CHAPTER-II
REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

“Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a life with each generation, man builds upon the accumulated and recorded knowledge of the past” (Best, 1963). “The competent physician must keep himself consistently abreast of latest discoveries in the field of medicine. The successful lawyer must be able to readily locate information pertinent to the case at hand. Obviously the careful student of education, the research worker and investigator should become familiar with the location and use of source of education information” (Good Barr and Scates, 1941).

Every piece of ongoing research needs to be connected with the work already done to attain an overall relevance and purpose. A literature review is designed to identify related research, to set the current research project within a conceptual and theoretical context. So reviewing the related literature becomes one of the most indispensable parts of the research project. It is link between studies already done and the proposed research project. It works as a light house not only with regard to the quantum of work done in the field but also enables us to perceive the gaps and lacunas in the field of research concerned.

To quote Best (2008) “Practically all human knowledge can be found in books and libraries, unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded new knowledge of the past. His content adding to the vast store of knowledge makes possible progress in all areas of human endeavors”.

The review of literature is very essential and significant aspect of any pinpointed scientifically sound research project. It helps in actual planning and the execution of any research work. A familiarity with the literature of any problem helps the researcher to discover what is already known. What they have attempted to find out, what methods of attack have been promising or disappointing, what
problems remain to be solved? A number of researches conducted over a period of time throw enough light on the multidimensional aspect of study. The careful review of available literature in the form of encyclopedias, monographs, journals, periodicals, abstracts, books and other source of information on the problem similar to the one being investigated, is one of the important steps in the planning of any research.

It sharpens research objectives, suggests what variables should be eliminated being non-meaningful, it helps in avoiding repetition and in exploring new dimensions to the existing body of knowledge in the concerned area. It is a fruitful source of hypotheses. This chapter describes the reviews of related research conducted both in India and Abroad. The researcher finds out some of the reviews of literature which could be very supportive and strengthen this study. After analyzing the available literature, the researcher has presented some of the observations and findings of the experts.

The literature in any field forms the foundation upon which all the other future works will be built. If the researcher fails to build upon the foundation of knowledge provided by the review of literature, it may result in missing some of the works which have already conducted on the same topic and it helps to demonstrate the relationships between completed research and topics under investigation. The study of literature is important as it acts as a guiding pillar not only with regard to extent of work done but it also enables investigator to perceive the gaps in the concerned area of research. The related studies stimulate and encourage, the investigator to go deep into the intricacies of the problems and also enable to derive respective conclusions.

Finally the review of related literature involves writing the foundation of ideas into a section for the joint benefit of the readers and the researchers. It provides a summary of the thinking and research necessary for them to understand the study. It is presumed that the survey of the related studies will make the present investigation more direct and to the point. Though it may not be necessary as well as possible to dive a detail review, still an attempt has been made to provide a precise and comprehensive account of the results of the studies, directly or indirectly related to the research project under investigation.
2.1 STUDY RELATED TO ACADEMIC ACHIEVEMENT

Vijayalakshmi and Natesen (1992) analysed factors influencing academic achievement on a sample of one hundred students consisting of fifty boys and fifty girls of ninth class of Coimbatore. The total quarterly and half yearly examination marks obtained by the students in were taken as a score academic achievement. Gender difference was found in academic achievement scores of boy and girl students. Girl students were found to have better academic achievement as compared to boy students.

Shah (1993) investigated the relationship between academic achievement and some social-psychological variables of students. A sample of 640 boy and 360 girl students was taken. Annual examination scores for three consecutive years were aggregated as measure of academic achievement of the students. The findings indicated “a positive relationship between parents’ education and academic achievement of their children. Girls were also found to have better academic achievement than boys”.

Khare and Garewal (1996) conducted a study on academic achievement in relation to home environment of elementary school students. A sample of 212 students of middle schools of Bhopal was taken. The results revealed “a significant difference in academic achievement of boys and girls. Boys were found to have better academic achievement than girls”.

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

Radha (1998) investigated to build a discriminate function model for academic achievement in high school by taking medium of instruction, creativity, socio-economic status, religion, gender and type of school as an independent
variable and found that “the difference between academic achievement of boys and girls was marginal and not statistically significant; students from English medium school were high academic achievers than Malayam medium schools; Navodaya Vidyalayas appeared to promote academic achievement followed by unaided schools, and students of government schools did not represent any among the high academic achiever category; socio economic status appeared to be the best predictor of academic achievement”.

