CHAPTER-II
REVIEW OF RELATED LITERATURE
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2.1 NEED

Research is a careful investigation especially through the search for new facts in any branch of knowledge. It may be defined as the application of the scientific method in the study of the problem. It is a systematic attempt to obtain answers to meaningful questions about phenomenon of events. Redman and Morry defined research as "systematic effort" to gain knowledge.

Research takes advantage of the knowledge which has accumulated in past as a result of constant human endeavour. It can never be undertaken in isolation of work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. So, a review of related literature is important as it provides background and technical knowledge useful in conducting the research. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

Review of related literature is an important and crucial aspect of a research report which means to locate, to read and to evaluate the past as well as current literature of research concerned with the present investigation. The study of related literature helps the
investigator to acquire a comprehensive information about what has been done in a particular area. It also serves as a source of guideline for the study in hand.

It places the study in a historical and associational perspective and helps to avoid unintentional and unnecessary replication. It provides an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other researchers.

The phrase "Review of Literature" consists of two words viz. review and literature. The term 'review' means to organize the knowledge of the specific area of research and the term 'literature' is used with reference to the language and the subject content underlying the study.

Survey of related literature and research is an essential aspect of a research project. An exhaustive survey of what has already been done on the problem is an indispensable step in its solution.

Good (1959) reports that "Survey of Related Literature" helps us to show whether evidence already available solved problems adequately without further investigation. It may provide ideas, theories and may also suggest appropriate method of research.

Mouly (1961) asserts that no experienced researcher would think of undertaking a study without acquainting himself with the contributions of previous investigators.

Developing knowledge and understanding of the previous work with regard to the topic being researched is the main purpose in the literature review. It also addresses
the important need to inform the investigator about the main findings, trend areas of debate or controversy, areas of neglect and suggestions for additional research. A careful review of the research journals, books, dissertations, theses and other sources of information is an important step in the planning of any research design.

The review of related Literature is a paramount importance for the researcher. An investigator must be aware of the new researches conducted in the field of study in the past and only then he is in a position to contribute something in original. It is through the review of related studies that the researcher knows the work that has already been done over a period of time. He comes to know the area untouched or unexplored and brings an idea of the scope of the subject or the study in all aspects.

Review of related literature serves as a guide post not only with regard to the quantum of work done in the field but also enables us to perceive the gap and lacuna in the concerned field of the research. The investigator's analysis and review of such resourceful studies work as an impetus which pushes the investigator into greater detail and wider applicability of the problems in hand to provide new ideas, theories, explanations or hypothesis.

In every research, it is essential to acquaint oneself with what has already been thought, expressed and done about the problem under investigation. This is possible only by reviewing and surveying books, journals, newspapers, records, documents, indexes, abstracts, dissertations and other sources of information directly or
indirectly connected with the problem.

2.2 Tapping Various Sources

The investigator tapped the various sources of available literature like surveys of research, research journals, international encyclopedia, yearbooks etc. pertaining to the present study. A comprehensive review of related Indian and Foreign studies could be classified, subject-wise, year-wise, under the following heads.

- Studies Related to Scholastic Achievement and Achievement Motivation
- Studies related to Scholastic Achievement and Intelligence
- Studies related to Scholastic Achievement and Level of Aspiration.
- Studies related to Scholastic Achievement and Socio-Economic Status.

2.2.1 STUDIES RELATED TO SCHOLASTIC ACHIEVEMENT AND ACHIEVEMENT MOTIVATION

Singh (1986) undertook a study on Achievement Motivation of elementary school students in relation to their academic achievement. For this study a sample of 400 elementary school students were selected randomly. The major finding was that there was no significant positive relationship between achievement motivation and academic achievement of elementary school students.

Badhri (1991) investigated into the causes of low achievement in government high school and recorded low motivation, policy of liberal promotion to next higher class,
poor study habit, lack of parental involvement in education and poor teaching as the attributes of poor achievement.

**Gokulnathan (1992)** attempted a correlated study on achievement motivation and educational achievement among secondary school students. The study was based on educational achievement of secondary school students of Assam. The result shows that there was a significant positive relationship between achievement motivation and academic achievement of secondary school students.

