A sample of 250 males and females of age group 14-16.5 years (middle adolescence) and 250 males and females of age group 17-21 years (late adolescence) was drawn from public schools and colleges. It was found that females in both age groups, the family environment dimension of cohesion, expressive,
independence and organization etc., have significant negative correlation with emotional autonomy dimensions. In case of males during middle and late adolescent’s years, there are lesser family environment variables significantly correlating with emotional autonomy dimensions.

Kaur (2007) conducted a study on achievement motivation of adolescents in relation to their family climate. Results showed that there is no significant difference between achievement motivation of government and private school students at high, average and low level of family climate.

Sunitha and Khadi (2009) investigated the influence of socio economic factors on academic learning environment at home and school of coeducational high school students from aided and unaided schools. The sample consisted of 240 students, selected from eight coeducational high schools in Dharwad city of Karnataka state. Results showed that students of unaided schools had significantly better school learning environment, they involve better in school activities. With respect to home learning environment they had better physical facilities in home, received more parental guidance and support than students of aided schools. The socio-economic status of the family exhibited positive and significant influence on home learning environment and school learning environment on students of both aided and unaided schools.

Darshana Sharma (2012) attempted to study the impact home environment on reasoning ability of secondary school students. The sample of the present investigation was drawn from government and private schools of Jammu city and comprised of 250 students (121 girls and 129 boys). Reasoning Ability Test developed by Dubey, Home Environment Inventory developed by Karuna Shankar Misra was used. Results revealed that the students with high home environment have higher level of reasoning ability in comparison to one’s having low home environment. Furthermore, it was revealed that private school students have higher level of reasoning ability in comparison to the one’s belonging to the government schools.
ACADEMIC ACHIEVEMENT AND MENTAL HEALTH

Lieb et al (1968) examined the relationship between academic achievement and mental health of high school students. Results revealed that mental health was positively related to academic achievement.

Brown et al (1968) compared the academic achievement and mental health of 120 male and female students. Findings suggested that mental health and academic achievement scores was better in females.

Yamamto et al (1968) compared the effect of sex and mental health on academic achievement among 180 male and female students and concluded that male and female did not shown any significant difference.

Wig and Nagpal (1971) studied the mental health and academic achievement of 82 medical students (41-failed 41-passed). The Cornell Medical Index Health questionnaire, self-constructed social questionnaire and the Hindi and Punjabi versions of the Maudsley’s Personality Inventories were administered to subjects. Findings suggested that the two groups were significantly different on mental health score; failure group was having a higher mean score than passed group. The difference was most marked in the areas, viz., school adjustment, college adjustment, and home adjustment followed by the areas of social adjustment and neurotic traits in childhood.

Sundqvist and Ulla (1973) conducted a study on 186 high school students by comparing the scores obtained by the subjects on mental health inventory and their academic achievement scores. Low correlation was observed between mental health and academic achievement.

Banreti (1975) studied the attitudinal, situational and mental health correlates of academic achievement at undergraduate university level. The relationship between levels of academic achievement of first year university students and various attitudinal, situational and mental health factors was correlated.

Magotra (1982) studied mental health as a correlate of intelligence, education, academic achievement and socio economic status. Results revealed that girls appeared to possess better mental health, were capable of facing the realities around them and
were in a position to tide over the mental disequilibrium. Mental health of boys and girls appeared to be considerably influenced by the two factors namely intelligence and physical health. The mental life of boys was dominated by the feelings of depression and neurotic behavior on the other hand, girls were found to be suffering from a sense of insecurity and anxiety. Girls scored higher in the intelligence tests than boys.

Prasanna (1984) carried out a study on certain mental health variables associated with high and low achieving adolescents. The sample was made of 1050 pupils (567 boys and 483 girls) of 9th standard. Mental Health Status Scale by Abraham and Prasanna, to measure optimism adaptability and sense of security; the Kerala Non-Verbal Group Test of Intelligence and the Kerala Socio Economic Status Scale by Nair were administered to sample. Results indicated that all the mental health variables studied revealed that adolescent students with high achievement had higher mean scores for all the sixteen mental health variables compared to the adolescents with low achievement.

Abraham (1985) studied certain psycho-social variables correlates of mental health status of university entrants of Kerala. The sample of the study comprised 880 pre degree students (454 males and 426 females). The objective of the study was to explore the association between mental health status and psycho-social variables for total sample and sub samples. Findings of the study explained: Twenty two psycho-social variables discriminated between high and low mental health status groups (unselected group) and eighteen psycho-social variables discriminated between high and low mental health status groups equated for intelligence, age and sex. Twenty three of twenty five psychosocial variables, except need for knowledge and new experience and involvement in politics showed significant correlation with mental health status, but none of the values obtained were very high, showing that the influence was not considerable. The factor structure for three groups, total samples, high mental health status group and low mental health status group differed significantly from one another in terms of number of structure factors, the loadings and in terms of factors present in each.
Anand (1989) studied the relationship between parents’ educational and professional background and mental health of their children. The study was conducted on 10th class students in the age group 14-15 years. Findings suggested that mental health of the students was closely related with academic achievement and educational and professional background of their parents.

Burwani (1991) examined about the nature of self-concept in the area of competence and its impact on mental health and academic achievement. The sample consisted of 432 Science and Commerce Honors girls students studying first year and the aged between 18 and 20. Self-concept inventory and mental ill-health inventory were administered and higher secondary marks in two common subjects were taken as a measure of the academic achievement of students. Findings indicated that students who perceived they to be highly competent were relatively free from mental ill health symptoms. It is noticed that a high deal of self-concept was conducive to mental health. Discrepancy between real and ideal self-concept was found to be associated with mental ill-health. Students who revealed mental ill-health were poor in academic achievement.

Kobus (1998) investigated the social networks, academic achievement and psychological wellbeing of adolescents. Demographic and non-demographic variables were found to be important in determining which youth clustered into peer groups. Differences were found between youth identified as members, liaisons, and isolates. Specifically, members were found to academically outperform other youth. Meanwhile, compared to non-isolated youth, isolates held the most negative self-perceptions and received the most nominations of non-friendship. Liaisons fell between isolates and members on most measures. Findings suggested that connection to peers promotes youth’s positive and psychosocial wellbeing. Youth benefited most from their ties to others when these ties link them to members of one peer group and when the youth who belong to this group were academically oriented and psychologically healthy. Being connected to low academic achieving peers and/or those who are experiencing psychological difficulties, negatively affected youth. Similarly, having ties to multiple peer groups was detrimental to youth’s mental health, likely because of the demands placed on youth to conform to multiple groups.
Roser et al (1999) studied the effect of mental health on academic achievement of 184 school students (5th to 10th grades). Results indicated that students of 8th, 9th and 10th grades academic and emotional functioning and stability of the students are positively related to mental health.

Anand (1999) assessed the mental health of high school students on a sample of 262 high school students (169 boys and 93 girls) by using Likert-type Mental Health Scale developed by the author. Results indicated that the mental health of adolescents, their academic achievement and the educational and occupational status of the parents were positively related.