Alam (2001) studied academic achievement in relation to socio-economic status and to view the extent up to which academic achievement of the children was affected by their anxiety level and revealed “significant positive relation between socio economic status and academic achievement, achievement motivation and academic achievement; and a negative relationship between anxiety and academic achievement”.

Chen (2001) found “different factor structures on mathematics achievement and supported the effectiveness of home environment, attitudes towards mathematics and educational aspiration as the more important and consistent predictor of mathematics achievement; peer influence, school environment and study habits had mixed inconsistent effects on mathematics achievement”.

Adepoju (2002) studied the academic performance and motivational variables of rural and urban high school students with the objective to examine the degree of relationship among academic performance and motivational variables of students in high school certificate examination by taking one hundred high schools and one thousand senior secondary school students and found that “there was an enhanced relationship of each of the motivational variables in respect to academic performance with the provision of learning materials as the most predictor variable, followed by employment of private teachers and conducive school environment respectively”.

Devi and Kiran (2002) analyzed the factors associated with scholastic backwardness of high school students. One hundred low achiever students from high schools were selected as a sample for the study. The results reported that “low educational status of parents found to be detrimental to academic achievement of their children”.
Jagannadhan (2003) investigated the effects of certain socio-psychological factors on the academic achievement of VIIIth and Xth class students found that “the three levels of home environment as low, middle and high obtained 41.38, 47.05 and 62.37 of mean academic achievement respectively. Statistically the differences between the means yielded a significant effect of home environment on academic achievement (F=17.23 at 0.01 level). Home environment yielded a correlation of 0.42 with academic achievement, which was highly significant. The partial correlation between home environment and achievement was 0.179, which was also significant. For boys and girls the respective correlations were 0.391 and 0.450 which were positive and significant”.

Jayaswal et al. (2003) examined the role of parental support and academic achievement of tribal school students on a sample of three hundred students and found that “parents of high achievers exerted significantly more support in their children’s studies than the parents of low achievers students; the parents of high achievers had higher aspiration for their children’s educational success and high prestigious occupation with attractive financial return, but the parents of low achievers were not strongly ambitious of children’s upward mobility; the high achievers parents believed in counselling for correct behaviour whereas the parents of low achievers believe in physical punishment like frequent beating. High achievers parents were liberal and allowed their children to mix with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing”.

Devi and Mayuri (2003) conducted a study of school and family factors that influenced the academic achievement children of residential school studying in IXth and Xth classes. The result indicated “significant gender difference in academic achievement and girls were found to be superior to boys in academic achievement”. 
Gakhar (2003) conducted a study to find out the relationship between academic achievement, emotional maturity and self-concept of Xth class male and female students belonging to rural and urban areas on a sample of 200 students of government and private secondary school found that “there was negative correlation between intelligence and emotional maturity; a significant correlation between emotional maturity and academic achievement of boys and girls”.

Thakkar (2003) studied academic achievement, adjustment and study habits of urban and rural students and found that “there was no significant relationship in academic achievement and study habits for rural and urban students; there was positive significant difference between rural and urban students in adjustment areas of home, family, emotional and total but in the areas of social and educational adjustment the difference was not significant; there was no significant correlation between academic achievement and adjustment among rural and urban locality; a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment; in social adjustment there was no significant difference between low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment; there was no significant difference between rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home, family, personal, emotional and health adjustment; rural boys were slightly better adjusted in comparison to the urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys in the areas of home, family, personal, emotional and health adjustment”.

Bruni et al. (2006) examined the relationships among academic achievement, psychological and demographic factors on a sample of three hundred eighty school students. The findings of the study indicated “significant difference in academic achievement of male and female students. Female students were found to have higher academic achievement than males”.

Halawah (2006) studied the effect of family environment, motivation and students’ characteristics on academic achievement. A sample of three hundred
eighty eight students including 195 female and 193 male students of Abu Dhabi district. Grade-point average was taken as measure of academic achievement score of the students. The results revealed no significant gender difference in academic achievement of the students.

Nuthana (2007) showed that “there was no significant difference in academic achievement of boys and girls. But the results indicated a significant difference in academic achievement of urban and rural students with urban students had higher academic achievement than rural counterparts”.