**Lyngdoh (1996)** conducted a study on impact of achievement motivation, fear of failure, concerns, occupational aspiration, and family influence on academic achievement among secondary school students. For this study 300 sample consisted from secondary school students. The study revealed that: (i) there was a significant relationship between academic achievement and Achievement Motivation of secondary school students. (ii) Similarly other factors like fear of failure, occupational aspiration and socio-economic status had also significant impact on achievement of students.

**Lalitha (2000)** investigated into the achievement motivation among secondary school students in relation to their academic achievement. The sample for the study comprised 300 secondary school students studying in class IX, and X. The major findings of the study were: (i) there was no significant difference in mean scores of secondary school residing in urban and rural areas on Achievement Motivation. (ii)There was no significant difference in the
mean n-achievement scores of boys and girls of secondary school students. (iii) Regarding the influence of grade level in Achievement Motivation, the developmental trend was absent among the secondary school students. (iv) There was no relationship between Achievement Motivation and academic achievement of secondary school students.

Fatima (2001) undertook a study on Achievement Motivation of elementary school students in relation to their academic background. To serve the purpose of the study the researcher selected a sample of 446 students of Hazaribagh district of Bihar by adopting on incidental cum purposive sampling technique. The noteworthy findings were (i) Racial background, sex, religious background, and caste status influenced Achievement Motivation. (ii) The area of residence and socio-economic status were important determinants of Achievement Motivation. (iv) The Achievement Motivation had a significantly positive correlation with academic achievement of elementary school students.

Nayak (2002) carried out a study on Achievement Motivation and Level of Aspiration as a correlate of Scholastic Achievement of Elementary School Students (7-11 age group). The sample 400 elementary school students were drawn randomly from different schools of Keonjhar district of Orissa. The major findings were that (i) there was a significant positive relationship between Achievement Motivation and academic achievement of elementary school students. (ii) there was no significant positive relationship between Level of Aspiration and
Scholastic Achievement of elementary school students.

_Sujatha (2002)_ conducted a correlational study between Achievement Motivation and Scholastic Achievement of elementary school students. Data was drawn from 27 elementary schools out of which 14 were government schools and 13 were private. The study was a descriptive cum correlational type. The major findings were: (i) there was a significant positive relationship between Achievement Motivation and Scholastic Achievement of private elementary school students. (ii) there was negative correlation between Achievement Motivation and Scholastic Achievement of Govt. elementary school students.

_Behera (2003)_ conducted a study on Achievement Motivation of elementary school students in relation to their academic achievement. A sample was selected randomly consisting of 260 children residing in Sambalpur city of Orissa. Their age ranged from 6 to 10 years and accordingly they belonged to classes I to V. One of the major findings was that Achievement Motivation of the student has significant effect on the academic achievement.

_Prasad (2004)_ conducted a study on Achievement Motivation of secondary school students in relation to their Scholastic Achievement. A sample of 200 secondary school students was selected from Kurukshetra district of Haryana randomly. The major findings of the study were (i) secondary school female had significantly lower Achievement Motivation than the male students. (ii) when
they were compared with the ten constructs of Achievement Motivation, it was found that the secondary school female scored higher than the secondary school male on the constructs. (iii) The data suggested that the secondary school female whose mothers were educated were higher on Achievement Motivation score as compared to women whose mothers were illiterate. (iv) Socio Economic Status (SES) did not make significant difference with respect to the Achievement-Motivation score. (v) Achievement Motivation of secondary school students had significant effect on their academic achievement.

Bhaskar (2005) conducted a study on need Achievement Motivation as a correlate of Scholastic Achievement of secondary school students. He investigated that the need for achievement (n-Ach.) Motivation in 60 secondary schools. The sample (aged 15-17 years) included both boys and girls were administered the Hindi version of the Motivational Analysis Test (Kapoor and Singh, 1980). Result revealed that the secondary school boys scored higher on n-Ach motivation than their girls of secondary school counterparts. Further, findings revealed that there was a significant relationship between Achievement Motivation and academic achievement of secondary school students.

