CHAPTER 2

Before going into the real phase of research, it is thought essential to study the whole literature including research finding related to the variables in the study being conducted.

The review of related studies involves locating, studying and evaluating reports of relevant journal, encyclopedias, etc. The investigator needs to acquire up-to-date information about what has been thought and done in a particular area. The researchers draw maximum benefits from the previous investigations, utilize the previous findings, takes many hints from design and procedures of previous researches and formulate an outline for future research. The review of related studies provides an insight into the methods, measures, etc. employed by others in the particular area. It provides ideas, theory, explanation, hypotheses of research, valuable information for formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed technique to the researcher. Unless it is learnt what others have done and still remain to be done in the area one cannot develop a research project in and could contribute to furthering knowledge in the field. In fact, the review of literature serves multiple purposes and is essential to well-designed research study. It helps the researcher in making the problem precise, researchable and meaningful. It is with this intention that theoretical and empirical literature in the field related to impact of family climate, academic motivation and adjustment on academic achievement of adolescents were reviewed and reported. For convenience the total review has been divided in to two parts.

2.1 International studies

2.2 National studies

2.1 International Studies:

Coleman (1991) study showed that the quality of family interactions has important associations with children's and adolescents' academic motivation, achievement, and with young adults' eventual educational and occupational attainments. The family environment is the most powerful influence in determining students' school
achievement, academic motivation, and the number of years of schooling they will receive. Similarly, it states that parents' involvement in learning activities has substantial emotional and intellectual benefits for children. He observed that because of supportive and strong families being significant for school success, teachers confront increasing challenges as many children experience severe family disruption and upheaval. It is acknowledged that families are perhaps the most substantial influence on children's school success.

**Ontasa, et al (1997)** carried out a study to examine family composition, size, atmosphere, parental control, the level of parents’ education, school and SES as associated with young people’s problem and society. In this study 13 to 14 year old underachievers, matched pair control, were compared according to their family background, low achieving pupils, vocational school pupils and senior high school pupils age between 14 to 19 were examined. The result showed that underachievers, low achievers, and society dropout typically came from a family in which their biological father was not present. They also reported a lower level of parental control and a more negative family atmosphere than the students in the control groups. Overachievers came from families with a positive atmosphere.

**Fulgini (1997)** attempts a study to examine the impact of family background, parents’ attitude, peer sub-families sports and adolescents’ own attitudes and behaviors’ on the academic achievement of students from emigrant families with Latino East Asian, Filipino, European background. Results indicated that the first and second generation students received higher grades in Mathematics and English than their peers from native’s families. Only a small portion of their success could be attributed to their socio-economic background, a more significant correlate of their achievement was a strong emphasis on education that was shared by students, their parents and their peers.

**Cherian and Malehase (1998)** studied the relationship between financial conditions in the home and scholastic achievement of 234 standard 7 pupils (103 boys, 131 girls). A questionnaire was given to the children who were chosen at random from 34 Junior Secondary Schools in the Menken Education Circuit of South Africa. Pearson correlation coefficient and analysis of variance showed no relationship between
financial conditions at home and scholastic achievement of children from single parent and two-parent families.

**Aunola, and Nurmi. (2000)** conducted a study to investigate the relationships between the achievement strategies adolescents deploy in a school context, and their self-esteem, school adjustment, and internalizing and externalizing problem behaviors’. A total of 1185 adolescents of 14 to 15 year age filled in the Strategy and Attribution Questionnaire (SAQ), Rosenberg's Self-Esteem Scale, and scales measuring school adjustment, depression and externalizing problem behaviour. The adolescents' parents were also asked to evaluate their children's achievement strategies, school adjustment and externalizing problem behaviour. The results revealed that low self-esteem was associated with adolescents' use of maladaptive achievement strategies which in turn was associated with their maladjustment at school and internalizing and externalizing problem behaviours. Moreover, the association between adolescents' maladaptive strategies and their externalizing problem behaviour was partly mediated via their school adjustment.

**Verkuyten, Thijs and Canatan (2001)** conducted three studies in which Turkish and other adolescents in the Netherlands completed questionnaires that addressed the importance of collectivist cultural values for achievement motivation and education outcomes. In study 1, the participants were 762 students between age 10 and 13 years. The study was carried out in 51 classes in 26 primary schools in different cities. Task goal orientation was measured with six items rated on a 5-point scale. Academic performance was assessed by collecting information on self-reported performance and the Willing Scale was used to assess the perceived relative academic position within the classroom. Results showed that the multilevel analyses indicated no significance between-classroom variance for individual-oriented motivation ($p > 0.10$). A significant difference between-classroom variance for family-oriented motivation, task-goal orientation, and perceived competence (for all three $p < 0.05$) was observed. Hence family motivation, task-goal orientation and perceived competence appeared to be determined not only by children’s characteristics but also by classroom characteristics.

A second study was conducted to ensure that findings from Study 1 were reliable and could be generalized to a somewhat older age group (13- to 16-yearold). The
participants were 163 Turkish students and 445 Dutch students (54% boys, 46% girls) between 13 and 16 years old. The study was carried out in five secondary schools in different parts of the Netherlands. Similar questionnaires were administered as in study one. Results showed that Turks scored higher on individual-oriented motivation and especially on family-oriented motivation. Both Turkish and Dutch students scored higher on individual-oriented motivation than family-oriented motivation, but the difference between both motivations was much smaller among the Turks, $t(255.03) = 7.22, p < 0.001$.

The third study was conducted among 245 students, of which 39% were boys and 61% were girls between 13 and 16 years of age from one particular secondary school in the centre of Rotterdam to examine the reliability of the study’s findings. In Study 3, other achievement data were used as educational outcome measures, and a multi-ethnic sample was involved. The procedures and measures for study 3 were similar to those used in study 2. Significant differences were found for individual-oriented motivation and family-oriented motivation as well as for ethnic identification. The findings of the 3 studies indicated that family motivation was positively related to task-goal orientation, which mediated the relationship between family motivation and academic performance. Individual motivation was an independent predictor of performance.