Inang (2002) examined the correlates of subjective wellbeing among students. The study explores the relationship of psychological variables like satisfaction with life, optimism, spiritual health, quality of life and sense of achievement with subjective wellbeing and interrelationship between these variables. The sample consisted of 240 students (126 male and 114 females) in the age group of 18-25 years drawn from professional engineering and medical colleges of Gorakhpur, Mysore and Bangalore. Optimism, quality of life, satisfaction with life and spiritual health were found to be positively and significantly related with subjective wellbeing.

Bajwa and Virk (2006) concluded that academic achievement is influenced by personality, stress and wellbeing.

Srividhya and Khadi (2007) reported that boys and girls did not differ in mental health status and there is no influence of age, type of family, ordinal position, sibling status and family income on mental health of 10th class students.

Perumal (2008) studied the mental health status and locus of control of 8th class students of Kerala state. (N=450) Results showed that there was no significant difference between gender group and location of residence group with respect to mental health status. There exists a significant correlation between mental health and internal locus of control and achievement in English. There exists significant difference in the correlation between mental health status, locus of control and achievement in English.

Usha and Rekha (2009) studied the emotional competence and mental health as predictors of academic achievement. The survey was carried out on a random sample of 530 secondary school students from Thrissur, Ernakulam of Kerala. Mental
Health Status Scale by Usha, Anil and Remmya, Scale of Emotional Competency by Usha and Rekha and Achievement Test in Physics by Usha and Suchitrawas used in the study. Findings indicated that emotional competency is the best predictor of achievement in Physics of secondary school pupils. Mentally Healthy children accept responsibilities, make their own decisions, plan ahead and set realistic goals. Significant gender difference doesn’t exist in emotional competency, mental health and achievement in physics, but high means associated with girls; they are superior in emotional competency, mental health and achievement. There is no significant difference between rural and urban pupils in emotional competence, mental health and achievement in physics.

GENDER AND MENTAL HEALTH

Yung-Ho-Ko (1976) examined the mental health of 315 junior high school, 714 senior high school and 1291 university male students on Ko’s Mental Health Questionnaire. Results showed that the mental health of senior and high school groups was not significantly differ from that of the university group.

Sarkar (1979) studied the relationship between mental health and some family characteristics of middle class school going adolescents (212 boys and 188 girls) by administering mental health inventory, the children were divided into healthy and unhealthy groups. Then these children were interviewed through children’s interview schedule. Findings suggested that the mentally unhealthy group of children had higher family tension than the healthy group and the children from families (except syncretic division of functions) had better mental health.

Bejat and Alexandra (1983) compared the mental health of two groups of students. 300 males and 396 females (aged 15-20 years, group-I) and 62 males and 92 females (aged 17 to 19 years, group-II). Subjects were administered EysenckPersonality Inventory, The Bell Adjustment Inventory and Clinical and Medical Psychological Tests. Results showed that 47.2% of group-I were considered probably mentally healthy. In group-II 48.8% were found to be mental ill. Among the group women were at greater risk of becoming mentally ill and showed more signs of mental illness than men.
GudeTore (1985) tested mental health status of 554 under graduates from two institutes by administering psychiatric problems questionnaire. Results showed that 92% of the sample has responded that they are free from psychological ill and 21.8% of the sample reported that their mental health status is affected by gender discrimination and output comparisons.

Stillion et al (1986) compared the effect of attitudes towards suicide on mental health status among 69 healthy and 217 institutionalized school and college going adolescents. (aged 15-24 years) Results indicated that institutionalized female sample are better mental healthier than institutionalized males and attitudes towards suicide does not shown any significant impact on other groups mental health.

Ville Reijo and Kanko (1986) compared the subjects of same age and same localities with university education and without university education. Men without university education were less satisfied with close personal relationships, had fewer friends and have better physical and mental health than men with university education. Women with university education were less likely to be married than women without university education. No significant differences were found in mental health when combined the population as men and women groups.

Vello and Debra (1986) studied the relationship between loneliness, risk taking, health related behavior and physical and mental health in 62 female and 29 male university students. Results showed a moderate relationship between loneliness and mental health and physical health. The relationships were stronger for females than for males.

Stewart (1987) compared male and female mental health. Females judged as maladjusted or when they exhibit gender incongruent behavior they exhibit as a model of mental health.

Srivatsava et al (1987) measured the mental health status of 66 female and 234 male arts, science, technology and medical students. Results revealed that medical and technology students showed significant differences and no gender differences were found with regard to their mental health status.

Holmstrom and Rejio (1989) examined the mental health of 208 Fennish college students. Results emphasized the difference between the sexes in terms of
degree of mental health; however women experienced more anxiety and verbalized problems more easily. It was concluded that women have good mental balance and presences of less mental problems than men.

Birkel and Peter (1989) assessed the mental health status of 14 female and 26 male graduates on psycho-educational and experimental self-enrichment. Findings suggested that high self-enrichment promotes better mental health among the subjects.

The Chinese version General Health Questionnaire was administered to 292 typical Hong Kong 14 to 16 years secondary school going children by Siu et al (1997). Results indicated that gender and culture are the main factors and these factors accounted 56 percent of variance on their mental health and using of coping styles.

Patterson (1997) conducted a longitudinal study that what are the factors that influence on positive personality factors by choosing the higher secondary students as his subjects. General Psychological Well being and General Health Questionnaire were employed. Results found that strong social identifications, high aspirations, commitment in work, morale and good mental health characteristics are equal in both young boys and girls, when compared with girls, boys have some misconceptions on employment and wellbeing.

Compton (1998) assessed the mental health status 297 university students by using five factor model of personality scale; it assesses happiness, life satisfaction, life orientation, self-actualization and self-interests. The obtained scored suggested that autonomy and self-actualization were more among women than men.

Jones (1998) investigated the relationship between mental health, and the independent variables of spirituality, religion and demographics variables (age, gender, education, physical health, religious denomination and socio economic status). Results indicated that there were strong associations between spirituality and religion, between spirituality and mental health, as well as between spirituality and physical health. However, a series of multiple linear regression analyses indicated that the linear combination of spirituality, physical health, and age were the best predictors of mental health for African Americans. Spirituality was a better predictor of mental health for African Americans.
Review of Literature

Taak (1999) conducted a study on factors influencing mental health on a sample of 300 students of Ludhiana district and found that there is no significant difference between mental health of boys and girls.

Anand (1999) assessed the mental health of 370 students belonging to 9th, 10th, 11th and 12th grades. For the purpose of the study, the RCEB mental health scale developed by the author was used to measure the mental health and reported no significant impact of gender and class on mental health.

Nanda (2001) conducted a comparative study on mental health of SC, ST, first generational learners and general category adolescents and found that categories in descending order according to mental health were general, SC, ST and first grade learners group. First grade learners group was also found to be poorer in mental health status in urban as well as rural schools.