Yong (2006) attempted to explore motivational orientations of grade 11 or 16+ years old science students selected from 9 government secondary schools. An instrument which consists of seven constructs of motivational orientations was used in the study. Each
construct has 5 items which students responded on a 4-point scale ranging from 1 (strongly disagree) to 4 (strongly agree). Results indicated that students exhibited a moderately high level of behavioural intention, belief strength, outcome evaluation, goal importance, and a low level of perceived behavioural control, normative beliefs and motivation to comply. Moreover, significant positive relationships were obtained between behavioural intention, outcome evaluation and goal importance with achievement. In terms of gender, significant differences were found between male and female students’ motivational profiles and achievement in biology.

Sahu (2007) undertook a study of factor affecting pupils achievement in primary schools of Orissa. The sample consisted of 882 students (478 boys and 404 girls) of class V 245 teachers, 64 schools, 6 districts and 7 blocks selected through disproportionate stratified sampling technique. Tools like class V competency-based achievement test in mathematics, general science, language (Oriya) and social studies, school record schedule and teacher schedule were used for the data collection. The major findings were (1) rural students had exhibited better performance in all the school subjects as compared to their urban and secondary school classmates. (2) boys and girls studying in different areas did not differ in their performance in all the school subjects. (3) non SC/ST students performed better in mathematics as compared to their counterparts in rural areas. (4) elementary school students performed better in language where trained
language teacher taught the subject in school. (5) urban elementary school students had shown better performance in general science where the teacher prepares and utilizes the teaching aids in the class as compared to their counterparts. (6) rural elementary school students performed better in all the school subjects where the teachers were regular and committed to school but such teacher behaviour affected only mathematics and general science achievement in case of urban students. (7) Again, psychological factors like Achievement Motivation, Intelligence; personality had significant effect on the achievement of elementary school students.

*Adsul and Kamble (2008)* conducted a study on Achievement Motivation as a function of gender, economic background and caste differences in college students. In this study 192 college students were selected as a sample from Sangli city by simple random sampling technique. The age of the subjects ranged from 18 to 22 years. As per research plan 48 subjects from each caste group, i.e., forward caste, other backward caste, schedule caste and nomadic tribes were selected. Achievement Motivation Test (ACMT) by Bhargava, 1994 was used to collect the data. The major findings of this study were initially tested in 4x2x3 analysis of variance with Achievement Motivation as the depended variable. Results shown that independent source caste had significant effect on Achievement Motivation. Schedule caste and forward caste students obtained high mean score on Achievement Motivation, while other backward caste and nomadic tribes students
obtained below average on achievement motivation. Second independent source gender also had significant effect on Achievement Motivation of college students. Male students obtained high mean score on Achievement Motivation than female students.

*Keeffa (2009)* undertook a study on Achievement Motivation and personality among secondary school students in relation to their academic achievement in Kenya. A sample of 600 students from the different areas of Kenya was drawn randomly. The researcher compared the Achievement Motivation and personality between secondary school students. The major findings were that secondary school students were more achievement motivated than the elementary school students due to their exposure to technology in education. The same findings were found on personality among secondary school students. Further, the findings revealed that Achievement Motivation and personality is positively correlated with academic achievement of secondary school students.

2.2.2 STUDIES RELATED TO SCHOLASTIC ACHIEVEMENT AND INTELLIGENCE

*Singh (1986)* conducted a correlational study of Intelligence with Scholastic Achievement. The sample included 200 secondary school girls of Ranchi. The age of the girl students ranged from 6 to 16 and they belonged to different grades. The major outcomes were: (i) There was basically no difference in the concrete Intelligence of the secondary school girls belonging to different Socio-Economic Status. (ii) there was a positive correlation between Intelligence and Scholastic Achievement of
Nomani (1992) conducted a study on Intelligence and Scholastic Achievement of secondary school children. A sample of 200 was taken which included 100 boys and 100 girls. All the subjects were selected at random from a number of schools. The major conclusions were: (i) There was no significant difference in the concrete Intelligence between boys and girls of secondary school children. (ii) There was a significant positive correlation between Intelligence and Scholastic Achievement of secondary school children.

