CHAPTER III
Review of Research studies

3.1 Introduction

Review of previous studies helps not to have duplication in the research work. Mere duplication will only hamper and never allow progress which is essential in the field of research. Moreover, reviewing related literature helps the researchers in paving the path to reach the unreached accurately and in the limited period of study in the field of research work. The relevant studies dealing with achievement of students, wastage (Dropout), Completion, intervention programmes are reviewed and reported in the following pages. Studies done in India are first reviewed.

3.2. Studies conducted in India

Barua, U (1981) explored the influence of capacity of memorization on scholastic achievement. The sample comprised 200 students of class VI from two high schools. 100 of them were boys and 100 of them were girls, who were of 9-11 years of age. The variables of the study were memory, gender and academic performance. His findings were 1. Boys and girls were not different with respect to memory for story, sentence, design, digits and total memory, 2. Memory was independent of intelligence, 3. Boys and girls were not different in intelligence and total scholastic achievement, 4. Children of the age group 9-11 years understood design more meaningfully than stories, 5. Meaningful learning occurred through meaningful visual aids or iconic signs.

Chakrabarti, S. (1988) undertook a critical study of intelligence, socio-economic background of the family, educational environment in the family and quality of schools in children of Standard V. This was actually a case study of a few schools. The variables of study were 1. Socio economic background of the family, 2. Educational environment of the family, 3. academic achievement 4. Quality of school, 5. mental ability of the students and 6. their academic achievement. The following were his major findings: 1. Students from urban areas were found to be significantly better than students from rural areas in academic achievement. 2. Students from private schools scored better than zilla parishad and corporation schools. 3. Students of Marathi medium schools scored better than those of English
medium schools. 4. There was no significant difference in the achievement of boys and girls.

Das, S. (1986) investigated whether academic achievement has a bearing on peer influence and educational aspiration of students. The variables that he took up for investigation were a) area of institution, b) nature of institution c) peer influence d) intelligence and socio-economic status and their interaction on peer influence, effects of intelligence and e) socio-economic status. The following were the findings:
1. Peer influence was stronger among the students of rural schools in comparison with those of urban schools. 2. Peer influence was stronger among boys than among girls 3. The educational aspiration of students in urban schools was higher than that of students of rural schools. 4. The high intelligence group had higher educational aspiration than students of low intelligence group. 5. Students of the high socio economic status had higher educational aspirations than students of the low socio economic status 6. Intelligence was the most powerful predictor of academic achievement contributing 40-26 percent of total variance. 7. Educational aspiration was the second most powerful predictor bearing 8.58 percent of the variance. 8.More predictability was observed in the rural group in comparison with the urban group. 9. The highest predictability was observed in the co-educational schools where in 67.22% of variance was accounted for by the selected independent variables as compared to boys schools group (56.61 percent) and the girls schools group (47.38 percent).

Deshpande, A.S., (1984), investigated the determinants of achievement of students. The students at the SSC examination in the Pune division of Maharashtra State were the sample of the study. He tried to locate the causes for poor performance of the students in three consecutive years. His findings were 1.The students from high achieving schools were higher in intelligence than their counterparts in the low-achieving schools. 2. The students from low achieving schools were more anxious than the students of the high achieving schools. 3. Achievement motivation was found to be higher with the students of the high-achieving schools than those of the low achieving schools. 4. There was no difference in the study habits of the students from both the types of schools. 5. The teacher morale was higher in the high achieving schools than in the low
achieving schools. 6. There was not much difference in the organizational climate in the high and low achieving schools. 7. Intelligence, anxiety and achievement motivation explained much of the variance in achievement in both high and low achieving schools. The teacher morale was also different in these two groups of schools but the difference was insignificant.

Deshpande, S. (1986) explored the interactive effects of intelligence and Socio-Economic status of students and Homework on the achievement of students. *Intelligence, Socio Economic Status, Homework and Achievement were the variables of the study.* The major findings of the investigation were 1. Students, parents, teachers, girl students and students of middle and uppersocio-economic status had a more favourable attitude towards homework. 2. No significant differences in their attitude towards homework were found when teachers were classified on the basis of marital status, sex, age and teaching experience. 3. Parents having only one child had significantly less favourable attitude towards homework than parents with two or more children. 4. The amount of homework and delay in evaluation of homework were not significantly related to achievement of students. 5. Intelligence was significantly related to achievement 6. Students who were given homework performed better.