Naderi et al. (2008) examined the role of intelligence and sex as predictor of academic achievement. A sample of 153 undergraduate students was taken for the study. Cumulative grade point average scores were taken as measures of academic achievement. The results indicated that “there was no significant difference between the academic achievement of male and female students”.

Mohanty (2009) studied social correlates of academic achievement of underprivileged girl students of primary schools of rural areas and found that “socio economic status was a potential social correlate of academic achievement; home environment had positive correlation with academic achievement in case of low achievers only; school environment failed to establish any relationship with the achievement level of high and low achievers”.

Sarsani and Ravi (2010) investigated role of certain selected variables on achievement in mathematics of high school students. The sample of the study consisted of four hundred eighty boy and girl students taken from the various government and private secondary schools of Warangal city. The findings indicated “significant difference between the mathematics scholastic achievement of the boys and girls. The result also showed that girls were higher achievers than boys”.

Singh and Praveen (2010) analyzed the relationship of academic achievement with social maturity of secondary school students. A sample of two hundred boy and 200 girl of Xth class was taken. The aggregate scores of the selected students in the board examinations were taken as the measures of academic achievement. The results indicated that “there were no significant
differences between the academic achievement of boys and girls. The findings also revealed no significant difference in academic achievement of rural and urban students”.

Sharma and Tahira (2011) examined the influence of parental occupation, parental education and size of family on science achievement of the high school students in western Uttar Pradesh in India. Fifteen hundred students were selected as a sample for the study. The results indicated that “family variables including parental education had significant relationship with the achievement of their children”.

Alkhutaba (2013) investigated the influence of the social and economic factors on academic achievement of high school students. A sample of 250 students were selected randomly. The result obtained were: “(a) There is significant effect of socio-economic Factors on student’s academic Achievements in their branch of education. (b) there is significant effect of socio-economic Factors on student’s academic Achievements in their gender to female. Moreover, recommendations were made for the academic Achievements students, teachers, parent’s government and curriculum developer on ways to improve academic achievement and inculcating positive attitudes in students towards learning”.

Gupta (2014) studied on self-concept, academic achievement and achievement motivation of the students. Multiple variables leading to socio-economic discrimination include gender, caste, levels of father's education; father’s occupation etc. may contribute to self-concept, academic achievement and achievement motivation. The present study attempts to explore whether various social categories of school going adolescents differ with respect to self-concept, academic achievement and achievement motivation. 846 students from 28 schools of West Bengal, India, constituted the sample chosen by SRSWOR by the sampling scheme of Rao, Hartley and Cochran (1962). To test hypothesis of simultaneous equality of a set of variables such as self-concept, academic achievement and achievement motivation across the social categories, ANOVA was undertaken. The results revealed that gender difference was significant for four dimensions of self-concept out of six dimensions considered. However, for academic achievement and achievement motivation, gender difference was not
found to be significant. Caste wise students differed significantly in academic achievement. When father’s education and occupation were considered, highly significant differences were observed for academic achievement and achievement motivation but insignificant difference with respect to dimensions of self-concept.

2.2 STUDIES ON SELF EFFICACY

Mone, Baker and Jeffries (1995) reported that “self-efficacy had greater predictive validity for academic performance than did self-esteem”. Pajares and Karanzler (1995) reported “that accuracy of self-perception was strongly correlated with academic performance and with general mental ability those urged researchers to explore the relationship between Self-Efficacy beliefs and other Math-related variables in high-ability students as this stronger sense of academic efficacy and greater accuracy of self-perception may alter the predictive and mediator role that efficacy judgments play in their academic performance”.

Britner and Pajare (2001) reported that “science grade self-efficacy was positively associated with the grades obtained by boys and girls in that girls reported stronger science self-efficacy and received higher grades in Science class”.

Fernandez and Bandura (2002) found that “man had a higher sense of efficacy than women to contribute to the solution of social problems. In accord with the posited structural model, socio-economic-status contributed both to perceived personal Self-Efficacy to manage one’s life circumstances and individual efficacy to contribute to the betterment of social conditions”. Thongnoun and Duanpen (2002) maintained that “high achieving students reported higher Self-Efficacy than low achieving students”.