Patel (1992) conducted a study of academic achievement in relation to selected personality variables of secondary school adolescents. The sample of the study comprised 720 students, covering 520 boys and 200 girls of grade IX of age group 14. The sample was collected with the help of simple random sampling technique from Sundergarh district of Orissa. One of the major findings was that the secondary school students differ significantly in their Intelligence. Another finding was that academic achievement of the students depend on their personality.

Sinha (1994) conducted a study on Intelligence and academic achievement of secondary school children. In all 280 male secondary school students and 280 female secondary school students matched for age, SES, rural/urban influences, and educational attainments, were selected from five urban and four rural schools of Ranchi district. The major outcomes were: (i) There was no significant difference between Intelligence of secondary
school boys and girls of secondary schools (ii) There was a gradual rise in mean Intelligence scores of both secondary school boys and girls (iii) Intelligence scores of rural secondary schools differed significantly from urban secondary schools. (iv) There was a significant positive correlation between Intelligence and Scholastic Achievement of secondary school students.

**Schaefer (1999)** conducted a comparative study of secondary schools of Madhya Pradesh with reference to their general mental ability and interest patterns. As many as 2401 students with urban background and 1848 with rural background of 759 secondary schools were selected. The study revealed that urban students had higher intelligence than the rural and elementary school students. Further, students those had more Intelligence were better in academic achievement.

**Gupta and Paul (1998)** found that the level of aspiration of urban students was better than rural students and level of female students was found to be better than male students.

**Singh (1999)** conducted an independent study entitled achievement of elementary school students in relation to their intelligence, motivation, and personality. A sample of 500 secondary school boys was selected from class IX and 400 secondary school boys of class x from the schools of Mirzapur district in U.P. He found that the high achieving elementary school students in comparison with the general population tended to be less intelligent.
Deshpande (2000) undertook an analytical study of cognitive-affective development and Scholastic Achievement of secondary school students. The sample for the study was drawn from secondary school of the Chhattisgarh region of Madhya Pradesh (now according to Madhya Pradesh Reorganization Act 2000, Chhattisgarh itself is a state.) The major findings of the study were: (i) Mean scores of elementary school students were significantly higher than those of the elementary school students on cognitive abilities like general Intelligence, numerical ability, verbal ability and reasoning ability (ii) Mean scores of secondary school boys were significantly higher than secondary school girls. (iii) Urban secondary school boys had more Intelligence than the rural students. (iv) there was a significant positive relationship between cognitive development and Scholastic Achievement of secondary school students.

Michel (2008) regarding the intelligence of students studying in different schools in Ethiopia through the school years among the secondary school children revealed that students studying in the rural areas, school setting did not contribute to their Intelligence and level of their academic achievement.

2.2.3 STUDIES RELATED TO SCHOLASTIC ACHIEVEMENT AND LEVEL OF ASPIRATION

Ushashree (1980) studied Level of Aspiration of the socially disadvantaged pupils. Tested 200 socially disadvantaged and 200 non-disadvantaged pupils regarding curricular adjustment, life goals, personal
efficiency, study habits, mental health, interpersonal relations, aspirations, and morale. Non-disadvantaged students were better adjusted and higher achieving, but no significant differences in patterns of academic adjustment were obtained between disadvantaged and non-disadvantaged within high and low achieving groups.

Sutradhar (1982) found that the disadvantaged and the advantaged children differed in terms of their Level of Aspiration to a considerable extent and in respect of their biographic and environmental factors. The academic achievements of the advantaged and disadvantaged children, both as a whole and separately, and significant association with some of the biographic and environmental factors. Father's education contributed maximum to the relative academic achievements of the children followed by the Level of Aspiration of the children.

Singh (1986) conducted a study on self concept, aspirations and achievement motivation of tribal adolescents of Rajasthan. He had taken a sample of 500 tribal students from rural and urban schools had found that the tribal students of urban schools found higher level of education than the tribal students of rural schools situated in tribal dominated areas. Secondly, the tribal students studying in rural schools aspired for slightly better quality of academic achievement than the tribal students studying in urban schools.