Rajaswat (2002) studied self-concept, morality and adjustment of school-going adolescents. Self-concept of rural girls and urban girls was highly significant. Rural girls were having a clear vision of self in all dimensions as compared to urban girls. Self-concept of urban boys and urban girls was less. Morality of rural girls and rural boys was much more than those of urban girls and urban boys. Moral values of rural girls and rural boys were more rigid and they followed their values more strictly than the urban girls and urban boys. The adjustment of rural girls and urban girls was more than rural boys and urban boys. There was a positive, but very low correlation between morality and self-concept of adolescent rural girls and rural boys. Negative and low correlation between morality and adjustment were observed. This indicated that morality increases adjustment with decrease in urban and rural population. There was a very low negative correlation between self-concept and adjustment of rural girls and rural boys.

Damato (2004) developed a theory of positive mental health. In his research, theories and definitions purporting to address mental health were discussed and critiqued, and a new theory of mental health was outlined. The newly developed theory accounted for neglected areas in past research regarding context and degree when defining psychological health. The new theory stated that positive mental health is reflected in the accuracy of an individual's schemata, in each of the defined schematic components, for internal and external environments. The second purpose of
the dissertation was to begin study of the new model's construct validity. To address
construct validity, a measure of the theory was developed to assess and quantify gains
in the mental health (schematic accuracy) of two participants undergoing 10 months
individual therapeutic interventions. Participants included a 14-year-old 9th grade
male, and a 17-year-old 12th grade female. After undergoing two initial pilots and
revisions, results from the measure indicated that the quantified ratings of participants'
mental health, provided by three researchers, appeared to be reliable and positively
associated with the criterion references of therapeutic intervention and adaptive
indicators. Further, qualitative data provided support for theoretical components and
assertions, as well as insights to assist in further theory development.

Sunita (2005) conducted a study on adolescents and found that there is a
statistical significant difference between early adolescent boys and girls. Women are
better mental healthier than men.

A study was conducted by Lalitha (2006) on 260 adolescents by using
adolescent mental health questionnaire. Results revealed that women and urban
sample are better mental healthier than men.

Tejpreet Kang and Asha Chawla (2009) assessed the mental health of 100 rural
adolescents (boys=50 and girls=50) and the age range was from 18 to 20 years.
Results revealed that no significant difference existed in mental health status of rural
adolescent boys and girls. Girls were found to be on the better side of mental health as
compared to boys who were found to be more restless, lonely, angry and uneasy;
whereas boys were found to have better somatic health in terms of somatic problems
like headache, fatigue and sleeplessness compared to the girls.

Agarwal et al (2010) studied the effect of Type-A and Type-B behavior
pattern on mental health of adolescents (N=100) selected randomly (50 adolescents
were Type-A behavior pattern and 50 adolescents were Type-B behavior pattern with
equal number of male and female.). Type A/B behavioral pattern scale and mental
health battery were used. Findings revealed that adolescents of Type-B behavioral
pattern have better mental health than adolescents of Type-A behavioral pattern. Male
adolescents have better mental health than female adolescents.

Kiran Kumar and Viswanatha Reddy (2010) conducted a study on 600 high
school and college going students to find out effect of gender, locality, and level of
education on mental health using Jagadish and Srivatsava mental health inventory.
Results revealed that gender, locality and level of education were not shown any significant impact on mental health status. College going students are better mental healthier than high school students.

Mallikarjun and Chengti (2013) studied the mental health among pre-university college students. The sample consists of 200 pre-university college students (100 boys and 100 girls) chosen from Gulbarga district of Karnataka state, whom the mental health inventory was administered. Results revealed that there is significant difference in mental health between the rural and urban college students and there is significant difference in mental health between the science and arts college students. The study also revealed significant gender differences in the mental health.

Naresh and Vaghela (2013) examined the mental health of college students. The variables included for the study apart from mental health are gender and faculty and the study was conducted on a sample of 80 students (40 boys and 40 girls) randomly selected from various arts and commerce colleges. Results showed that there was no significant mean difference in relation to boys and girls, and there was a significant mean difference in relation to arts and commerce students.

**LOCALITY AND MENTAL HEALTH**

Habibullah (1969) found that there was a significant difference between the rural and urban high school children with regard to their mental health status.

Miano and Emily (1976) tested the mental health status of 909 undergraduates from two institutions using KO’s Mental Health Questionnaire, Self Rating Depression and Anxiety Scales. Results showed that there is a significant relationship between anxiety and depressive reactions. No differences between the two schools i.e., urban and congested schools and urban schools were found.

Law (1980) assessed the mental health of 418 Hong Kong urban and rural students by examining their scores on General Health Questionnaire. Results indicated that there was a statistical difference between urban and rural girls.

Reddy (1988) measured the mental health status of 400 higher secondary students and their age range was between 14 to 19. Results indicated that there was no significant difference between the rural and urban subjects.
Pathak and Rai (1993) studied the mental health in relation to their socio economic status of higher secondary students studying 9th and 10th classes drawn from two urban and two rural (N=501) schools of Azamgarh. The study revealed that the mental health of low socio economic status students was lower than that of the students with higher socio economic status. Female students were mentally healthier than the male students when socio economic status was controlled. Urban and rural students did not differ significantly in mental health when socio economic status was controlled. Science students were mentally healthier than arts students when socio economic status was controlled.

Black and Krishna Kumar (1998) studied the impact of urbanization on mental health among children came from rural areas and settled in urban or semi urban towns were compared and found a statistical difference. Urban and semi urban locality resident children performed very well in co and non-co-curricular activities. The rurally are not wellbeing due to poor communication skills and lack of socialization.

Ray and Yadava (1999) administered mental health scale and socio economic status scale on 251 boys and 250 girls from grades 9 to 12th of two urban and two rural higher secondary schools and found that mental health and socio economic status were positively and significantly correlated.

Tadas (2011) reported that there was significant difference among mental health of urban and rural secondary school students; urban students' mental health was better that of rural students' mental health.

**TYPE OF SCHOOL AND MENTAL HEALTH**

Lareto and Galdino (1972) surveyed the Brazilian University pre-coursestudent’s mental health. (N=850) Results indicated that the developmental tasks of late adolescence, combined with the stress of the university work load and social situations and physical difficulties. On the final report they emphasized the need for more mental health on the student life of the Brazilian University.

Miller and Bernard (1993) measured the mental health status of 260 graduates of co-educational and non-co-educational colleges and found that there was no significant difference between co-educational and non-co-educational college students.
Brutsacrt and Bracke (1994) examined the effect of single and mixed college environment on wellbeing of 1130 male and 965 female students from 60 colleges. Results indicated that stress, fear of failure, sense of belonging were more among non-coeducational students than co-educational students. Among sample female sample expressed that they were affected by gender discrimination through their organization.

Lirgg (1994) assessed the environmental perceptions of the students of single sex and coeducational classes about their institutes. Results revealed that same sex and co-educational class students have quite different attitudes about their classroom atmosphere. Overall female group expressed positive views about their psychological aspects than males. But the perceptual styles of the males of non-coeducational institutes are very unfavorable and timid than the co-educational college males.

Manjuvani (1995) measured the mental health status of the students. She selected students of 8th, 9th and 10th class students (age in between 13 to 16 years). Results indicated that sex, type of school and class of study were influenced on mental health status of the students.

Tachy and Jan (1996) examined some characteristics and its relation to mental health and adolescent problems by comparing the government and private college adolescents in Britain. Results indicated that the younger and older adolescents of both sexes have mental problems. Younger adolescent girls are poor in their mental health when compare with the same age group boys.