Kareer (2006) examined the relationship between parental monitoring and student adjustment and achievement of community college students. A sample of 322 students the experiences in the college was surveyed to assess their perceptions of parental monitoring and their adjustment to the college. Each group were almost equal with 162 being African American students 160 being white students. Finding of the study revealed that significant differences in parental monitoring students’ adjustment and performance of gender and ethnicity were noted. Women reported higher levels of parental control better academic adjustment, and higher average GPA than man. Man reported the highest level of social adjustment and satisfaction with the college than women. Parental monitoring had significant direct effects on student adjustment and performance.

Uwaifo (2008) investigated the effects of family structure and parenthood on the academic performance of Nigerian university students. The sample for the study
consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. The results showed that significant differences existed between the academic performance of students from single parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures. On the basis of findings, it was recommended that school counselors should be employed in all schools and that they should provide necessary assistance to students, especially those from single-parent family to enable them overcome their emotional concerns.

**Martin Marsh and Debus (2009)** attempted to study the role of interpersonal relationship in student academic motivation, encouragement and achievement. We argue that the achievement motivation theory, current issues, and educational practices can be conceptualized in relational terms. Implications for the educational practice are examined in the light of the theoretical perspective and their component constructs and mechanism. A tri-level framework is proposed an interrogative and relationally based response to enhance student’s motivation engagement, and achievement. This framework encompasses students-level action teacher and classroom level action and school-level action.

**Jones (2009)** wrote an article. The purpose of the article was to present the model of academic motivation that can be used by the instructor to design courses which can engage students in school learning. The model, based on research and theory, consists of five components that an instructor should consider when designing’s instruction: (1) empowerment, (2) usefulness, (3) success, (4) interest (5) caring.

**Muola (2010)** attempted to find out the relationship between academic achievement motivation and home environment among eight standard pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 to 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupils’ levels of academic motivation and home environment. A significant positive relationship was found between six of the home environmental factors, that is fathers’ occupation, mothers’ occupation, fathers’ education, mothers’ education, family size and learning facilities.
at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation. These correlations showed that pupils’ motivation to do well in academic work is to some extent dependent on the nature of their home environment.

Cecilia (2011) conducted a research to examine parents' involvement in children's learning in the United States and China. Beginning with seventh grade, 374 American and 451 Chinese children reported on their parents' involvement in their learning as well as their parents' psychological control and autonomy support every six months until the end of eighth grade. Information on children's academic and emotional adjustment was obtained. The analyses were conducted in the context of Structural Equation Modeling (SEM) using AMOS 6.0. Parents' involvement was associated less with their control and more with their autonomy support. Results show that parents' heightened involvement predicted children's enhanced engagement and achievement similarly in the United States and China. Their studies also revealed enhanced perceptions of competence and positive emotional functioning more strongly in the United States than China.

Winga (2011) investigated the levels of school adjustment and its relationship with academic achievement. Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout. Gender differences in school adjustment were also examined. The theory used in the current study is the stage-environment fit theory propounded by Eccles and Midgley. A cross-sectional research design was employed. The target population was 4500 students. The sample consisted of 450 secondary school students with mean age 18.38, SD 1.078. The forms for classes in the selected schools were used. Questionnaires as well as official KCSE examination results were used to collect data in the study. Cronbachs’ alpha as well as a pilot study was used to depict the reliability of the instrument. Face validity was also ascertained by three experts from the department. The data was analyzed using descriptive statistics like the mean, frequency counts and percentages. The inferential statistics that were used in the study were t-tests. The 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. The study recommends that the study environment of the low achievers can be further scrutinized.

**Brima, Abubakarr and Sheik (2015)** The purpose of this study was to investigate the impact of motivation on pupils’ academic achievement and learning outcomes in mathematics among secondary school pupils in Njala and Taiama kori chiefdoms Moyamba district Southern Sierra Leone. A total of 100 questionnaires were administered in the four schools and twenty five questionnaires from each school. Conclusions were made: There is significant different between male and female pupils’ performance in mathematics. Sixty nine percent (69%) of the students are male that responded to the questionnaire. That Majority of the students including male and female falls within the age group (14-18) years of age that responded. A good number of the students disagree to the statement that mathematics classes/lessons are not interesting. Forty eight percent (48%) of the students strongly agree to the statement that learning mathematics is just remembering what the teacher says and does while in class. Seventy three percent (73%) of the student says mathematics is possible to learn. That trained and qualifies teacher’s need to be employed in order to make learning of mathematics interesting and easier to understand. Most pupils are motivated by their friends in doing mathematics. Pupils strongly agree to the statement that a good motivation will lead into an achievement.

2.2 National studies:

**Kumar (1984)** designed a study of perception of classroom social climate with reference to perception of dimension of academic motivation of high school students. The sample of the study consisted 1251students of class X. Major findings revealed that there was a positive and significant correlation between nine dimensions of classroom social climate and 14 dimensions of academic motivation.

**Mehta and Kumar (1985)** studied the relationship between academic achievement and personality, intelligence, study habits, adjustment, and academic motivation. 60 male and 60 female postgraduate students were administered the Eysenck Personality Inventory, a study survey designed, a group general mental ability test designed by S. Jalota, a test of academic motivation designed, and the Bell Adjustment Inventory. Results indicated that psychological variables in terms of personality. Intelligence, study habits, academic motivation, and adjustment are not related and are independent.
of achievement. There was hardly any regularity of relationship among the independent variables.

**Agarwal (1986)** conducted a study of the effect of parental encouragement upon the educational development of the students. The sample consisted of 1000 students studying in 24 higher secondary schools in the Garhwal region. The major findings of the study were – The high achieving group had been getting higher parental encouragement. The Urban boys received greater parental encouragement than the rural ones and the urban girls got greater parental encouragement than the rural ones. The girls in general received greater parental encouragement than the boys.