Kim (1987) conducted a study on predictors of educational aspiration and achievement among Asian, Black, Hispanic and Caucasian adolescents. He explored
the effects of individuals as well as familial variables on academic performance among Asian, Black, Hispanic and Caucasian adolescents. Family size, perception of limited opportunity, belief in academic potential aspiration and academic extra curricular activities had significant direct impacts on present school performance. Family status affected performance indirectly rather than directly, achievement motivation and locus of control did not affect performance. Among different attributional indices (e.g. internal versus external locus of control, effort, ability, teacher, luck etc.) the determination factor was most important for the prediction of the school performance.

West (1987) found that Intelligence and Level of Aspiration are powerful predictors of both self-identity and academic achievement. Again, mother's encouragement and parental school involvement tended to vary under conditions of economic strain and when youth attended supportive schools. However, it was concluded that in general, parental influence tends to operate through a process that is not entirely dependent upon demographic factors. This study provided important implications for parents, schools and policy programs. The psychological factors like Intelligence and Level of Aspiration of students along with parental involvement had also affect the academic achievement of students.

Singh (1999) examined the study habits of Scheduled Tribe students in relation to their self concept and level of aspiration. His sample for the study consisted of 300 tribal students (150 boys and 150 girls). He found that there was
no significant difference between boys and girls on level of aspiration in relation to study habits.

**Haggard (2006)** studied on Level of Aspiration and academic achievement among elementary school students. The sample was drawn with the help of purposive sampling technique. Total 400 elementary school students studying in elementary schools were drawn through the rural areas. Descriptive survey method was used. With the help of t-ratio, the data was analyzed and found following findings: (i) Elementary school students those were more aspirant had better academic achievement. There exists a significant positive relationship between academic achievement and Level of Aspiration of elementary school students.

**Loestler (2008)** compared the Level of Aspiration of elementary school students studying in public schools and found that elementary school students in the public school is faced not only with academic underachievement but also with a low self-esteem and expressions of ridicule, insult, belittlement and social rejection. Therefore, it seems that a transition to a new, different, educational setting might change the student's condition.

2.2.4 STUDIES RELATED TO SCHOLASTIC ACHIEVEMENT AND SOCIO-ECONOMIC STATUS.

**Vijay Lakshmi (1980)** Studied academic achievement and socio-economic status and predictors of creative talent. The major objective of the study was to find out the extent to which academic achievement and socio-economic
status served as predictors of the creative talent. The following hypotheses were formulated (1) high creative differed significantly low creative with regard to academic achievement, (2) High creative differ significantly from low creative with regard to socio-economic status. The sample consist of 425 pupils from six selected secondary schools from rural and urban areas of a district in Kerala. The stratified proportional sampling technique was employed for the selection of the sample. The tools were Nair’s Kerala University. Test of creative thinking and Nair's Socio-economic scale data sheet. Academic achievement was measured in terms of the average of marks obtained by the pupils in different subject in first and second terms examinations. The t test was used of data analysis. The finding of the study were (1) there was a significant difference between high creative and low creative in academic achievement. (2) there was significant difference between high creative and low creative in socio-economic status. (3) the average achievement of high creative was more than the average academic achievement of the low creative. (4) Socio-economic status had a facilitating effect on the creative ability of the Ph.D.

Seethamony (1988) studied relationship between familial and social factors associated with under achiever in school students. He observed that the mean scores of normal achievers were significantly greater than the mean scores of underachievers with respect to the eleven familial and social factors. The mean scores of overachievers were significantly higher than those of normal achievers for
seven of the familial and social variables. While the man scores of over achiever were significantly greater than those of underachievers for nine of the familial and social variables.

_Saxena (1988)_ investigated the impact of family relationship on adjustment and academic achievement of high school students and observed a significant difference among the students having different family relationship regarding emotional, social and educational adjustment. Boys were found better adjustment than girls. On academic achievement, accepted girls and average students did not differ from rejected students.