Dhar, N. (1986) examined the personality profiles of the socially rejected and their academic performance. The variables of the study were *personality, rejection, sex and academic preferences.* He reported his findings as follows. 1. The rejectees had a specific personality profile characterized by a set of traits, namely assertiveness, happy-go-lucky, suspiciousness, forthright and apprehensive. 2. The rejectees were characterized by a cluster of traits on the 16 PF questionnaire namely affected by feelings, sober, expedient, suspicious, practical, shrewd and apprehensive. 3. The degree of rejection did not vary with the cluster of traits. 4. The girls varied on a set of personality factors from the boys. Girls were sober, shy, sober-minded, apprehensive and undisciplined, whereas boys were happy-go-lucky, venturesome tough minded, placid and controlled. 5. Academic performance of rejectees was poor. 6. Academic performance did not vary with the degree of rejection.
Doraisamy, M. (1985) examined Achievement Norm study of Elementary School Children of Tamil Nadu with special reference to certain school factors and student composition. The variables of the study were *general performance of students in first language and arithmetic, school differences, school locations and social composition of children*. The following are the major findings of the study:

1. The performance of students in urban areas was better than that of students of rural areas.
2. The performance of students in the initial classes was not significantly dependent upon the nature of management of the school.
3. The income range of the parents did not have any effect on the performance of students.

Kapoor, Rita (1987) investigated the factors responsible for high and low achievement at the Junior High School level. She recorded her findings as follows.

1. Among both the boys and Girls the high achievers tended to show a higher level of intelligence as compared to the average and the low achievers.
2. The high achievers had better home, health, social, emotional and school adjustment.
3. The overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of the average and low groups.
4. Among boys and girls, high achievers had better study habits as compared to average and low achievers.
4. The high achievers tended to plan their studies properly had proper reading habits, could concentrate on their studies, and prepared for the examination in a better planned manner.

Kamalamma (1969) studies the following “major problems affecting primary education in the State of Kerala”.

1. It was the only State which has achieved the aim of hundred percent enrollment of children in the age-group 6-11 and Kerala was in the most favourable position to reach the goal laid down in 1975.
2. Very few teachers had taken advantage of refresher courses and in-service training.

A study in the Madras Teachers' College Research Bureau on “Stagnation and wastage in Primary schools” by Jayaraman (1967) took 50 elementary schools (Urban 4, rural 46) as the sample and served the opinionnaires for 100 Deputy Inspectors and 40 teachers. It has revealed that major cases of stagnation are
parent’s apathy, lack of facilities and irregular attendance. The study has shown that stagnation in standard I was heavy and it was considerably reduced in the succeeding standards and that failure was more among the weakest section of the community – the SC and ST pupils and also the students from the Backward Classes.

According to Ramakrishnan (1992 on “Wastage in Primary Education” the concept of wastage included three aspects – stagnation, dropout and non-achievement. He pointed out the following facts.

- Nearly two out of five children dropout of school without completing primary education.
- One out of five children take more than five years to complete primary education.
- More than half of the children completing the fourth or fifth class fail to meet the basic requirements of literacy.
- Only one-third of the out-of-school children had been pulled out of school by their presents because they wanted them for wage – work or household work.
- A majority of the working dropouts were in very low paid work or doing household work.
- While teachers blame parents and children for the dropout problem and parents blame their children and themselves, the children indicate that they have problems with the schooling process. But they are unable to articulate.