**Gagandeep (1986)** conducted a study on the defense mechanism used by the adolescent in different school environment and their impact on their adjustment to school and home. A sample of 400 students was selected on the basis of their socio-economic status by adopting a multistage randomized design. Sharma tool for socio economic status, Mittal adjustment inventory and defense mechanism questionnaires were used for collecting the data. The findings of the study revealed that the adolescents studying in a high SES based environment had less problem as compared to adolescents studying in a low SES based environment. With decrease in (SES) the adjustment to home become poor. The defense mechanism, aggression, regression, displacement, withdrawal, self-punishment and identification had a significant negative relationship with home adjustment.

**Tripathy and Kumar (1990)** aimed to assess the academic performance of tribal and non-tribal children and its relationship with their self-concept, level of aspiration and academic motivation. The main objectives of the study were – to measure the level of academic performance, self-concept, and level of aspiration of tribal and no tribal students, to study the differentials between tribal and non-tribal high school students on academic achievement, self-concept, level of aspiration and academic motivation. The sample of the study consists 800 school students from class IX in the Sambalpur Districts of Orrisa. The number of tribal and non-tribal students in the sample was equal. Coefficient of correlation and critical ratio were used to analyse the data. The major findings of the study were- 1. Academic performance was found to be significantly, but negatively correlated with self-concept and level of aspiration. However, no such relationship was found between academic performance and
academic achievement except on one of its fifteen dimensions, e.g. desire for self-improvement. 2. Academic performance was found to be significantly and positively related with self-concept, level of aspiration and academic motivation of tribal high achievers. 3. Academic performance was found to be significantly and negatively related self-concept, significantly but positively related to the level of aspiration. 4. Tribal students had lower academic performance, lower self-concept and lower level of aspiration than non-tribal students. However, both the groups had similar academic motivation. 5. The tribal high achievers had lower levels of aspiration than the non-tribal high achievers, but both groups had similar academic motivation. The low achiever tribal students had a lower academic performance, lower self-concept, lower level of aspiration and lower academic motivation in comparison to low achiever non-tribal students.

**Mukhopadhyaya (1991)** attempted to make a cross-sectional study on the effect of academic motivation and scientific attitude on science aptitude of the students. Six hundred students of 24 schools (12 urban + 2 rural) were selected at random for the sample. The tools used include scientific aptitude test, scientific attitude questionnaire and academic motivation questionnaire. The results of the studied revealed that significant difference was found between subgroups only in certain cases. On scientific aptitude, urban students were superior to rural students particularly girls. Scientific aptitude could be predicted to a considerable extent from academic motivation and scientific attitude, both of which showed a highly significant positive relationship with it.

**Chouhan (1993)** Studied the relative contribution of socio-economic and familial variable of over and under achievement. The sample of the study was 489 students of eight class randomly selected from eleven different intermediate colleges of Aligarh city. Result of the study indicates that family income, family occupation and socio-cultural background had significant correlation with academic achievement.

**Chauhan and Murthy (1994)** studied the effect of achievement on adjustment of deprived adolescents and found that male students were high achiever and better adjusted than their female counterparts.

**Kurdek, Fine and Sinclair (1995)** conducted a study to examine whether 223 VI grades adjustment to the school contact was affected by factors from both the family
contact and the peer context, grades, achievement scores and disruptive behaviour assessed, adjustment to school. Family context was represented by students’ reports of the number of parenting transitions and by levels of supervision, acceptance, autonomy granting and conflict in the family. Peer context was represented by students’ perceptions of peer norms supporting academic transitions, family climate and peer norms. High GPAs occurred at only moderate levels of family supervision. Achievement scores were positively related to supervision at only low level of family autonomy granting. GPA was positively related to peer norms at only high levels of family acceptance.

**Rani (1998)** examined a study of public school children’s psychological development in relation to home environment. Psychological Development and Environment are two sides of the same coin. Environment found at home plays an important role in determining cognitive, emotional and social development of children’s. In Indian home-parent-child relation is the most important constituent of home environment. The study reveals that the total home environment and parent-child relationship were significantly related to all the CPQ factors. But the other two dimensions of home environment, i.e., inter-parent relationship and inter-sibling relationship were not found significantly related to any CPQ factors.

**Pajares and Urdan, (2002)** study revealed that motivation was a great concern to educators in developing and maintaining student’s optimum motivation particularly during adolescence. Many students experience lack of motivation to engage in academic activities and fail to reach their academic potential. Consequently, the motivation of adolescents has been the focus of much research although there has been a range of theories developed to better understand why students choose to engage in learning activities over the last 20 years. Goal theory has emerged as one of the most prominent theories of motivation and to develop understanding about their goals that influence adolescents’ desire to achieve at school.

**Neeraj (2002)** attempted to compare the family environment, achievement motivation and self-esteem of students of vocational and academic stream. The sample consists of 474 students of class XI and XII studying in government senior secondary school in Moonga and Fareedkot. The study revealed that there was a positive relationship
among family environment achievement motivation and self-esteem found a partial support.

**Goel (2002)** conducted a study to determine the relationship between feeling of security, family attachment and values of adolescent girls. A sample of 500 adolescent girls of the age group of 16-21 years was selected for the study. The study revealed that the family attachment and achievement score were negatively related a relative factor responsible for higher educational achievement was parental attitude, Feeling of security–insecurity was significantly and positively related to family attachment.

**Sharma (2002)** attempted to examine the effect of parental involvement and aspiration on academic achievement of +2 students and some other parental factors (economic status, educational qualification and self-esteem of parents) for their association with parental involvement and parental aspiration (educational and occupational) and academic achievement of students. The sample of the study consisted of 320 students of class XI and XII and their parents chosen from four schools of Chandigarh and Panchkula through stratified random sampling technique. Findings of the study revealed that the parents of high and low achieving students exhibited differentiated behavioural profiles with regard to some dimensions of parental involvement. Parents of high achieving students often provide academic guidance to their children and also plan various cultural activities such as arranging picnics dance shows and other festivals. The academic achievement scores were different for children belonging to different parental involvement groups. High parental involvement group scored higher on educational aspirations as compared to their counterparts in low parental involvement groups. Higher parental involvement resulted in to higher occupational aspiration of students.