Paul and Robert (1997) compared the single sex and coeducational system college catholic college students on academic and psychological outcomes. Results indicated that single sex college students are not good in their academics and psychological outcomes. Co-educational students are good in academic and psychological outcomes than the other group in the study.

Mael Fred (1998) compared the role of single sex and co-education on pupils’ academic, socio emotional, interpersonal and personal choices on mental health status of adolescents. Results revealed that single sex colleges provide potential academic and attitudinal benefits for the group than non-co-educational colleges, but the career choices and interpersonal relations were more in co-educational students than non-co-educational students.
Nanda (2001) studied the mental health of high school students. The sample consisted of 1579 students from 86 schools covering Cuttack district of Orissa state. Mental Health Scale developed by Nanda (1989) was administered to subjects. Results revealed that female students were found better mental health than male students. While comparing the male and female students in urban, rural and ashram schools separately. It was found that male and female students in urban and ashram schools had similar mental health, whereas female students had better mental health than male students in rural schools.

Reddy et al (2002) conducted study on 720 school going children studying 8th, 9th and 10th grades, drawn randomly from private and public schools in and around Chittoor district of Andhra Pradesh. The aim of the study was to find out the effect of coeducation on mental health of the students. Mental health status developed by Manjuvani (1989) was used to assess the mental health of the subjects. Results revealed that there was significant impact of the type of school on mental health status of both boys and girls. The students of coeducational schools were mentally healthier when compared to the students of non-co-educational schools.

Reddy (2002) assessed the mental health status of co-educational and non-co-educational adolescents and found that there is a significant difference between the boys and girls with regard to their mental health. Girls from both institutes were found to be mentally healthier than boys.

Reddy and Sunitha (2007) assessed the mental health status of 200 college going male and female adolescents by using the revised version of Thorpe and Clarke’s mental health inventory. Results supported that coeducational students are better mental healthier than non-coeducational students and women are better mental healthier than men.

Reddy and Nagaraja (2012) examined the mental health status of high school and +II college going adolescent boys and girls. (N=200) Results revealed that gender has no significant impact, but locality, type of institute and level of education were shown significant impact on their mental health status. College going adolescent boys and girls were found better mental healthier than high school students.
SCHOOL ENVIRONMENT AND MENTAL HEALTH

Cornor (1960) noted that the school environment of 19 high school classes were related to student absenteeism rates and to the average final grades given by the teacher classes with absenteeism rates seen as high in competition and teacher control and low in teacher support.

Karmel (1965) compared high school students attending classrooms with and without windows. Students attending the windowless classrooms drew schools with significantly more windows than students in schools having windows. In further analyzing the drawings the author concluded that more unhappy children were in the group experiencing the windowless classroom environment.

Influence of pupil’s attitudes on perception of teacher’s behavior and on consequent school work was studied by Goldberg (1968). Subjects were 254 eighth and ninth grade boys, classified into high or low on the California F Scale; Flexibility Scale and Compulsivity Scale. High compulsive perceived teachers as significantly less authoritarian and did less work than low compulsives.

Goyal (1973) explored the effect of varying degree of openness of school environments on the student’s creativity. Fifty five male (6-8 grade), 10-13 years old; from an open school designated High In Creativity (HCS), 122 from a school designated Average In Creativity (ACS), and 123 from a closed school designated Low In Creativity (LCS) were selected. Three tests designated to measure creativity were administered to the subjects. The scores of the HCS subjects were found to be significantly higher on all four designated creativity variables of fluency, flexibility, originally and composite creativity than those of the ACS subjects, and the scores of the ACS subjects in turn were found to be significantly higher on these variables than those of the LCS subjects. Results indicated that the expression of creative potentialities is encouraged by a flexible and stimulating school environment and discouraged by a rigid traditionalistic school environment.

Passi and Malhotra (1975) compared the attitudes of students towards teachers with authoritarian and democratic behavior. Results showed that students prefer democratic teachers.
Edeburn and Landry (1976) studied the theory that a teacher’s level of self-concept is related to the development of selected aspects of self-concept of students in grades 3, 4 and 5. Two ninety five subjects completed the self-appraisal inventory at the beginning and the end of the academic year. The 16 teachers assigned to these students responded to the index of adjustment and values. The evidence suggests that teacher’s self-concept has an effect upon the development of the student’s self-concept.

School influences on student interaction patterns was studied by Karweit (1976). He found that size of school composition of the student body, and differentiation into the curriculum and grade levels are factors that affect the pattern of informal interaction among students. The informal school arrangement of student within schools is viewed as a social network in which the friendship and esteem relationships are particular ties.

Finlayson and Loughran (1976) examined pupils’ perceptions in order to illuminate the nature of pupil teacher interactions with high and low delinquency schools. Two pairs of schools, each having similar catchments but different delinquency rates were selected, based on the court records and census data. Subjects were 166 boys studying over the past four years in the same secondary school. Results show a consistent relationship between the delinquency rate of a school and the perceived behavior of its pupils and teachers. Subjects in high delinquency schools were less oriented toward their school tasks, perceived peers to be less deriving of social and emotional satisfaction from school and saw teachers as more hostile in exercising authority.

Moss and Moss (1978) found that children of classes with good climate interact more with one another and with the teacher, have better emotional rapport with the teacher, are socially more cohesive as a group and have a better attitude to school as a whole. On the other hand, children of classes with poor climates are more rigid and formal, are more distant from the teacher, are more fragmented as a social group and have a poor attitude towards school in general.

Rao and Mehta (1979) in their study on 1120 boys of 23 schools and found that the home and school are important and significant factors in children’s
authoritarianism, secular outlook, modernity and out group prejudices. The privately managed schools appeared to enhance authoritarianism, reduce secularism and modernity and promote social prejudice in children.

Serow and Solomon (1979) studied classroom climates and student’s intergroup behavior. Results indicated that two types of observed inter racial behaviors were associated with different classroom environments. Diffuse positive intergroup contacts were more likely to occur in classes in which the teacher emphasized interpersonal concerns. Although businesslike environments impeded overall cross racial association, they had no effect on more purposeful intergroup contacts, which were facilitated by teacher’s patience and by diversity in instructional arrangements.

Marjoribanks (1980) examined relations between children’s school affective characteristics and measures of intellectual ability and personality at different perceived school environment levels. Data were collected on 12 year old Australian children (255 girls and 275 boys). Two general propositions were suggested: a) changes in person variables are related differentially to affective characteristics depending on the level and nature of the perceived school learning context, and b) children’s perceptions of school learning contexts are associated differentially with affective characteristics depending on the level and nature of person variables.

Fry and Coe (1980) explored relationships among multidimensional characteristics of classroom social climates and pupil academic motivations in those settings. Classrooms perceived to be high in teacher support and involvement was associated with student motivations of self-improvement, academic success and enjoyment of learning. By contrast classrooms perceived to be teacher-controlled or competitions oriented were related with anti-school feelings and a relative absence of self-improvement desires and enjoyment of learning.