Kumar and Lal (2006) investigated the role of self-efficacy in relation to gender among adolescent students. A random sample of two hundred students (one hundred boys and one hundred girls) studying in first, second and third year of under graduation was selected from various colleges of the Chandigarh. The findings of the study revealed “significant gender differences were also found, where female scored higher than their male counterparts. No interaction was found in self-efficacy and gender”.
ZahraKar et al. (2010) studied the effect of learning skills of problem solution on self-efficacy. Their findings revealed that “that the rate of students' self-efficacy who have been trained in learning solving problems skills are more than the student who haven't received them. Also the rate of students' self-efficacy benefits from an appropriate consistency during time”.

Abbasiyan Fard et al. (2010), as well, in studying the relationship between self-efficacy and students' motivation for development have shown that self-efficacy correlates with their development motivation in four aspects of self-leadership, self-fertility, self -exciting and self-regulating.

Tamaddoni et al. (2010) in their study revealed that the average grades of boys are more than girls. The comparison of normalized scores for negligent acts of academic performances in all cases s are higher than previous norms. The result of Pearson's correlation about the relationship between variables showed that there is a negative and meaningful relationship among public self-efficacy, academic carelessness and academic achievement

Carol et al. (2010) examined the level of self-efficacy among male and female students of Engineering colleges and showed similarities and differences between and among female and male students at these institutions with regard to their current self-efficacy levels (academic, work, and career), amount of support provided for female students, and how likely females are to take advantage of services provided.

Vuong, Brown-Welty and Tracz (2010) analyzed the effects of self-efficacy on academic success of first-generation college sophomore students. The study explored four areas, “the relationship between self-efficacy scores and academic success as defined by GPA and persistence rates, the academic success and persistence rates between first-generation and second-and-beyond-generation college sophomore students, the effects of the demographic factors of gender and ethnicity on self-efficacy, and the relationship between institution size and self-efficacy. Findings show that self-efficacy beliefs affect GPA and persistence rates of sophomore students and second-generation college sophomores outperform their first-generation peers”.
Kumari and Garita (2012) investigated the relationship between academic achievement and stress among XII class school students. A total of one hundred twenty XIIth class school students randomly selected from six senior secondary schools of North-western Delhi participated in the study. Three null hypotheses were tested using data generated from research instruments. The instrument included Stress Inventory designed and standardized by Dr. Suman Nangia (1990). Academic achievement was taken from the students’ previous examinations. Data generated from these instruments were correlated using Pearson product moment correlation method. Results showed a positive correlation between stress and academic achievement. Significant difference exists in the academic achievement of students having high, moderate and less stress. Students with high and moderate stress performed better than the students having less stress. Further it was also found that stress and academic achievement are not mediated by gender.

Abolghasemi et al. (2012) in studying the role of social desirability, mental health and self-efficacy in predicting students' academic achievement have shown that approximately 12% of variance which related to academic achievement of intelligent students was explicited by social desirability, mental health and self-efficacy variables.

Ahangi and Sharaf (2013) investigated the relationship between self efficacy, academic achievement and locus of control in secondary school male and female students. The sample of the research comprised of two hundred sixty six secondary school students in the Chenaran city by using random sampling method. Result showed that “there is a positive meaningful relationship between self efficacy and academic achievement. In the other wise, there is a negative meaningful relationship between locus of control and academic achievement. Also, the result of regression showed that the self efficacy had most role in academic achievement”.
Abubakar and Adegboyega (2012) examined gender and age as determinants of academic achievement of Mathematics students. The study used thirty eight females and forty male students. Result revealed “a linear relationship between, the null hypothesis formulated (P age–CGPA and gender–CGPA. A low positive correlation coefficients was obtained for ages and gender (r=0.142 and 0.004) which were not significant. The predictor variables jointly accounted for 2.1% of the variance, age was the better predictor. The null hypothesis tested was accepted implying no significant gender difference in academic achievement of the students. It was suggested that some more variables be included so as to determine significant correlation of students’ academic achievement of Mathematics students”.

Azar (2013) revealed that “academic self-efficacy and gender were the best predictors and Academic procrastination inversely is a significant predictor of academic achievement. Also, extra result of t- test revealed that there is no significant between the mean score of girls and boys in academic procrastination (t= 0.47, p=0.64). There was significant difference among boys and girls, in terms of the level of achievement motivation (t=2.06, P=.04), academic achievement (t=.54, p=.000) and academic self-efficacy (t=0.94, P=0.01)”.