**Devi and Mayuri (2003)** attempted to study the family factors contributing to the academic achievement of IX and X class residential school children and to study the relationship between family and school factor with academic achievement. The sample consisted of 120 children; 60 from IX, 60 from X and 40 teachers from 15 residential school of Hyderabad city. Results revealed that family factor was not found to be critically important for the academic achievement of residential school children. School factor like qualified teachers good physical facilities, and classroom organization, checking up of curriculum and subject matter on time, impressive
method of teaching and teacher student interaction contributed significantly to academic achievement.

Fatima (2003) studied the relationship between the family climate and educational achievement. She tried to find out whether favourable home climate results in high academic achievement and whether unfavorable climate leads to poor academic achievement. She found out that there was no relationship between the type of family climate and academic achievement of students.

Desetty and Agrawal (2004) conducted a study to find out the association between modernization levels of college going girls and their family background variables. The study was based on a sample of 200 college going girls (18-21 years) selected from the Parbhani town of Maharashtra. All the college going girls had positive attitudes towards overall modernization and their levels were rated to be very good.

Mohanraj and Latha (2005) aimed to study aimed to investigate the relationship between family environment, the home adjustment and academic achievement in adolescents. The adolescents (106 boys and 86 girls) were assessed using the Moons and Moons 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. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment.

Arati and Prabha (2005) conducted a study to find out influence of different family variables on family environment of adolescents. The sample comprised 120 adolescent (60 boys and 60 girls) in the age group of 13-16 years. Questionnaire and family environment scale developed by Hariprasad Bhatia and NK Chadda were used to find out selected family variables and family environment of adolescents. The results showed that the number of siblings, fathers’ education, father’s occupation and family income had a significant positive influence on family environment of adolescents.

Shankar and Rachel (2005) investigated to measure parents’ anxiety in attitude development of the children especially at the board examination level. Special interest; care and coaching were given at this level to facilitate higher achievement.
The stress on the students resulted in low achievement; deviation in the interest; improper motivation etc. The sample comprised 100 parents whose children were studying in government and private schools. It was found that more than 55 % of the low achievers were students, who were given extra care and coaching by their parents forcibly at this level and 20 % of the high achievers were gifted with normal care and no special coaching and concern; the rest of the 15% were beneficiary of this anxiety of parents and 10% of failures remain stoic in this hypothetical frame.

Vamadevappa (2005) investigated to measure the effectiveness of parental involvement and academic achievement among higher primary students. The sample of 200 students studying in 6th standard consisting of 100 boys and 100 girls were selected from four higher primary schools of Davangere in Karnataka. Tools used for the collection of relevant data included parental involvement rating scale (PIRS) by Abdul Gafoor (2001) and achievement test by researcher (2002). Pearson’s product moment correlation technique was used to find out the relationship between parental involvement and academic achievement. ‘t’ test was also used to find out the significant difference between the means of two groups. Finding of the study reveals that:

(1) there was a positive and significance relationship between parental involvement and academic achievement.

(2) there was a significant difference in the academic achievement score of boys and girls of high parental involvement group

(3) there was no significant difference the achievement score of boys and girls of low parental involvement low parental income group

(4) there was significance difference between high achiever and low achiever with respect to parental involvement.

(5) there was significant difference between boys and girls in their academic achievement.

Ahuja and Goel, S (2006) conducted a study to investigate the significance of difference in subject-wise performance of adolescents belonging to highly involved and highly aspirant parents and those belonging to lower aspirant and low
involvement parents. The sample of the study was 100 adolescents studying in IX grade of schools of Chandigarh and their parent numbering 100. Findings of the study showed that high parental involvement leads to higher achievement of adolescents in Science, English and Maths as compared to that of the group belonging to the parents having low involvement with their ward’s academics. High education aspiration of parents leads to higher achievement scores only in Math’s, Achievement scores in English and Science were not significantly different for children of parents having high and low educational aspiration.

Adeniyi, et al (2008) conducted a study of five variables as predictors of Academic Achievement among school-going adolescents. The purpose of the study was to investigate the predictive effect of home, school, society, and government on the academic achievement. The participants were 200 senior secondary school students Indian metropolis. Validated instrument, namely, Academic performance five factor inventory (APSS-II) was used to data collect. The result showed that the five variables compositely predicted academic performance of students. They also revealed that the factor, resident in the child uniquely predicted academic performance of the respondent then did other factors.

Daulata (2008) conducted a study to assess the effect of home environment on the scholastic achievement of children of class VII. The study was based on a sample of one hundred twenty students drawn from senior secondary schools of Panipat. Mishra’s environment inventory scale was used to assess the quality of home environment and scholastic achievement was ascertained with the help of report card of students and other school records. The data revealed that boys of the high home environment group achieved a significantly greater mean score than the boys of falling in the group of low home environment. The impact of home environment has also been observed in the values of the scholastic achievement of girls belonging to high, medium, and low home environment groups. The result also showed that good quality of home environment had a significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls. It was found that as the quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines in boys.
Sarika (2008) conducted a study on locus of control in relation to academic achievement and adjustment, Indian social and psychological studies, Patna. The major purpose of the study was to examine the effect of locus of control over the pattern of adjustment of the respondents. The study was conducted on 120 boys and 120 girls of high school of Patna town. Locus of control was measured using Husain’s and Joshi rotters locus of control scale. The patterns of adjustment were measured using Mohsin Samshad bells adjustment inventory (Hindi adaptation). In the light of results, a significant and positive correlation was found between endogenous locus of control and academic achievement and also between endogenous locus of control and overall adjustment of respondents. Similarly, a significant and a negative correlation were reported between exogenous locus of control and academic achievement and also between exogenous locus of control and overall adjustment of the results.