The above facts were confirmed by a “study of educational wastage” by Finance Cell for the State Planning Commission, Tamilnadu – Thirukkalukundram and Kancheepuram areas. The study has revealed that the percentage of stagnation in elementary schools in the rural area was more than that of urban area (rural 65.2% and urban 37%) and that case of stagnation were more in backward and scheduled communities.
An indepth survey on “A wasted Asset” on rural youth in two districts in India (Dharmapuri in Tamilnadu and Ahmed Nagar in Maharashtra) by the Indian Institute of Public Opinion (1973) has revealed that in the case of 71% of Sample dropouts Dharmapuri (Tamilnadu), the parents were responsible for their wards leaving the schools. The other findings are:

1. Nearly three-fourths of the dropouts in Dharmapuri district belong to SCs, STs and backward non-agricultural.
2. As many as 85% of the parents of the dropouts in Dharmapuri are either illiterates or have not gone beyond the elementary level of education.
3. The occupation of 70% of the parents of the dropouts is related to agriculture, cultivation or wage labour on land.
4. The average monthly income of 71% of the parents of the dropouts is in the lower range of upto Rs.100/- and so on.

Institute for Social and Economic change, Bangalore (1981) made “A study of Universal Primary Education – Tumkur District, Karnataka” to investigate the extent of dropout at the elementary stage of education and to identify the factors responsible for the incidence of dropouts. The study revealed that:

1. Dropout rate was highest in Class – I.
2. Dropout among girls was higher than that of boys.
3. Dropout rate in illiterate families was found to be thrice to that of literate families.
4. Important reasons for dropout phenomenon included assistance in household work, tending cattles, looking after younger sibling and working on daily wages.
5. The incidence of education upto Standard V over the period 1970-1974 was maximum in the backward districts of Dharmapuri and Salem and the wastage percentage was as high as 50 to 60 percent. Kanyakumari was the district with the lowest percentage of 27.
6. Because of the incidence of educational wastage, some resources are often wasted and hence unit costs go on escalating.
7. The dropout percentage declined in respect of the mid-day meal beneficiaries (only 2.1% of dropouts).
8. The education expenditure shows that more than 80% of the budget amount was spent on salaries to teachers and this area required special attention in bringing cost-effectiveness.

9. Higher education in India has expanded at a much faster pace than primary education. In Primary education, the social rates of return are less than the private rate of return as Government shares the major portion of education expenditure at the Primary level. The rate of return is greater in respect in the primary level (5 years of schooling) than the middle level (upto VIII standard).

National Institute of Educational Planning and Administration conducted a study on “How many pupils complete Primary education in Five years”. New Delhi under a team headed by Aggarwal (2000), to find out the proportion of children completed Primary Education in 5 years and by taking a few more years. A survey was conducted in the State of Tamilnadu covering 9 blocks in 3 DPEP districts, namely, Dharampuri, Pudukkottai and Perambalur. The Main findings are the following.

1. The percentage of schools with 25 or less children in Grade I was 56 percent. The number is just sufficient to start a viable section. Thus, most of the schools were having small sections. The schools in urban areas were larger in size as compared to rural schools. The completion rate was higher for large schools and lower for smaller schools.

2. The population composition varies from one block to another. Overall, MBCs 45.6%, OBCs 32.7%, SCs 30% and the share of STs and children belonging to other categories was practically negligible.

3. It was found that only 52% of the children were able to complete primary education in the period of five years.

4. In Dharampuri District, the OBCs have relatively better performance as compared to SCs and MBCs and similarly MBCs have an overall better completion rate in five years a compared to any other groups. The large differences among the caste groups is a serious matter.

5. It was observed that 5.7% of schools had a value of CR less than 15% which indicated that in these schools more than 85% of children who entered Grad I during 1993-1994 did not complete primary education in
five year period. The reasons for low performance of these schools need to be ascertained.

6. It is found that the grade repetition was higher than the corresponding dropout rates in all grades. While the dropout rates varied between 3% and 8% the repeaters ranged from 8% to 3%. This clearly shows that grade repetition, which is related to teaching and learning in the schools, is largely responsible for low efficiency.

7. The analysis has also shown that the problem of repetition and dropout is more serious in grade III. The failure of a child to progress in the first few years of schooling can be disastrous for the future growth of a child.