Jahanian and Mahjoubi (2013) investigating the rate of self-efficacy's impact on students' academic achievements in universities and higher education centers which is run on the basis of descriptive correlation method. The population contains all students in Islamic Azad University, Karaj branch (30000 participants) and 379 subjects are selected according to systematic random sampling method. The data collection tools are two questionnaires: self-efficacy scale by Sherer et al. and the other is related to students' personal and educational qualifications. The data was analyzed by Pearson Correlation Coefficient test and the gained results indicated that there is a positive and meaningful relationship between students' self-efficacy and their academic achievements at very high, high, middle, low and very low level.
Loo and Choy (2013) showed that “self-efficacy sources were correlated with mathematics achievement scores as well as cumulative GPA of electronics-related engineering diplomas. More importantly, mastery experience was found to be the main predictor for academic achievements of mathematics and related engineering modules. Finally, suggestions are offered to help curriculum developers in instructional design so as to improve students’ engineering academic performance”.

Shkullaku (2013) investigated gender differences in self-efficacy and academic performance among Albanian students. The data was collected from one hundred eighty students (seventy eight males and one hundred two females). Descriptive and inferential statistics method was used. The results of the study showed that “there was a significant difference between males and females in self-efficacy. There was no difference between males and females in academic performance. Also, a significant relationship was found between the students’ self-efficacy and academic performance. From the findings, it was recommended that different authorities as lecturer or counseling services at the universities have to improve students’ self-efficacy and to support them to face academic requirements with high level of self-esteem”.

Siti and Norwati (2013) analyzed general self-efficacy among high school students; explored whether there is a statistically significant difference in self-efficacy in relation to gender and is there any relationship between self-efficacy and gender. 489 students sampled from four schools participated in the survey. The result showed that “the majority of students experience a moderate level of general self-efficacy. Regarding the comparison level of general self-efficacy between male and female, the findings of the current study shows that, there are no significant differences for both gender. In additions, with regards to the correlations between general self-efficacy and gender, the study revealed that there is very weak correlation to negligible”.

Raju (2013) investigated the relationship between locality and gender on academic achievement of high school students. 120 boy and girl adolescents was taken as a sample from urban and rural schools in Puttur Mandal, Chittoor dist, A.P. The study revealed that locality and gender has significant influence on academic achievement of seventh class students of social studies.

Tenaw (2013) examined the level of self-efficacy of students in relation to their gender and achievement. They study also examined the relationships between self-efficacy and achievement for students. The ACI achievement test and self-efficacy survey were completed by 100 students. The analysis of the data indicated that “students’ level of self-efficacy is medium (50.08), and there is no significant difference in their self-efficacy between sexes (t (98) = 0.161, p> 0.1), but there is a statistically significant difference in achievement between sexes (t (98) = 0.68, p<0.1) and also a significant relationship exists between self-efficacy and achievement (r=0.385, at 0.01 level with 98 degree of freedom).”

Akram and Ghazanfar (2014) explored the relationship of self-efficacy and the academic performance in terms of students’ CGPA score. The findings indicated “a significant positive relationship between Self Efficacy and academic performance of the students. Further the difference in the level of academic self efficacy with respect to gender was also shown by the results”.

Balami (2014) assessed significant relationship between self-efficacy belief and academic achievement of learners. The study revealed that “there was no significant relationship between learners’ self-efficacy and academic achievement”.
Benipal and Singh (2014) undertook a study to find out the “academic achievement of adolescents in relation to their perception of classroom environment.” A sample of 200 adolescents (100 males and 100 females), from different Government and Private School of Ludhiana district of Punjab were selected. Classroom Environment scale by MOOS and Thickelt (1986) and Academic Achievement exam result of the students will be used for data collection. Results of the study revealed that there exist a positive relationship between academic achievement and classroom environment among adolescents of schools of Ludhiana District. Finding also revealed that there is a significant relationship between academic achievement and a classroom environment among adolescents with respect to locale and gender. Finding shows that Academic Achievement of Urban Student is greater than that of rural Students and in the favour of male adolescents of urban school adolescent. Finding also shows that significant difference in the classroom environment of male and female adolescents with respect to locale. Finding also revealed that classroom environment is in the favour of urban female adolescents than their counter parts and male adolescents higher than that of female adolescents. Finding also revealed that Non significant relationship is found in the classroom environment of adolescents with respect to gender.