Kaur (2009) has undertaken the study “Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents”. The present study was an attempt to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. The results of the study revealed self-concept to be positively correlated with academic achievement, though not significantly so. A significant positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept is revealed, thereby meaning that the use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of the home environment is significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection. The study has implications for educationists and parents as well. Studies have revealed that high home environment groups achieved greater success than middle and lower home environment groups (Jagannathan, 1986). It has also been reported that punishment aspect of home environment has negative impact on achievement among girls. Other aspects of home-environment viz. permissiveness, control, protectiveness, conformity, deprivation of privileges, nurturance and reward were not significantly related. She concluded that if a proper system of reward and punishment is followed, children shall certainly perform well in school (Pandey, 1985). It has also been reported that a
positive affective relationship between parents and children increases the likelihood that the child will initiate and persist in challenging and intellectual tasks. The positive and affective relationship is likely to get hampered when control and punishment exist beyond optimum limits.

**Kurvilla and Usha (2009)** studied of emotional adjustment, achievement motivation and academic achievement of the adolescents’ of working and non-working mothers. The aim of the study was to examine whether the employed mothers have any deleterious impact on the development of adolescents. The study compares three major variables that are often linked with maternal employment viz emotional adjustment, achievement motivation and academic motivation and academic achievement of adolescents of employed and non-employed mothers. The sample consisted of 980 X standard students of whom 412 were children of employed mothers and 568 were of non-employed mothers. The results showed adolescents of employed mothers to be superior to children on non-employed mothers with regard to emotional adjustment and academic achievement, but children of non-employed mothers were found to have higher achievement motivation than their counterparts.

**Nelakshi (2009)** conducted a study on background factors in the adjustment of adolescents. The study tried to bring out the factors that influence adjustment in adolescent. It examined personal and social adjustment with reference to age, gender and class (IX and X, XI and XII). The sample of the study was 263 students selected randomly from 26 English medium schools from the city of Mumbai. The result revealed that the personal adjustment status was a good indicator of physical alignments and behaviour problems. When the personal adjustment was high both the physical ailments and the behaviour problem were low. The adolescents of the non-working mother, physical ailments reflected significant class-wise differences indicating higher classes, i.e., XI and XII were low on physical ailments than the lower ones. The picture was reversed with behaviour problems than the old standards. Behaviour problem was higher in the older group (17 to 18 years) than in younger ones (14 to 16 years).

**Ghazi Rehman Safder (2010)** examined parental involvement in their parental involvement in their child’s academic motivation with the objective: to investigate the moral and financial involvement of the parents in their child’s academic motivation in
rural areas at primary level. It was concluded that the most of the parents were not aware of their role in their children’s education. In addition, their attitude was of irresponsible type, they do not take interest in their children’s education, even they did not help children in their homework or making arrangement for their tuition and as well as child’s participation was not encouraged in co-curricular activity. Instead of positive reinforcement’s negative reinforcement are used to motivate children towards education.

Winga Maureen Adhiambo (2011) the current study investigated the levels of school adjustment and its relationship with academic achievement. Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout. Gender differences in school adjustment were also examined. The theory used in the current study is the stage-environment fit theory propounded by Eccles and Midgley. A cross sectional research design was employed. The target population was 450 students. The sample consisted of 450 secondary school students with mean age 18.38, SD 1.078. The form for classes in the selected schools was used. Questionnaires as well as official KCSE examination results were used to collect data in the study. Cronbachs’ alpha as well as a pilot study was used to depict the reliability of the instrument. Face validity was also ascertained by three experts from the department. Data was analyzed using descriptive statistics like the mean, frequency counts and percentages. The inferential statistics that were used in the study were t-tests. The 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. The study recommends that the study environment of the low achievers be further scrutinized.

Sharma and Khatoon (2011) investigated the influence of parental education, parental occupation and family size on science achievement of secondary school students in western U.P. (India). Selection of the sample was done by the stratified random sampling technique. Data collection tools contained 50 items. Objectives test in science and art questionnaire measuring some family aspects. The results indicated that parental education, parental occupation and family size contributed significantly to achievement in science of the students. But no difference in science achievement
was found between children whose fathers were either in the professional or in businessmen group.

**Chawla (2012)** studied the relationship between family environment and academic achievement. The participant of the study were included were two hundred students i.e., 100 boys and 100 girls randomly selected from the IX standard of Marathi medium school of Nasik city. Family environment scale by Dr Harpreet Bhatia and Dr N K Chadda (1993) was used to purpose of data collect. Findings of the study revealed that the family environment score was positively correlated with the academic achievement student.

**Mishra (2012)** aimed to study the family climate of the family of adolescents in relation to their family gender and academic achievements. The family is the first school where a child learns his initial lessons of life. The strongest factor in moulding a child’s personality is his relationship with his parents. The present study is. A total of 109 adolescents (63-Boys and 46-girls) were randomly selected for the study. The tool used for this study was Family Climate Scale (FCS) developed by Dr. Beena Shah. This tool access the family climate on 10 different dimensions. Academic scores were taken from the school records. The analysis of the data was done using one way ANNOVA and the calculation of correlation coefficient. It was found that though there is no significant correlation between academic achievement and the family climate of the adolescents, the gender was found to be significant in determining the family climate in the house. This indicated that there still exists in the social discrimination on the basis of gender in families. It was recommended that the parents and teachers should play a deciding role in curbing this social divide in the society.

**Mishra and Bamba (2012)** investigated the impact of family environment on academic achievement of a child. The early beginning of knowledge originates within the family. Family vary greatly in structure and functioning, variation exists also in school and in children understand how children’s experience within the family contribute to their educational outcome.