Progress towards Universal Access and Retention: An Analytical Report by Aggarwal (2000) states that the DPEP is a centrally sponsored programme launched towards the end of 1994 in 42 Districts spread across 7 States, then extended to eighteen States covering totally 248 districts in India. The DPEP aims to achieve the long cherished goal of UEE in the country through district planning with an emphasis on participatory process, empowerment of the local community and weaker sections of the society and building the systems to handle large scale projects. Each district prepared its educational development plan with an overall ceiling of about Rs.30-40 crores covering a period of 5-7 years. In order to study the development in achieving UEE by an unbiased assessment of the DPEP programme, a review was conducted by the Ministry of Human Resource Development, Department of Elementary Education and Literacy, New Delhi through National Institute of Educational Planning and Administration in 2000. The study covered a total of 192 districts including the 7 DPEP districts in Tamilnadu.

1. The study observes that the holding power of the educational system in Tamilnadu was about 82.4% in DPEP districts variation from 78% (dharmapuri) to 86.5% (Cuddalore). The cohort dropout rate was an average of 17.6% varying between 13.5% (Cuddalore) and 21.9% (Dharmapuri).

2. The study also found that children retained in the school for 5 years, 28.5% did not reach Grade 5. A large share of cohort students (an average of 23.5%) repeated once in their educational career and could
reach only Grade 4 instead of Grade 5. Further, 41% children could reach only Grade 3 in five year period.

3. The study also observed that 35.1% of the children repeated in Grade I, 18.8% in Grade 2, 20.7% in Grade 3 and 25.4% in Grade IV. This incidence of repetition is a matter of concern.

4. Despite all literacy rates the low completion rates in Pudukkottai and Ramanathapuram is a matter of concern.

5. The study observed that the distance decay function operates in the case of completion rates also. Schools within short distance (less than 3 kms) from the block headquarters had an average of 62% completion rate as compared to 52.8% for schools located at a distance of more than 15kms from the block headquarters.

6. The study suggested that special quality improvement drive should be undertaken in schools whose completion rates are more than 75%.

7. Low levels of achievement found to be in mathematics in all the districts and the study suggested that specific strategies should be adopted to improve the quality of teaching and learning mathematics.

8. There is a clear need to articulate the no-detention policy. Proper dissemination of guidelines are necessary for the success of no-detention policy.

9. A transparent system should be evolved in decision making process at the State and district level through the involvement of teachers and community representatives, especially in matters affecting the access, retention and learning outcome of the school children.

3.3. Studies Abroad

Kaspi (1973) examined a random sample of 700 subjects who participated in a longitudinal study of educational achievement in an Israeli school system. A multivariate analysis confirmed the achievement gap between the socioeconomic status and academic achievement to be significant among all grade levels involved. A univariate t-test, performed by a multivariate procedure, substantiated the achievement gap between SES groups to be quite significant.
Conway (1976) investigated the patterns of intellectual growth and achievement levels of students who experienced similar elementary school education but differed in 14 cultural group membership and socioeconomic status. The subjects of this study were 271 junior high students in the Lincoln, Nebraska, public schools who had been in continuous attendance in the school system during elementary school. The evidence in this study indicated that low SES students did not perform as well academically as high SES students. Furthermore, the study revealed that ascending socioeconomic levels were accompanied by gains in IQ for all students.

A study by Morgan, Hofstra, Black, and Skinner (1979) obtained and analyzed information on the characteristics of children entering school for the first time. A sample of 209 children from different areas was studied in Ontario, Canada, including rural, urban, inner city, and metropolitan areas. Information was gathered by means of questionnaires, interviews, classroom observations, and direct testing. Findings of this study revealed that the socioeconomic status and educational levels of both parents were significantly related to a child’s educational progress.

Shakiba-Nejad and Yellin (1981) examined the socioeconomic status, parent participation, teacher awareness, and academic achievement of 76 elementary school students. The students were selected from a population of 148 fourth, fifth, and sixth graders. The California Achievement Test was used to assess academic achievement. The data was analyzed using Point Biserial Correlation, Fisher’s Exact Probability Test, and the two-way Chi-Square. A strong positive correlation was found between a student’s SES and academic achievement. However, these researchers presented evidence that the low levels of achievement could also be explained by the fact that lower SES students also had poor attendance records.