The relationship between physical and social environment perceptions and self-esteem of adolescents was studied by Eato and Lerner. (1981) One hundred and eighty three black 6th grades were subjects. School environment perceptions were significantly related to self-esteem in both males and females.
Effect of school environment on personality and ability structure was studied by Singh (1981) subjects were 704 students of 13-14 years drawn from model schools, designated as the stimulating environment group (SEG) or from residential institutions designated as the non-stimulating environmental group. Subjects were tested for fluid (GF) and crystallized (GC) intelligence and for personality traits with such measures as the culture fair intelligence test and the 16 PF. Findings show that the SEG scored significantly higher on GF and GC tests. The mean scores on the personality variables of factors Affectothymia vs Sizothymia, Ego Strength vs Ego Weakness, Super Strength vs Super Ego Weakness, Parmicvs Thretica and Strong Self-sentiment vs Weak Self sentiment was higher for the SEG; the NSEG scored higher on factors dominance vs Submissiveness, Premiavs Harrica, Guilt Proneness vs Conflict, Adequacy and Self-sufficiency vs group dependency. The structure of the 2nd order factor of neuroticism was very much influenced by the environmental conditions, but its influence was much less in the case of the factors of anxiety and extroversions.

Colton (1982) assessed the perceived availability and value of 35 different academic and interpersonal dimensions of the high school environment and student satisfaction with these areas on 420 students. It was found that the availability of these resources alone was more highly related to total satisfaction than was their value. Small, but consistent differences were found between male and female students; suburban females in particular reporting lower levels of availability and satisfaction, but higher value ratings than the other students.

Fry and Addington (1984) assessed social problem solving cognitions of two groups of children who had attended open and traditional classrooms respectively for three years. Results showed that open classroom subjects had higher scores are social problem solving cognitions and correspondingly higher scores in self-esteem and ego strength.

The effect of school environment upon different dimensions of temperament was studied by Chandra. (1986) Two hundred subjects studying 9th and 10th classes were selected from two schools, one with rich environment and the other with poor environment. Results suggest that there is significant difference between pupils of the two schools in all the dimensions of temperament, expect sociability. In the school which provided quite an enriched environment, hat is, where there were more
facilities available, where there was good interaction and communication between students and teachers, where proper attention was given to each and every and where overall development rather than merely intellectual development was stressed upon, the temperament on different dimensions was higher than in the schools with provided very ordinary sort of environment.

Misra (1986) carried out a study on 197 students studying 11th and 12th classes, found that boys with high scientific creativity perceived consistently more cognitive encouragement, creative stimulation and permissiveness in their school environment than boys with low scientific creativity. Compared to girls with low scientific creativity, girls with high scientific creativity perceived overall stimulation in school environment and four aspects of viz. creative stimulation, permissiveness, acceptance and rejection.

Manjuvani (1990) studied the influence of home and school environment on mental health status of children. The link between the home and school environment on the one hand and three components of mental health i.e. assets, liabilities and mental health index, on the other, was investigated on a sample of 154 students from classes 8th to 10th classes (271 boys and 243 girls) from Tirupati town of Andhra Pradesh. Results revealed that the home environment as a major significant contributor to all the three components of mental health.

Poor physical and human resources at school leads to develop the mental health problems at school level. The excessive burden of homework, lengthy periods of teaching, examinations and teachers attitude towards students are some of the causes of educational problems. These problems lead to develop mental health problems. Boys have poor mental health and adjustment problems than girls. (Anantharaman and Parthasarathy, 1991).

Reddy and Nagarathnamma (1994) studied the relationship between perceived school environment and mental health status among school children on a sample of 720 children (360 boys and 360 girls) studying 8th to 10th classes belonging to the age 13 to 16 years. Results concluded that the three groups of subjects differed significantly among themselves with regard to their mental health assets, liabilities and mental health status score and the moderate and high score school environment groups did not differ significantly in their mental health status.
Siodorella et al (1996) tested the effect of classroom atmosphere, gender of the teacher and the gender of the classmates on transmission, perceptual styles and interpersonal relations among government and private single sex and mixed sex adolescent women graduates. Results suggested that women in single sex colleges showed more stereotypic tendencies in their perception and interpersonal relations than mixed sex college women students. On the whole, women from mixed sex institutes were showed better mental health status than single sex colleges.

Gushue (1996) studied adolescents’ mental health and psychological sense of community. The primary purpose of the study was to determine the nature of the relationship between adolescent mental health (loneliness, happiness, subjective wellbeing and self-esteem) and psychological sense of community (PSC). This study extended previous co-relational research examining the associations among PSC and mental health in adolescents, by examining these associations both contemporaneously and longitudinally. Results from structural equation modeling indicated that, contemporaneously, PSC in the school environment was associated with loneliness, subjective wellbeing and self-esteem in adolescents. Longitudinal results suggested that PSC and mental health were both predictors and outcomes of each other. Mixed results were obtained for the analysis of developmental differences for these variables for older and younger sibling dyads.

Mortimer (1996) conducted a longitudinal study to examine adolescents’ mental health, academic achievement and behavioral adjustment in relation to work intensity during high school. Data were collected from approximately 1,000 adolescents during a 4-year period, beginning in the subjects’ freshman year of high school. Self-administered questionnaires were distributed each year; 93% participation was maintained over the 4-year period. Mental health variables measured included depressive affect, self-esteem, and mastery orientation; two indicators of school achievement were grade point average and time spent doing homework. Adolescents were considered employed if they were working at least once a week outside their home for pay at the time of each survey. Work intensity was measured by hours of employment per week. Analysis showed that 12th grade students
who worked fewer than 20 hours per week had significantly higher grade point averages than students who did not work at all. Only in the senior year did students who worked long hours spend less time on homework. No evidence to support the claim that working long hours fosters smoking or school problem behavior was found. However, there was evidence that as work hours increased, alcohol use also rose. No significant relationships between hours of work, psychological outcomes, and indicators of school involvement were found.

Grover (2002) examined relationship between perceived school climate and mental health of 12th grade students and found that intimacy, acceptance, creative stimulation, supporting and expressive environment, cognitive encouragement, involvement, discipline, identity, physical environment, psycho emotional environment and overall school climate were positively related to mental health.

Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects and students having better social and emotional adjustment attain good academic scores.

Orellana (2004) determined the effectiveness of the school based mental health program and its relationship to academic achievement. Results indicated that the school based mental health program can be effective in eliciting students’ academic achievement. The analysis of the results showed statistical significance and positive correlation between the schoolbased mental health program and the academic achievement based on the four indicators (absences, suspensions, disciplinary actions, and grade point average).

Manjuvani and Ramakrishnaiah (2004) found that the school environment factors such as; creative stimulation, peer acceptance, teacher acceptance, punishment and appreciation and school physical setting were significant predictors of students’ mental health.
Crews (2005) examined the relationship between the amount of extracurricular activities and the school performance and mental health of children and adolescents. Results indicated one significant linear and one significant curvilinear relationship between extracurricular activity participation and school performance of adolescents. As adolescents were involved in additional extracurricular activities, their school performance improved (in a linear relationship), while median amounts of activity were related to the best grades (in a curvilinear relationship). Results were significant; their practical meaningfulness was limited due to a weak linear relationship and moderate curvilinear relationship. Significant relationships were not found between extracurricular activity participation and school performance of children or between extracurricular activity participation and the mental health of children or adolescents.