**Sood’s (2012)** study of “Need for achievement, academic achievement and socio-demographic variables of high school students of Kullu & Manali districts (India)” was undertaken to study the need for achievement among high school students in
relation to their academic achievement and certain socio-demographic factors like
gender, family type and residential background. A sample of 300 high school students
(studying in Class IX) was selected from 15 high/senior secondary schools of Kullu
and Manali districts in Himachal Pradesh by following systematic random sampling
 technique. In order to collect the requisite data, Achievement Motivation Inventory by
Prayag Mehta (1969) was administered. Data was analyzed by applying descriptive
statistics (Mean, SD) and Two-Way ANOVA (2x2 factorial designs). The results
revealed that need for achievement positively and significantly affected academic
achievement of high school students. The students with high need for achievement
possessed significantly higher academic achievement as compared to students with
average or low need for achievement. Girls were found to have a significantly higher
need for achievement in comparison to boys. However, no significant difference in
need for achievement was found among rural and urban students as well as students
belonging to nuclear and joint type of families. Although, the students residing in
urban areas and those belonging to joint type of families have shown a higher need for
achievement than their counterparts, the respective mean differences were not
significant statistically. The implications were drawn on the basis of these results to
enhance need for achievement among high school students.

Yellah (2012) study belongs to normative survey methods of research. A sample of
the study consist of 300 students studying in class IX from various government and
private school students, rural and urban areas of Mahabhub Nagar district in Andhra
Pradesh. The investigator has collected data by using Adjustment inventory for school
students (AISS) Prof A.K.P. Singha and R.P. Singh. The study concluded that
Adjustment and Academic Achievement cause significant difference between male
and female students, Government and Private Schools students and rural and urban
school students do not cause any significant difference between adjustment and
academic achievement. It is found that there is low positive relationship between
adjustment and academic Achievement.

Gupta and Sadh’s (2012) “Sex differences in adjustment among secondary school
students” was an attempt to study the existing adjustment problem of the students,
which involves emotional, social and educational dimensions. Survey method was
used for the study. A sample of 150 students of Class IX was selected from Balh
valley of Mandi district in Himachal Pradesh. The study revealed that no significant
difference exists between boys and girls regarding different dimensions of adjustment as well as in total adjustment.

**Gawali (2012)** studied “Academic stress and Adjustment among School student: A correlation study” and found that there was a significant adjustment difference between male students and female students in themes of their home adjustment. In terms of academic stress between male students and a female student’s result indicate that there is no significant difference and negative correlation between academic stress and adjustment of school students.

**Aggarwal and Bhalla (2012)** in “Gender differences in academic achievement of adolescents in relation to their home adjustment” and found that out of the numerous factors that might have an effect on the academic achievement of adolescents, their adjustment plays a vital role. Adjustment with family, peers, emotions, etc., determines the mental make-up of young adolescents. This age is said to be the age of transition from childhood to adulthood. Home or family adjustment can be a significant factor in determining the success in academics. The paper sought to study the academic achievement of adolescents in relation to their home environment.

**Prajapati (2012)** carried out “A study of adjustment of adolescents with special reference to their gender and education”. The result showed that the secondary school going boys are more adjusted in social area than secondary school girls. Higher secondary school girls are more adjusted in home and health area compared to boys. Higher secondary school boys are more adjusted in health and emotional areas than secondary school boys but secondary school boys are more adjusted in educational area compared to higher secondary school boys. Higher secondary school girls are more adjusted in home, health and social area of adjustment compared to secondary school girls. But secondary school girls are more adjusted in educational area than higher secondary school girls.

**Gupta, Devi and Pasrija (2012)** the present study was planned to find the effect of achievement motivation on the academic achievement of adolescents in relation to some demographic variables viz. gender, locality and type of schools. In the present study, descriptive method was used. 320 adolescent students selected by the method of random sampling from the target population constituted the sample for the present investigation. However, academic achievement of the students was determined on the
basis of marks obtained in 10th class of Board Examination. To measure the achievement motivation of the subjects, Achievement Motive Test by Dr Bhargava was used. After sorting the data for final scores, Means, SD’s, and t-test were employed to compare the academic achievement of adolescents with high and low achievement motivation as statistical techniques in the present study. Data analysis showed that there was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to gender, locality and type of schools. It was found that male & female adolescents with high achievement motivation showed better academic achievement than their counterparts. Further, results also showed that high achievement motivation adolescents of rural area and urban area as well as private and govt. schools were found to be better on academic achievement than their corresponding parts.

Shevatekar (2012) conducted a study to investigate the relationship between achievement motivation and academic achievement in adolescents and to know the relationship between family environment and academic achievement in the district of Maharashtra. Purposive sampling technique was used to select the samples. 442 adolescent boys and 358 girls between the ages 13 to 16 years were assessed using the achievement motivation scale. Academic scores were taken from the school records. Statistics revealed that correlation score between family environment and educational achievement of 0.34 and it was significant at p < 0.01 level on 798 degree of freedom grade indicating that the correlation of family environment and educational achievement was positive and at low level. The study also revealed that achievement motivation appeared to influence of academic performance.

Ganai and Muhammad (2013) the sample for the present study comprised of 80 students who were on rolls in various higher secondary schools of district Baramulla. The tool used for data collection was Mental Health Battery by A.K. Singh and Alpana Sengupta which is the battery of six tests, including Emotional Stability (ES), Overall adjustment (OA), Autonomy (AY), Security- Insecurity (SI), Self – Concept (SC), Intelligence (IQ). The data was analysed by using mean, SD and t-value. The findings revealed that the male and female adolescents differ significantly on mental health. However the two groups showed no difference on academic achievement. Further the two groups showed a difference on various dimensions of the Mental Health Battery including Emotional Stability (ES), Overall Adjustment (OA),
Security Insecurity (SI) and General Intelligence. The main difference favored the male adolescents in the case of these dimensions. However, the two groups showed no difference on Autonomy (AY) and Self Concept dimension (SC). Based on the findings of the study recommendations were made to provide guidance and counseling facilities in the higher secondary schools of district Baramulla.

Taviyad Mansing Bhai S and Yavant Bhai H. Patel (2013) aimed to study and compare certain areas of adjustment and academic achievement of higher secondary school students. The study was conducted on random sample of 100 (50 male and 50 female students) of higher secondary school student of Himmat Nagar City adjustment inventory for adolescent students by R. K. Ojha was used for data collection and Average marks of last three years annual results was considered as academic achievement to analyze the data ‘t’ test was used results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Significant difference is also existed between male and female adolescent on academic achievement.