Ogunmakin and Akomolafe (2014) investigated “academic self-efficacy, locus of control and academic performance of secondary school students in Ondo State”. The sample consisted of 364 students randomly selected from ten high schools. The findings of the study revealed that “academic self-efficacy and locus of control jointly predicted academic performance. Further analysis revealed that academic self-efficacy significantly predicted academic performance while locus of control was not a good predictor”.

Salunke and Swamy (2014) conducted a study on academic achievement of IXth grade students in relation to their parental behavior. They found that “the development of physical, social, aesthetic and emotional qualities in the child are assessed only through the academic achievement of the child’s in this process of education. This academic achievement of the child is assessed by the teachers in the educational progress through the process of education. There is no doubt in the fact that education is imperative to national development”.


Taylor (2014) revealed that “gifted students at Springfield Middle School in Williamsport, Maryland possess stronger levels of self-efficacy than average students. For the purpose of this study, the term ‘gifted students’ refers to students who are enrolled in above-grade-level classes at Springfield Middle School. Students must score high in tests and interviews in order to be placed in above-grade-level classes. According to Albert Bandura’s social cognitive theory, increased levels of self-efficacy contribute to a person’s ability to complete a task. Using the Children’s Perceived Academic Self-Efficacy subscale from The Morgan-Jinks Student Efficacy Scale (MJSES), the study conducted at Springfield Middle School examined the correlation between students’ self-efficacy level and their self-reported academic grades in English, math, science, and social studies. Also, the correlation between above-grade-level students’ self-efficacy and their self-reported grades was compared to those of general students. The sample included 56 6th, 7th, and 8th grade middle school students from a suburban area in Williamsport, Maryland. Through the use of a Chi Square Test of Independence, the results indicated that regardless of class level, students’ self-efficacy in math and science are related to their grades in those subjects. Using independent t tests, no significant difference between the self-efficacy composite of grade-level and above-grade-level students was discovered”.

Ajai and Imoko (2015) conducted a study to evaluate gender differences in mathematics achievement and retention by using Problem-Based Learning (PBL). The study revealed that “male and female students taught algebra using PBL did not significantly differ in achievement and retention scores, thereby revealing that male and female students are capable of competing and collaborating in mathematics. In addition, this finding showed that performance is a function of orientation, not gender. The studies recommend the use of PBL by mathematics teachers to overcome the male image of mathematics and enhance students’ (male and female) achievement and retention”.
2.3 STUDIES RELATED TO ADJUSTMENT

Lawrence (1995) conducted a comparative study on school adjustment in the context of parenting transitions, family climate and peer norm effects and examined whether sixth graders’ [mean age 11.86 years] adjustment to the school context was affected by the factors from both the family context and the peer context. School adjustment was found to be related to the number of parenting transitions experienced, family climate and peer norms as well as to higher-order relations involving family climate and peer norms such that [a] high grade point averages occurred at only moderate levels of family supervision. [b] achievement scores were positively related to supervision at only low levels of family autonomy granting and [c] grade point average was positively related to peer norms at only high levels of family acceptance.

Giulia (1998) explored a relationship between school adjustment and academic achievement in relation to parental expectation and socio-cultural background. A significant relationship emerged indicating that there was a significant relationship between adjustment and achievement. Moreover, it appeared that the parents compared to the teaching staff were considerably more indulgent in judging their children’s achievement compared to their capacity to adjust in the school.

Lias, Mahyuddin, Rahil and Uli (2009) carried out a study of adjustment amongst 1st year students in Malaysian University. This study aimed to explore college adjustment processes experienced by 250 first year university students who attended various undergraduate programs in a Malaysian public university. Findings of this study showed that “students’ overall adjustment was at a moderate level and male students were found to be better adjusted in comparison to female students. The results also indicated that throughout a period of one semester students’ academic achievement was found to be significantly predicted by college overall adjustment, academic adjustment, and personal-emotional adjustment”.

Jaikumar and Muthumanickam (2010) in their study investigated social adjustment of higher secondary school students Roma Pal (1985) Social
adjustment inventory have been administered to a random sample of 600 higher secondary school students. It is found that there is a significant difference between male and female students on their social adjustment. There is no significant difference between joint family and nuclear family students and students in the first and second birth order and third and above birth order on their social adjustment.

Adhiambo, Odwar, and Mildred (2011) investigated relationship between adjustment and academic achievement and difference in gender in relation to adjustment. The sample consisted of four hundred fifty high school students with mean age 18.38±1.078. 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”.