Chandra, Anita, Minkovitz, Cynthia (2007) found that satisfactory personal experiences with mental health services as well as accurate mental health knowledge contribute to positive mental health attitude among teens. The anticipation of negative responses towards mental health care seeking from family members, peers and school staff are key factors in teens comfort and willingness to address mental health concerns. The research provides critical information on the factors that contribute to the development of stigma and emphasizes the need to address stigma in youth mental health education, programs and treatment plans.

Martin et al (2008) studied the school environment and adolescent wellbeing beyond academics. Adolescents spend a large proportion of their day in school or pursuing school related activities. The primary purpose of school was the academic development of students; its effects on adolescents were far broader, also encompassing their physical and mental health, safety, civic engagement and social development. Further, its effects on all these outcomes were produced through a variety of activities including formal pedagogy, after school programs, caretaking activities as well as the informal social environment created by students and staff on a daily basis. Research has repeatedly demonstrated the interconnectedness of the pieces, with safety and health affecting the academic environment, academics affecting health and social development, and so on. For that reason, any particular
aspect of school policy and activities will be better understood through the lens of that larger context. This was particularly important as school systems have become even more pressured to focus on their main goal of academic development as a result of the federal no child left behind initiative. This brief was designed to be of particular interest to school principals, district staff, and others who were responsible for all aspects of school functioning. It should also be useful to those focusing on a narrower range of school functions (e.g., academics, health and safety, civic development) who want a better sense of how their concerns fit into the larger environment.

Sharma (2008) assessed the effect of self-concept on the school environment of 9th grade pupils. The sample of the study consisted of 100 students (51 girls and 49 boys) drawn from four schools of Pathankot city. Results revealed that self-concept did not have any effect on school environment.

Singh (2010) studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of secondary school students and found that male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than student residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement studying in unaided schools was significantly higher than students studying government school; academic achievement of students studying in aided was significantly higher than students studying in unaided schools.

HOME ENVIRONMENT AND MENTAL HEALTH

Watson (1957) reported the effects of permissive and restrictive controls of mothers upon child behavior and found that permissiveness helps in better socialization and co-operation, more friendly feelings towards other children, higher degree of initiative and independence.

The studies done by Reer and Lutkins (1967), Neumeyer (1968), Parikh (1975) Hetherington et al (1977) and John and Perry (1977) have highlighted that the child from one parent families are full of high mental health problems, hostility,
insecurity and social isolation and thus provide different type of home environment to
their children which is not conducive for growing the ability of moral judgment of the
child.

Seitz, Wehner and Henke (1970) investigated the relations among several
personality traits and parental attitudes towards child rearing (N=40) in the age range
of 7 to 8 years male students. Results showed a significant relationship between
children’s personality and parental child rearing attitudes.

Nihara et al (1975) studied parental behavior as perceived by 36 adolescents
aged 12 to 18 years in a crisis ward. In contrast to normal school age children, these
adolescents viewed their parents as significantly more punitive, intrusive, restrictive,
having higher demands for achievement for their children.

Holmstrom and Reiho (1976) obtained results showing that women are
mentally healthier than men. The parental relationship at home in childhood has major
bearing on mental health development.

Tandon (1978) investigated the effect of home environment on personality
characteristics and anxiety level of 10th class students. The sample of study was 200
failed students and 200 first divisions with an intelligence quotient of 110 and above
and found that male underachievers were easy going and outgoing, emotionally less
stable, low in frustration, shy, apt to inferiority feelings, pessimistic, moody,
depressed and highly anxious; female underachievers were pessimistic, harsh,
assertive and highly anxious.

Champion (1978) compared 26 obese and 26 non-obese female students about
their perception of parental behavior. The difference appeared to focus around five of
the dependent variables - acceptance, love, attention, rejection and casualness.
Generally the obese women as compared to the non-obese women were characterized
by their perception of lower parental acceptance, love and attention.

Rutkowski (1979) studied the relationships between adolescent alienation and
an adolescent’s perception of early parent child relationships. The adolescent’s
alienation index and parent child relations questionnaire II were administered to 223
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juniors in a diversified middle class suburban high school. Results of the study provided support for the conclusions that significant relationships do exist between adolescent alienation and the factors of love, rejection and affection.

Desai (1979) stressed the influence of the family on the mental health of the individuals and of society. Results showed that united family promotes positive mental health status of the individuals.

Veereshwar (1979) studied the mental health and adjustment problems of 406 rural and urban undergraduate college going girls. (Age group 18-20 years) There was a significant difference in the area of family adjustment between urban and rural girls. Family problems were more unsatisfactory for rural girls. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls. The social area held problems for both urban and rural girls. The difference between the two groups was significant i.e., the percentage of rural girls showing unsatisfactory adjustment in social area was higher. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

Growe (1980) examined the relationship between parental behavior and children’s self-esteem. Greater parental support and milder punishments were related to higher self-esteem in 123 children from grades 5 and 6.

Rohner et al (1980) studied the effect of the perceived parental acceptance-rejection on development of children’s locus of control. 270 boys and girls from 9 to 11 years of age were administered Nowicki-Strickland locus of control scale and the parental acceptance-rejection questionnaire. Results revealed that internality increased significantly with children’s age and with children’s perceptions of increased parental acceptance.

Bostron (1981) studied the psychodynamics of 125 Fennish families with adopted children in order to discern the interactions that cause psychological disturbances in the family and in the child’s ego functions. The investigation consisted of individual psychological examination of the parents and the index child,
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test for ego functioning, spouse and family Rorschach tests and individual interviews with all family members. Results show a positive correlation between the mental health level of the child and the global mental health level of the family.

Tiedemann et al (1981) analyzed the relationship between type of parental behavior and student disorders. Data were gathered from 246 students studying 5th grade and their parents. One parental behavior pattern that was found connected with several forms of behavior disorders at school, such as anxiety, lack of independence by others, disruptive classroom conduct and aggression was deficiency in positive parental reinforcements together with an excess of punishment.

Chong (1982) conducted a study to determine the relationship of self-esteem of delinquent male adolescents to the perceived degree of their parents’ child rearing practices. Subjects were 132 delinquents of 12 to 18 years of age. Results suggest that delinquent male adolescents have a lower self-esteem in relation to the perceived degree of their parents’ child rearing practices. The low self-esteem of these delinquent adolescents are related to a pattern of varied child rearing practice like demanding father, casual mother as perceived by these youth.

Misra (1982) studied the effect of children’s perception of home and school environment on their scientific creativity. He investigated the effects of home and school environment on the development of scientific creativity; (i) home environment was related to scientific creativity; (ii) school environment influenced scientific creativity; (iii) various aspects of home environment (permissiveness, nurturance, reward, punishment, conformity, control, rejection, protectiveness, deprivation of privileges, and social isolation) and those of school environment (creative stimulation, cognitive encouragement, acceptance, permissiveness rejection and control) contributed to the prediction of creative behavior in science and (iv) children with high and low scientific creativity differed in their perceptions of home as well as of school environments.