Alspaugh (1996) estimated the size of the achievement gap and its longitudinal effects upon cohort groups of high and low socioeconomic students as they progressed from grades two through six. Data was obtained from a Midwest urban school district with 40 elementary schools. Reading and math achievement scores were taken from the Missouri Mastery and Achievement Test (MMAT). Within the set of SES measures, the percentage of students on free or reduced lunch
showed the largest negative correlation with student achievement. The correlation between reading achievement and SES indicators were consistently higher than the correlation for achievement in mathematics. A multiple regression analysis of the SES measures with reading achievement yielded a correlation of 0.84. Likewise, the multiple R for mathematics was 0.79. The coefficients of determination from the regression analysis indicated that socioeconomic status accounted for 62% to 71% of the variance, depending on the grade level.

Moos (1979) reported that primary grade students made the greatest gains in reading and mathematics in classes that were perceived as systematic and orderly.

Brophy (1987) in his study found that in cases where students were viewed with high expectations by their teachers, the teachers (a) were friendlier with the students, (b) gave more difficult and varied assignments, (c) called on these students more often, (d) provided more clues or rephrased questions more often, (e) waited longer for responses, (f) gave more detailed and accurate feedback, (g) praised these students more frequently for correct responses, (h) gave these students special privileges, and (i) allowed these students to suggest activities. For students who were viewed by their teacher with lower expectations, the teachers (a) criticized these students more often, (b) praised these students for marginal or incorrect responses, (c) made fewer personal contacts with these students, (d) watched low achievers more closely, and (e) asked other students to help low achievers.

According to Slavin (1981), students who worked together liked school more than students who were not allowed to do so. They were more likely to say that they wanted their classmates to do well in school and that they felt their classmates also wanted them to do well. By participating in social-climate setting activities, both students and teachers came to better understanding each other’s value systems and began to create a cohesive environment.

Anderson (1970) studied a group of 800 students selected at random from 113 classes distributed throughout 27 states and Canada. The Learning Environment Inventory (LEI) was used to determine perceptions of climate. Scores were compared with four criterion instruments, including the Physics Achievement Test, the Test on Understanding Science, the Welch Science Process Inventory, and
the Pupil Activity Inventory. A step-wise multiple regression analysis was used. Anderson found that significant relationships occurred between climate dimensions such as class cohesiveness, cliqueness and friction, and learning outcomes. Group cohesiveness was found to affect individuals differentially by sex and mental ability. Anderson’s findings suggested classroom social climates have significant effects on individual learning, and wide differences exist based on student ability and sex.

Lott and Lott (1966) examined four elementary schools. Three were predominantly white, and one had a population of entirely African-American students. A total of 206 students participated in the study, 97 boys and 109 girls. The students were selected on the basis of sociometric and IQ score considerations. Their regular teacher gave members of the eight participating classes a sociometric test. This consisted of a Friendship Book in which each child was asked to rate all other same-sex students in the class. High-cohesive and low-cohesive same-sex groups of three or four students were formed on the basis of similar mutual ratings. In addition to the sociometric ratings, IQ scores were also taken into account in placing students into groups. The California Short-Form Test of Mental Maturity (CTMM) was used to determine IQ. An analysis of variance was utilized. The results on all the learning tests indicated that the high-IQ students who were in high-cohesive groups did better than high-IQ students who were in low-cohesive groups. For low-IQ students, however, cohesiveness made no difference. The study also suggested that group intimacy affected girls more than boys, and that cohesiveness increased learning for the highly intelligent and decreased learning for the less intelligent.

Moos (1974) found that achievement in high school mathematics was related to high levels of class cohesion. In another study by Anderson and Walberg (1974), cohesiveness was found to be positively associated with student learning.

Lewis (1995) found that Japanese elementary teachers believed that building a sense of classroom community was essential to support instruction, and they devoted a great deal of time and energy to building friendships and involving students in classroom management. When students worked in isolation, they were unlikely to see each other as helpful. If they were in competition with one another,
they were unlikely to see classmates as caring about each other’s work (Schaps et
al., 1997).