_Somal (1988)_ explored the relationship between planning and academic achievement of boys and girls in relation to home environment. The study revealed that the academic achievement of high planners were better than those of low planners. The children belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from low planning ability.

_Chand (1992)_ worked to evaluate the relation between personal values of adolescent boys and girls and their academic achievement and social, democratic, aesthetic, economic, family prestige and health values.

_Garg (1992)_ studied family relations, socio-economic status, intelligence and adjustment of failed high school students. He found that passed students were more intelligent, accepted by parents better adjusted socially and economically and more advanced than the failed
students. The failed students were more avoided by their parents than the passed students.

Cherian (1992) conducted a study on rural block South African children (aged 13-17 yrs.). They found a positive significant relationship between parental education and the academic achievement.

Usha (1992) investigated certain socio-familial correlate of secondary school science achievement and recorded that home learning facility family acceptance of the child, size of the family, parents sex bias in education, family achievement and order of birth were the familial correlates for academic achievement in the order of importance.

Schultz (1994) studied a correlation study which examined relationship between Socio-Economic advantages. Achievement Motivation and academic performance in 130 African - American and Hispanic 4th - 6th graders. He found that Socio-Economic Status was significant mediator in academic performance in minority children.

Georgiou (1995) examined the extent to which family cohesion is related to school achievement of 9th grade 391 students from urban and rural settings in Cyprus and found out that the degree of family cohesion was found to affect school achievement as negatively as their family's SES. Both variables produced significant differences in contrast to gender and place of residence (urban vs. rural).
Crane and Jonathan (1996) conducted a study “Effects of home environment, SES and maternal test scores on mathematics achievement on 1123 children (aged 5-9 yrs.). They found out that home environment, SES and cognitive test scores effect on mathematics achievement of children. There was found a significant relationships among these variables.

Coldas, et.al (1997) found out SES does have a significant and substantive independent effect on individual academic achievement. He conducted study on 10\(^{th}\) grade students.

Crooks (1997) explored the bio-cultural factors in school achievement of Mopan children in Belize. Result of the study showed that the strongest predictors of school achievement were fathers literacy and grade level in school.

Mohanty (1998) examine socio-psychological traits of high and low achieving rural scheduled caste primary school girls in Haryana. Researcher found out that there existed significant difference between high and low Socio-Economic Status group. High achieving girls are found to be coming from families having high SES than the low achievers and there existed significant positive relationship between SES and academic achievement of rural SC girls at primary level.

Parida (2005) undertook a study on the impact of Socio-Economic Status on the academic performance of secondary school students. A sample of 300 secondary
school students from Sambalpur district of Orissa were taken with the help of simple random sampling technique. The study was a descriptive survey type of research. The major finding was that there was a significant positive correlation between Socio-Economic Status and their academic performance. Further, the students those were belonging to the high Socio-Economic Status had more academic achievement than the low Socio-Economic Status children.

**Sharkey (2008)** studied the relationship between some psychological factors and Socio-Economic Status with academic performance of secondary school students. Significant factors at the student level were students' locus of control, self-esteem, peer academic value, parental expectation and parent-child communication along with the students' Socio-Economic Status had significant impact on their academic performance.

**Akar (2008)** found that schools are likely to be resource-poor, overcrowded urban facilities that face challenges related to poor school quality, low academic achievement of students, intercultural issues related to the diverse student population and a lack of parental awareness regarding education and child development. Students were also reported to suffer from malnutrition and a lack of adequate physiological and emotional support. Furthermore, teachers attributed the physiological, psycho-social and academic shortcomings of children mainly to their poor language skills, the low
Daniel (2009) found the relationship between socio-economic status and academic achievement among students. He found that academic achievement gap attributed to socio-economic status changes from childhood to adolescence (ages 7 to 15). Estimates of panel data and hierarchical linear models indicate that the gap remains fairly stable from the age of 7 to 11 years.

Coleman (2010) assessed the impact of parental education on the academic performance of the children. The major finding was that there is a significant positive impact of parental education on the academic performance of school children. Further, parents with high qualification had more impact on the better academic performance of the school children.