Functions of parental attitude and behavior antecedents in the development of child’s personality is studies by Stevens (1983). The parental behavior antecedents were maternal and parental acceptance, psychological control and firm control, as
reported by a sample 44 college freshman and as determined by the children report of parent behavior inventory. The parental attitude antecedence was maternal authoritarianism and family disharmony, and paternal democratic attitudes and detachment, as determined by the parent attitude research instrument. Self-reported child personality traits were nervous, depressive, active, social, expressive, responsive, sympathetic, subjective, dominant, hostile and self-disciplined as, determined by the Taylor Johnson Temperament Analysis. The maternal antecedents found to be most significantly related to all child personality traits except self-control were trust, acceptance, firm control, family harmony and moderate authoritarianism. The paternal antecedents found to be most significantly related to the child’s personality traits were trust, acceptance and democratic attitudes.

Keane (1983) studied the relationships of perception of family environment, locus of control and quality of interpersonal relationships. The subjects were 40 children aged from 14 to 18 years. Perception of family environment and locus of control were found to be significant predictors of adjustment, together explaining 48 percent of the variance in personal adjustment.

Nunn (1983) examined the psycho-social adjustment of 633 school going children in grades 5 to 10. Of this group 56 percent were male and 44 percent were female. Results revealed that significant main effects upon psychosocial adjustment were associated with family type, family process and gender. Specially youth from intact families demonstrated higher self-concepts, peer relations, state anxiety and trait anxiety scores. Psychosocial adjustments were more positive across all dimensions for children who perceived home in a positive fashion.

The extent to which certain perceived parental child rearing behaviors predict the self-esteem of adolescents was examined by Albrecht (1984). Adolescents’ perception of parental behaviors, reward, power and self-esteem as well as demographic and family data were gathered by a questionnaire completed by 522 high school students from intact families. In general partial support and some gender differences were found for the relationships involving parental support, induction and love with drawl as predictors of adolescent self-esteem.
Shah (1985) studied the family climate effect on class adjustment of 278 adolescent boys. He found that class adjustment is markedly influenced by the family climate variable dominance vs submission, acceptance vs rejection, indulgence vs avoidance, warmth vs coldness and partially vs fairness.

Pandhi (1989) studied the relationship between home environment, parent child relationship and children's competence during adolescence and found the relationship between home environment and socio economic status; socio cultural simulation and socio psychological atmosphere at home had a significant effect on mental development.

Manjuvani (1990) conducted a study on secondary school going children and reported that mental health status of the students was greatly affected by home environment.

Bhopat (1993) studied inferiority, feeling of security-insecurity, achievement motivation and academic achievement of orphan students living in orphanages as compared to normal students. Orphan students were showing low level of security than normal students. Orphan female students were showing insecurity than normal female students. Both orphan and normal students did not differ with respect to feeling of security-insecurity. Orphan male students were showing insecurity than orphan female students. Both normal male and normal female students did not differ with respect to feeling of security-insecurity. Both orphan and normal students studying 8th class did not differ with respect to feeling of security-insecurity. Both orphan and normal students of 9th class did not differ with respect to feeling of security-insecurity. Orphan students of 10th class were shown low level of security. Orphan students of 8th to 10th classes did not differ with respect to feeling of security-insecurity. Normal students of 8th to 10th classes did not differ with respect to feeling of security insecurity. Both orphan and normal students of ages 12 to 18+ did not differ with respect to feeling of security-insecurity. Orphan students of age 12 and 13 were feeling insecure. Normal students of age 12 to 18+ did not differ with respect to feeling of security-insecurity. The groups of orphan and normal male and female were similar in academic achievement. The orphan students of 10th class were higher than normal students of 10th class in academic achievement. The orphan students of
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10th class were higher than orphan students of 9th class in academic achievement. The orphan and normal students of ages 12 to 15, 17, & 18+ were similar in academic achievement. The orphan students of age 16 years were higher than the normal students of the same age in academic achievement. The orphan students of all ages were similar in academic achievement. The normal students of ages 12 to 18+ years were similar in academic achievement.

Greene (1997) examined mental health among Mexican-American adolescents. Adolescents in the bicultural group, who reported strong connections to the American culture (Americanization) and the Mexican culture (ethnic identity), proved to be the most successful academically and the most satisfied emotionally. Conversely, students in the marginalized group, who reported minimal connections to either culture, had the poorest school grades and the lowest self-esteem. Youngsters in the acculturated group, who reported high levels of Americanization combined with a weak ethnic identity, were the least engaged in school and showed the highest levels of substance use. However, they indicated that they felt the most competent academically. On the other hand, mono-cultural students, those with strong ethnic identities and low levels of Americanization--felt very connected to their teachers and school although they lacked confidence in their abilities to perform well academically. This group also reported the least amount of involvement with drugs or alcohol. The study also demonstrated that the positive aspects of biculturalism include protection from the effects of ethnic discrimination.

Deo (1997) studied physical and mental health of 12th standard students in relation to perceived type-A behavior pattern (TABP) in self and in parents, stress, and perceived parental support. Students’ stress and perceived parental support from father were found to be negatively related with each other. Higher the stress encountered by the students, the poorer was found to be their physical and mental health. Perceived parental support was positively related with physical and mental health status of the students. Perceived parental support from mother was found to be a significant positive main effect predictor of good physical and mental health, irrespective of the level of stress encountered by the students. However, support from mother did not mitigate the adverse effect of stress on any aspect of the health.
Irrespective of the level of TABP in students or TABP perceived in parents, perceived support from fathers emerged as a significant negative main effect predictor of students’ stress. After controlling the effect of TABP in students or perceived TABP in father (on students’ physical health) support perceived from each of the parent was found to be a significant predictor of students’ physical health. However, support from neither of the parents suffered the adverse impact of TABP in students or perceived TABP in father on students’ physical health. TABP in students’ perceived, TABP in father, and stress were found as explaining significant amount of variance in physical health, whereas perceived parental support was found to be its significant negative associate and explained significant amount of variance in it. Stress and support perceived from each of the parents were the only variables that accounted for significant amount of variance in mental health. Group of the tenth standard high academic performers perceived significantly the lowest level of TABP in father experienced the least amount of stress and had the best physical health in comparison with moderate and low academic performance when they were in 12th standard. Students who exhibited high academic performance in 12th standard felt the least amount of stress as compared to the groups of moderate and low performers.

Mizell (1997) studied the structural and socio psychological influences on the adolescent self-concept, adult achievement and adult mental health of African-American males. Regression models were estimated to predict adolescent aspirations, adolescent self-esteem, adult educational attainment, adult earnings, adult mastery and adult depression. The independent variables used in this investigation included such as poverty status, parental educational and occupational achievement, family structure and region of origin, as well as social psychological variables such as self-esteem, educational aspirations and mastery. As expected, the traditional structural variables were predictive of outcomes, but social psychological variables (esteem and aspirations) measured in adolescence also had significant effects even after controlling for the structural variables. For those who were impoverished in adolescence, the negative effects of poverty were exacerbated by larger family sizes, central city residence and low parental educational attainment, but poverty status does not interact with socio-economic outcomes in affecting adult mental health.
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Shek (1997) found that family factors play an important role in influencing the psycho social adjustment, particularly the positive mental health of Chinese adolescents. Parents are involved in and support their adolescents; school life can directly affect their personal and social development as well as their academic success.