Goodenow (1993) studied 353 sixth, seventh, and eighth grade students in a
suburban New England middle school. A large majority (93%) were white and of
European-American ancestry. The School Opinion Questionnaire was administered
during regular English classes. The Class Belonging and Support Scale was also
utilized. He found positive relationships between urban middle school students’
feelings of belonging and their academic motivation and effort.

Bryk and Driscoll (1988) found positive relationships between a communal
school organization and high school students’ motivation, academic interest, and
performance. Solomon, Watson, Battish, Schaps, and Delucchi (1992) found
numerous positive associations between a sense of the classroom as a community
and students’ academic and interpersonal attitudes and motivations.

Montoya and Brown (1990) were involved in a study regarding the relationship
between cohesiveness and academic achievement. Participants were members of
eight sixth grade classes. Four of the classes were in elementary settings, and four
were in middle school settings. Classes were matched as closely as possible
according to economic status and ethnic composition. The math, reading, and overall
scores on the California Test of Basic Skills were correlated. The School Climate
Inventory Instrument measured school climate perception scores. Findings revealed
that elementary and middle school students perceived school climate at essentially
the same levels. Students’ perceptions of cohesiveness and total battery scores
were significantly and positively correlated.

Deng (1992), found that increased friction in the classroom resulted in
academic differences between male and female students. In addition, higher levels
of class friction were associated with increased inequality of achievement for
students of different racial groups. However, in classrooms with reduced friction,
there appeared to be a more equal distribution of academic achievement among
students regardless of gender and race. High levels of student satisfaction were
associated with a reduction of achievement differences between high socioeconomic status and low socioeconomic status students.

Simmons (1989) investigated the relationship between students’ perceptions of the learning environment and reading achievement. The sample included 177 kindergarten students and 123 primary grade students from 21 elementary schools in north central Florida. Both rural and urban schools were included in the study. The My Class Inventory was used to determine students’ perceptions of the learning environment. These scores were compared with the California Achievement Test scores using Pearson correlation procedures and multiple regression. The alpha levels for the tests of significance were set at .01. Results of the study revealed that friction was negatively related to achievement.

Cullen (1969) studied a sample of eighth graders. All 372 students, except slow learners (who were not accessible), were tested in a large northeastern Ohio city. The Junior High School Student Opinion Poll was used to assess attitudes of these students. The achievement and attitude marks received by each student while in grades seven and eight were obtained from school records or report cards. The Ohio Survey Tests were used as measures of academic achievement, and the investigator developed self-attitude scales. Results indicated that satisfaction was significantly correlated with achievement.

White (1986) wanted to measure the relationship between school climate (as defined by teacher satisfaction), classroom climate (as defined by student satisfaction), and student achievement. He used the Work Environment Scale (WES), Classroom Environment Scale (CES), and Comprehensive Test of Basic Skills (CTBS) in a study involving about 800 seventh though eleventh grade students and 39 teachers in southwest Florida. He used an ex-post-facto correlational design. Pearson product-moment correlation coefficients were computed at an alpha level of 0.05. The Study revealed a positive and significant relationship between classroom climate and student achievement ($r = 0.57$). His research also suggested that the higher the student satisfaction with the classroom environment, the higher the achievement would be.
Fraser and Fisher (1983) found that satisfaction, in addition to other factors, was highly correlated with learning. In their study, a total of 29 variables were used in exploring relationships between achievement and environmental perceptions. The sample consisted of a representative group of 116 eighth and ninth grade science classes in 33 schools in Tasmania, Australia. Both suburban and rural schools were included. Data was obtained from about 1,000 students. These researchers determined that when students were satisfied with their classroom, they learned more content, and they liked school and the subjects being taught.

Cullen and Katzenmeyer (1970) examined the relationship between achievement and perceived attitudes among eighth grade students. The component of school satisfaction was measured by the Student Opinion Poll, and the relationship of this component was compared with various achievement and ability scores through factor analysis. Four components of school satisfaction were examined: teacher student relationships, student peer relationships, subject matter difficulty, and subject matter interest. They found that certain components of school satisfaction were significantly related to achievement, and these components significantly increase the multiple correlation between ability and achievement.