Gupta and Gupta (2011) conducted a study, “Adjustment and Scholastic Achievement of Boys & Girls”. This study examined the process of how some factors of adjustment leaves effect to children academic achievement. These factors are emotional adjustment social adjustment and educational adjustment. The finding shows that male student are showing significantly higher score than females, it means female children were better in social adjustment. While in educational adjustment the result shows that boys and girls have same order of adjustment. It means the opinion of teachers of co-educational institution that girls adjust better than boys is wrong.

Deepshikha and Bhanot (2011) assessed family environment of adolescent girls and its impact on their socio-emotional adjustment. 100 adolescent female students of age group between 17–18 years were taken as a sample. The statistical analysis revealed that “all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls”.
Shah (2011) investigated the relationship between school adjustment, social maturity and levels of academic achievement among residential school girl students. The results indicated a “significant relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustments of the three groups i.e. low, high and average levels of academic achievement”.

Basu (2012) investigated the abilities of adjustment of high school students. 120 high school students were taken as a sample of the study. The findings of the present study reveal that “there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, female students were found to be more adjusted than male students”.

George and Ukpong (2012) examined the impact of gender differences of adolescent students exposed to family counseling services on their academic achievement vis-à-vis their counterparts not exposed to counseling services. A total of five hundred students constituted the sample of the study. ‘t’ test was used to analyze the data. Findings revealed that “a significant difference exists in the academic performance of socially adjusted male students exposed to family counseling services from that of their counterparts not exposed to family counseling. It was recommended that teachers should give more attention to the females in class to enable them cope up academically with their male counterparts”.

Sangeeta and Nagpal (2012) identified the adjustment problems among undergraduate college students and its relationship with academic achievement. ‘t’ test and Pearsons’ Product Moment Correlation Method were used to analyze the data. Analysis of results indicates that “college students have a satisfactory level of adjustment and there is a significant relationship between academic achievement and adjustment of college students. The study revealed significant differences in the college adjustment in relation to gender and socio economic status”.

Sharma (2012) examined adjustment and emotional maturity among lst year college students. Results indicated that “the first year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and
socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college. Based on the research implication for further counseling interventions are discussed”.

Yellaiah (2012) examined impact of adjustment on academic achievement of secondary school students. The present study is belonging to normative survey method of research. It helps to explain the educational phenomena in terms of the conditions or relationships that exist opinions that are held by the students, teachers, parents, and experts and evident or friends that are developing. Sample of the study consists of 300 students studying in class IX from various government and private schools, rural and urban areas of Mahabubnagar district in Andhra Pradesh. The study conclude 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 a low positive relationship between Adjustment and Academic Achievement”.

Osa-Edoh and Iyamu (2012) investigated the effect of social life adjustment on academic achievement of adolescents in senior secondary schools of Edo state. Two hundred and forty (240) samples were randomly drawn from three senior secondary schools in Edo state. Related literatures on social life adjustment on academic performance were reviewed and the research design used for the study was descriptive survey. The instrument used for the study was a self developed questionnaire on social life adjustment on academic achievement was analyzed by Pearson’s product moment correlation statistics and fishers Z for gender. Instrument was content validated by experts in faculty of education, university of Benin and reliability was 0.78. Based on the research questions of the study two null hypotheses were formulated for testing at .05 alpha level. The findings showed that social life adjustment influences students’ academic achievement.

Das and Deb (2013) investigated the social adjustment level among tribal male and female students and to find out the social adjustment among non-tribal male and female students. After interpreting the collecting data it is found that
“there is a significance difference of social adjustment pattern found among Tribal and Non-Tribal students. But no significant difference was found among male and female students”.

Ganai, Mir, and Ganai (2013) conducted a study of adjustment and academic achievement of college students. The findings revealed that “the two groups showed no difference on academic achievement. Further the two groups showed difference on various dimensions of the Mental Health Battery including Emotional Stability, Overall Adjustment, Security Insecurity and General Intelligence. 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”.

Singh (2013) compared anxiety and adjustment pattern of high and low academic achievers. The comparison of the high and the low achievers in respect of anxiety and adjustment has yield significant t- values of 5.40 and 4.74, respectively. The result showed that “more number of high achiever had high anxiety than the low achievers. When the correlation between high achiever and anxiety was calculated, it was found that high achievers had high anxiety”.