Bonne et al (1999) studied the mental health status of 850 students studying 10th and 12th grade by using parental bonding instrument, perceived socialsupport scale, general wellbeing instrument etc., Among total 17.6% expressed higher level of distress and emotional decontrol and they have immature of using coping styles. Adolescent SPURT is one of the main factors to displays the mode of stress.

Kaur (2001) conducted a study on home environment in context to mental health. Finding revealed that family climate does affect ones’ level of home adjustment. A positive significant relationship exists between the two variables.

Chahal et al (2003) investigated the contribution of variables like adjustment, personality, social support and family environment on the well-being of adolescents on a sample of total of 480 adolescents (240 males and 240 females) with age range of 13-14 years were tested with PGI Wellbeing Scale, California Psychological Inventory, Child and Adolescent Social Support Scale, Adjustment Inventory and Family Environment Scale. Pearson product moment correlations were computed to find out the relationship pattern among the variables and stepwise multiple regression analysis was applied to check the contribution of each independent variable towards the dependent variable. For females, family cohesion, intellectual cultural orientation, achievement orientation, socialization and classmates’ supports, adjustment and sociability were significantly important contributors of wellbeing. For males, family conflicts, organization, adjustment as classmates’ support emerged as important contributors of wellbeing.

Marshall (2004) identified demographic and parental behavioral factors that may provide explanations for negative mental health and behavioral outcomes among adolescent children. Factors found to be most strongly associated with negative outcomes were low levels of parental involvement with their adolescent children and low levels of parent-adolescent closeness. Positive, significant relationships were
found between parental involvement in the lives of their adolescent children and adolescent depression, anxiety, locus of control, and substance abuse. Negative, significant relationships were found between parental involvement and adolescent suicide ideation and risky sexual behavior. Positive, significant relationships were found between parent-adolescent closeness and adolescent depression, anxiety, locus of control, substance abuse, suicide ideation, and risky sexual behavior.

Reckinger (2005) examined whether father's, mother's and sibling's perceptions of burden mediate the relationship between adolescent symptom severity and adolescent mental health service utilization. Longitudinal data gathered from 397 white families (a target adolescent, father, mother, and one sibling) participating in the Iowa Youth and Families Project were used. Data included symptom severity, family burden, family socioeconomic status, parent's mental health status and treatment, and the outcome measure of adolescent mental health service use. 76 (19.1%) adolescents obtained menial health services. Final revealed no supporting evidence that burden mediates the relationship between adolescent symptom severity and mental health service utilization. Father's burden was associated with female adolescent use of specialist mental health services. History of parental mental health problems and parental mental health treatment increased the likelihood of mental health service utilization. Mother's, father's and sibling's perceptions of burden were not highly correlated with each other.

Singh (2007) assessed the mental health status of high and low emotionally intelligent adolescents on a sample of 400 adolescents (200 male and 200 female) was taken from various schools and colleges of Varanasi. Emotional intelligence (EI) scale was administrated to total sample and two extreme groups of high EI and low EI adolescents were formed on the basis of scores of EI scale. Results revealed significant difference in mental health status of the aforesaid two groups, indicating better mental health of highly emotionally intelligent adolescents. High EI group have better mental health on social non conformity dimension.

Singh (2008) studied mental health behavior as a function of SES and residence. A sample of 200 college students of both sexes participated in the study. 100 students were taken from rural colleges and 100 students were taken from urban
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areas of Patna district. They were administrated mental health battery (MHB) and SES scale. Results suggested that SES particularly lower SES had a negative impact upon sound development of mental health behavior. Region of the subjects (rural and urban) was not found to be a significant determiner of mental health behavior. Socio-economic status to which the person belongs has an impact upon various behavioral and emotional conditions of the person. SES was found to tax mental health behavior because it causes considerable stress for individual and families.

Chryssa et al (2008) concluded that parental stress affects the emotions and behavior of children up to adolescence and physical punishment in childhood is a risk factor for child and adolescent mental health.

Darshana Sharma (2012) examined the impact of home environment and academic achievement on mental health. 300 higher secondary students. (150 females and 150 males studying 12th grade were the subjects. Home Environment Inventory by Karuna Shankar Misra and Mental Health Battery was developed by Arun Kumar Singh and Alpana Sen Gupta was used in the present study. Results revealed that mean value of mental health of girls is 74.76 and boys are 70.76, this was revealed after analyses that the mean value of mental health of girls is more in comparison to boys.

ACADEMIC ACHIEVEMENT, MENTAL HEALTH AND SCHOOL ENVIRONMENT

Petersen (1977) conducted longitudinal study on five hundred and seventy one students from a poor bloc community group. The objective of the study was to find out the achievement in history, school environment and mental health as predictors of achievement. Achievement in history, family environment and mental health were used as measures. Finding of this study was that first grade ability and achievement measures were the best predictors of achievement test scores at seventh and eighth grades. In addition, school variables were found to be the second most powerful group of variables with mental health variables hardly predicting later achievement at all.

Kasinath (2003) studied the main and interaction effects of mental health, school adjustment and socio economic status (SES) of students on their achievement in school subjects. The sample consisted of 200 secondary school students. Results of
2x2x2 ANOVA revealed that mental health has a significant determinant effect on academic achievement in all the school subjects. School adjustment has a significant effect on achievement in schools subjects except for Hindi. Socio economic status of students has affected achievement in science and mathematics. Interaction between mental health and SES has affected achievement in Hindi. Interaction between school adjustment and SES has influenced on Kannada, science and total achievement. Three way interactions have no significant effect on achievement in school subjects.

Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

Kumaran (2003) studied organizational climate and academic performance with reference to the school, age, management and sex, and found that younger schools were better in academic performance; unaided private schools had better position than government, corporation and aided private schools in all aspects of organizational climate and academic performance; mixed schools had better organizational climate aspects than unisex schools and also the academic performance was good in these schools.

The review of related literature suggests that school environment, home environment and mental health status has major influence on the academic achievement. Stimulating school environment encourages the expression of creative potentialities, cognitive abilities, study habits and perceptual styles are influences ones achievement. Enriched home environment/climate and mental health status promotes positive attitude towards parents, friendly feelings towards siblings, peers and neighbors, positive emotions, beliefs, efficacy, self-concept and higher degree of initiative and independence. A large number of studies have been made in the field of
academic achievement of students in relation to different variables. Due to liberalization, privatization and globalization; now a day’s student’s life is often subjected to a lot of academic stress and academic adjustment problems. The system of education and type of educational setting especially in co-educational and non-co-educational institutes are totally different. Studies attempted by comparing the educational setup of the pupils i.e. co-educational and non-co-educational environment on academic achievement in relation to school environment, home environment and mental health status are limited. Therefore, rightly in the present investigation an attempt is made to study the impact of school environment, home environment and mental health status on academic achievement of high school students studying at rural and urban and co-educational and non-co-educational schools.