Wren (1992) was involved with a study to determine the relationship between the achievement level of 257 students enrolled in sixth grade reading classes and the students’ perceptions of school climate and school satisfaction. Subjects in the study were from a junior high school in northwest Mississippi town with a population of about 6,400. Approximately 45% of the population was male, and 55% was female. The data collected were tested using a Pearson product-moment analysis and a stepwise multiple regression analysis. The significance of each predictor variable was measured by an F-test at 0.05 level. Based on the data analyzed, a significant correlation was found between student satisfaction and student achievement.

Deng (1992) in his studies examined 875 fourth grade students. His purpose was to construct a multilevel analytic model to specify relationships between classroom climate factors and mathematics achievement of students in Tennessee. He compared means of the Tennessee Classroom Climate Inventory and the
Tennessee Comprehensive Assessment Program. A multi-level analysis of the data was conducted using the HLM computer program. Analysis included three steps: (a) apportioning variations between and within classes using a one-way ANOVA and chi-square analysis, (b) assessing the homogeneity of the regression assumption, and (c) assessing the effects of class climate factors. Surprisingly, results of this study indicated no significant relationship between satisfaction and class mean achievement (t = -1.87). Likewise, Anderson’s (1970) study found no significant relationship between satisfaction and learning. Research by Dunn and Harris (1998) indicated the same results. They, too, found no relationship between satisfaction and student achievement.

Fisher and Fraser (1980) explored the relationship between competition and academic achievement. They examined the predictive validity of a modified version of the My Class Inventory (MCI) among a sample of 2,305 twelve-year-old students in 100 classrooms in Tasmania, Australia. Multiple regression analysis was used to estimate the amount of variance accounted for by MCI dimensions before and after controlling for the parallel pretest and general ability. The researchers found that the MCI scales accounted for a significant amount of learning outcome variance at the 0.05 alpha level, indicating that there was a strong connection between competition and achievement.

Slonaker (1979) investigated the relationship between students’ perceptions of the classroom climate and reading gains of sixth grade students. Her sample included 269 students randomly selected from sixth grade classrooms. Instruments included the My Class Inventory, the Otis-Lennon Mental Ability Test, and the Science Research Associates Assessment Survey. Data was analyzed using the Pearson product-moment correlation and multiple regression with an alpha level of 0.05. Slonaker’s findings did not reach statistical significance in the area of competition.

Schunk (1981) tested the hypothesis that student effort based on prior student achievement was effective in promoting subsequent achievement behaviors. Forty students lacking in subtraction skills were selected from two elementary. The 26 males and 14 females were predominantly middle class. Teachers initially identified
students who lacked subtraction skills. Those students received training and opportunities to solve subtraction problems. Self-efficacy was measured using ranges from 10 to 100. Significant F ratios were analyzed using the Newman-Keuls Multiple Comparison Test. Results showed that attribution for prior achievement led to more rapid training progress, greater skill development, higher precepts of self-efficacy, and more accurate self-appraisal of capabilities. In contrast, attribution for future achievement did not influence students’ achievement outcomes. Effort attribution was most effective with tasks perceived as intermediate in difficulty.

Walberg and Greenberg (1997) indicated that students who rated their classrooms high on challenge using the Learning Environment Inventory achieved more academically, had better attitudes toward the subject matter,

Anderson (1970) found a positive relationship between difficulty and achievement gains for low ability girls. However, high ability students showed no significant relationship between subject difficulty and achievement gains.

3.4 Conclusion

The studies reviewed considered students achievement with reference to some selected variables that are students-related, school-related and administration-related. The administration-related variables are mainly the type of management, leadership behaviour of heads of schools, school (organizational) climate. The management of curricular and extra-curricular activities, school-community relationship have received the attention of some researches. Even studies on economics of education have their focus on unit cost, cost-effectiveness, rate of return considering the total amount spent on education, the total cost, social and private and studies on finance of education deal more with sources of finance. Very few sporadic studies only have been attempted on how the financing of education is being managed in the public sector. The present research intends studying how the financing of primary education is being managed by Chennai Corporation.