Singh (2013) aimed at investigating the impact of family environment on academic achievement of secondary school science students. It is well known fact that the school performance is not an independent phenomenon, rather it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning takes place i.e. school and family. Early beginnings to knowledge originate within the family, on a simple level in early years, and are then further built on in the school. Family sets the stage for interactions and learning at school later. Families vary greatly in structure and functioning. Variations exits also in school and in children understand how children’s experiences within the family contribute to their educational outcomes.

Kumar and Roshan (2014) attempted towards examining the pattern of relationship between the academic achievement and family environment. The adolescent is the real capital of any society and we should protect and preserve it for the betterment of the society and nation. The research was carried out of 200 adolescents in the age group of 15 to 18 years. The researchers used academic achievement scores which were the aggregate percentage of marks from the previous two classes, serve as indicators of academic achievement. Moos (1974) Family Environment Scale (FES)
was used to study the impact of family on adolescent’s academic success. The academic scores of girls were found better than the boys while boys lead the girls on family environment scores where the t-value was significant at 0.01 levels. There was a clear cut difference between the scores of high and low groups and the t-value was again significant at 0.01 levels. The obtained results indicate that the adolescent experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to lower family environment.

Haider, et al (2015) conducted a study to find out the impact of students’ motivation on their academic performance. The data was collected from 120 students from the three different departments (DMS, CS and Pharmacy) of The Islamia University of Bahawalpur. Questionnaire was divided into three parts. In the first part we asked the students about their personal information, in second part there were 30 items to measure student’s intrinsic and extrinsic motivation and third part comprises of questions about academic performance. This study reveals that intrinsic motivation and extrinsic motivation had a positive impact on students’ academic performance and our overall model is significant (p<0.05). If on individual basis we equate the variables it is concluded that the student whom espouse variable like altruism, Self-Exploration, Social pressure, career and qualification, social enjoyment are supposed to perform better and these variable had a positive impact on students’ academic performance and those students who espouse rejection of alternative options variable are supposed to perform less and this variables had a negative impact on students’ academic performance. This study reveals that motivation is important part in students’ life and plays a very important role in students’ success.

Choudhury (2015) attempted a study to examine the adjustment level of students in relation to their academic achievement. The study was made on 400 students of +2 stage, studying in different degree colleges of Kamrup District of Assam. The sample for study was selected by using stratified random sampling procedure. The tools used in the present investigation were-(i) Tool for academic achievement and (ii) Standardized test. The mean score and S.D. were calculated. The study indicated that students belongs to the category of ‘academic consistency’ are better adjusted than the students belongs to the category of ‘academic fluctuation’ and students under the category of ‘academic deterioration’ are less adjusted than the students of ‘academic improvement’ category.
Mahmood and Iqbal (2015) conducted a study to examine the gender differences on psychological adjustment and academic achievement. Purposive sampling technique was used in this study with sample size of one hundred and twenty (N=120) students, sixty female (N=60) and sixty (N=60) male, age ranged between 12-19 years, who had passed O’ level. The Reynolds Adolescents Adjustment Screening Inventory (RAASI) was used to measure psychological adjustment. Statistical Package for Social Sciences Version-20 (SPSS-20) was used for statistical analysis. First of all reliability of the scale was determined. Pearson Product Moment Correlation and Independent sample ‘t’ test were applied to find the quantitative facts of the study. Results revealed that there is negative correlation between psychological adjustment and academic achievement of students who passed O’ level. Independent Sample t-test revealed that there is significant difference on psychological adjustment among students who passed O’ level. The results also showed that female have more psychological adjustment as compared to male.

2.3 Critical Appraisal of the Review:

On critically examining the existing studies the investigator found that the familial background has been studied by different investigators under various names and under different conditions and most of the studies attributed positive and significant relationship of familial background with the scholastic achievement of the students studies like Agarwal, (1986); Fulgini, (1997); Chauhan, (1993); Cherian and Malehase, (1998); Sharma, S, Nidhi (2002); Shankar and Rachel (2005); Ahuja M and Goel S (2006); Daulata Pee Meena Siwach (2008); Jagpreet Kaur (2009); Sharma, Manika, Khatoon Tahira, (2011) and Chawla, Anita, (2012); examined the effect of parental encouragement upon the educational development of students and found that higher parental encouragement is attributed to high achievement. While as, Devis and Mayuri, (2003); Cecilia Sin Cheung, (2011) reported that, family factor were not important for the academic achievement, although, Devis and Mayuri, (2003); attributed school factor like, qualified teachers, good physical facilities, and classroom organization, checking up of curriculum and subject matter on time, impressive method of teaching and teacher student interaction as the significant contributor of academic achievement of children. Also, Fatima (2003) found no significant relationship between the type of family, family climate and academic achievement of students. While as, Rani and Seema, (1998); Neeraj, (2002); found
that home environment plays an important role in determining cognitive, emotional and social development of children’s. Arati, C. Rathna Prabha (2005); Mohanraj Rani and Latha (2005) found that the family environment greatly influences the home adjustment as well as academic performance of the students. Adeniyi, et al. (2008) explored that type of residence/location (rural/urban) of the child, uniquely predicted academic performance of the respondent. Uwaifo (2008) attributed type of family (single parent/two parent family) and gender as the determinants of academic performance. The results indicated significant differences in academic performance of male and female students compared on two types of family structures. Mishra. G Santwana (2012); Mishra Sandhya, Bamba Veena (2012); studied the family climate of the adolescents in relation to gender and academic achievements. No significant correlation between academic achievement and the family climate of the adolescents was found and the gender was found to be significant in determining the family climate in the house.

Adjustment as the variable of the study in the educational psychology has been studied far and wide by the investigators. Gagandeep, K. (1986); studied defence mechanism of adolescent and their impact on their adjustment at school and home and found that the adolescent studying in high SES based environment had less problem as compared to adolescent studying in a low SES based environment. Mythii, B. (2004) revealed that boys have more adjustment problem compared to girls. Aunola, et al. (2000) revealed that low self-esteem was associated with adolescents' maladaptive achievement strategies which in turn was associated with their maladjustment at school and internalizing and externalizing problem behaviours. Moreover, the association between adolescents' maladaptive strategies and their externalizing problem behaviour was partly mediated via their school adjustment. Kareer, Rosenbalm (2006) revealed that significant differences in parental monitoring student’s adjustment and performance by gender and ethnicity were noted. Women reported higher levels of parental control better academic adjustment, and higher average GPA than man. Man reported the highest level of social adjustment and satisfaction with the college than women. Parental monitoring had significant direct effects on student adjustment and performance. Sarika (2008) explored a significant and positive correlation between endogenous locus of control and academic achievement and also between endogenous locus of control and overall adjustment of
respondents. Similarly, a significant and a negative correlation were reported between exogenous locus of control and academic achievement and also between exogenous locus of control and overall adjustment of the results. Moly Kurvilla, P. Usha (2009) showed adolescents of employed mothers to be superior to the children of non-employed mothers with regard to emotional adjustment and academic achievement, but children of non-employed mothers were found to have higher achievement motivation than their counterparts. Nelakshi A, lavakare (2009) examined the personal and social adjustment with reference to age, gender and class (IX and X, XI and XII). The result revealed that the personal adjustment status was a good indicator of physical ailments and behavior problems. When the personal adjustment was high both the physical ailments and the behavior problem were low. Winga Maureen Adhiambo (2011) 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. Yellah (2012) revealed that adjustment and academic achievement cause significant difference between male and female students, Government and Private Schools students and rural and urban school students do not cause any significant difference between adjustment and academic achievement. It is found that there is low positive relationship between adjustment and academic achievement. Gupta and Sadh’s (2012) revealed that no significant difference exists between boys and girls regarding different dimensions of adjustment as well as in total adjustment. Gawali (2012) found that there was significant adjustment difference between male students and female students in themes of their home adjustment. In terms of academic stress between male students and a female students’ result indicate that there is no significant difference and negative correlation between academic stress and adjustment of school students. Aggarwal and Bhalla (2012) found that out of the numerous factors that might have an effect on the academic achievement of adolescents, their adjustment plays a vital role. Adjustment with family, peers, emotions, etc., determines the mental make-up of young adolescents. Home or family adjustment can be a significant factor in determining the success in academics. Prajapati (2012) showed that the boys are more adjusted in the social area than girls. Girls are more adjusted in the home and health area compared to boys. While as boys are more adjusted in health and emotional areas than boys. Taviyad Mansingbhai S and Yasvant Bhai H. Patel (2013) revealed that male adolescent differ significantly on
health, social and emotional adjustment as compare to female adolescent. Significant difference also existed between male and female adolescent on academic achievement.

A very few studies were found in which academic motivation has been studied by the researchers like Kumar, V. (1984); Mehta and Kumar (1985); Tripathy, Suresh Kumar (1990) studied academic motivation along a variety of cognitive and non-cognitive variables, and found that there is a positive and significant correlation between nine dimensions of class room social climate and 14 dimensions of academic motivation (Kumar, 1984). The psychological variables in terms of personality, intelligence, study habits, academic motivation, and adjustment are not related and are independent of achievement (Mehta and Kumar, 1985). The academic motivation was similar in both tribal and non-tribal groups (Tripathy, Suresh Kumar, 1990). James S. Coleman (1991) study showed that the quality of family interactions has important associations with children's and adolescents' academic motivation and achievement. The family environment is the most powerful influence in determining students' school achievement, academic motivation, and the number of years of schooling they will receive. Kaur and Kaur’s (2010) studied academic achievement of adolescents in relation to their educational aspirations. The study revealed a positive and significant relationship between academic achievement and educational aspiration of adolescent boys and girls. The students of higher and lower level of educational aspiration differ significantly on their academic achievement. Dubey, Ruchi (2012) tried to explore emotional intelligence in relation to academic motivation. The result of the study revealed a positive relationship between emotional intelligence and academic motivation. Martin J Andrew et al (2009) attempted to study the role of interpersonal relationship in student academic motivation; encouragement and achievement. Metin, Guven (2009) showed no significant relationship between academic motivation and socio-economic level, self-determination, and parental pressure to elicit extrinsic motivation. Muola, J. M. (2010) explored a significant positive relationship between six of the home environmental factors, that is fathers’ occupation, mothers’ occupation, fathers’ education, mothers’ education, family size and learning facilities at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation. Ghazi Rehman Safder (2010) revealed that most of the parents are not aware of their role for
their children’s education. Instead of positive reinforcement’s negative reinforcement are used to motivate children towards education. Gupta Madhu, Devi Mamta & Pasrija Pooja (2012) showed a significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to gender, locality and type of schools. It was found that male & female adolescents with high achievement motivation showed better academic achievement than their counterparts. High achievement motivation adolescents of rural area and urban area as well as private and government schools were found to be better on academic achievement than their corresponding parts. Shevatekar, V. (2012) revealed that correlation score between family environment and educational achievement of 0.34 and it was significant. The study also revealed that achievement motivation appeared to influence of academic performance.

2.4 Research Gap:

A plethora of studies has been reviewed both at the national and international level. It was found that family climate is a complex entity which comprises a variety of dimensions. Various investigators have studied it under various sub headings, like, parental care, parental aspiration and structure of family etc. but, none of them has studied in its full version. Here in this study investigator has attempted to study the maximum dimension of this variable. Academic motivation has been studied in a very few studies. The investigator attempted to formulate a standardized and a valid tool in order to access various dimensions of academic motivation. The Adjustment has been studied far and wide among the adolescents right from the beginning. Literature related to the study expresses a deep impact of adjustment upon the achievement of adolescents. Therefore, with this background the investigator decided to study the impact of family climate, academic motivation and adjustment on the academic achievement of the adolescents.