Singh (2013) studied the unrest among graduate students in relation to their gender, educational stream, intelligence and adjustment. Finding of the test were : “there is no significant difference in the level of student unrest between male and female students. There is no relationship between student unrest and their intelligence and no relationship between student unrest and student adjustment but there is more unrest among the students of non-professional stream in comparison to the student of professional stream”.
Calaguas (2014) in his study of academic achievement and academic adjustment difficulties among college freshmen found that “academic achievements as reflected in the General Weighted Averages (GWAs) of 329 college freshmen were correlated with their scores in the Academic Adjustment Difficulties (AAD) domain of the College Freshmen Adjustment Difficulties Inventory (CFADI). This was done to see if relationship exists between GWAs and scores in the said domain of CFADI. GWA is the average of grades in all subjects taken, whether passed or failed and serves as an indicator of students’ academic achievement in a given school year. It is reflected in the fourth year high school report cards of college freshmen. On the other hand, the CFADI is a researcher developed inventory. The inventory has been initially proven valid (as reviewed by Registered Guidance Counselors and item factor loadings ranging from 0.401 to 0.743 based on the 0.40 cutoff for screening of items) and reliable (Cronbach’s Alpha value of 0.984 indicating high internal consistency). Specifically, the AAD domain of CFADI has 24 items (Cronbach’s Alpha value= 0.964). Statistical analysis showed that there was a significant negative relationship between GWAs and scores in the AAD domain of CFADI (r=-0.380) and was significant at the 0.01 level”.

Ismail, Mahmod, Qadaus, and Mohamed (2014) examined the adjustment (academic and social) and its relationship with academic achievement among students studying in selected government universities. Relevant qualitative and quantitative data were collected and analyzed. 386 Questionnaires were distributed randomly. The findings revealed that “the students reached a acceptable level in adjustments. The male students achieved better social and academic adjustment than the female students while the adjustment of female students to urban environment was more than that of the male students. The mean of academic achievement for females was better than that for the males. Further, there is a positive and strong correlation among the adjustment dimensions. Furthermore, there is a correlation between each of the adjustments and the academic achievement, but the relationship is very low.”
Mansinghbhai and Patel (2014) compared certain areas of adjustment and academic achievement of higher secondary school students. Present study was conducted on random sample of 100 (50 male And 50 Female Students) of higher secondary school student of Himmatnagar City adjustment inventory for adolescent students by 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.

Thakar (2014) investigated impact of adjustment on academic achievement of secondary school students. He found that “(i) There is a significance difference in relation between boys and girls school students with reference to overall adjustment; (ii) There is a significance difference in relation between boys and girls school students with reference to family adjustment; (iii) There is a significance difference in relation between boys and girls school students with reference to school adjustment; (iv) There is a significance difference in relation between boys and Girls school students with reference to personal adjustment; (v) There is a significance relationship between difference overall adjustment and academic achievement; and (vi) There is a low relationship between difference social adjustment and academic achievement”.

Othman, Yusoff, Hamzah, and Abdullah (2014) investigated the dimensions of psychological adjustment that might contribute to students’ academic performance by looking at the moderating effect of social support. Using the data collected via questionnaire survey from 498 international students studying in four public universities in Malaysia, the results of hierarchical regression analysis indicate that cognitive adjustment is the most significant predictor of academic performance. Besides, family support was found to enhance the relationship between affective adjustment and academic performance and the relationship between cognitive adjustment and academic performance. Friend support, on the other hand, moderates the relationship between attitudinal adjustment and academic performance. Finally, lecturer support was found to
influence the relationship between affective adjustment and academic performance and the relationship between attitudinal adjustment and academic performance. The management should organize programs such as adopted family scheme, mentor-mentee program, or appointment of academic advisors where these students can have someone to discuss various academic as well as non-academic matters. Besides, when these students’ degree of attitudinal adjustment is high, they seriously need friends’ support to guide them in living in the foreign country. The management can provide assistance in establishing an association for them so that they can get together frequently supporting each other, organizing healthy activities and participating in various programs that improve their wellbeing and subsequently contribute to their academic excellence.

Yengimolki, Kalantarkousheh and Malekitabar (2015) aimed at exploring the relationship between self-concept and social adjustment with academic achievement of students. The research population was male and female secondary students in Iran, Islamshahr city. The subjects selected through cluster random sampling method including 234 students (122 male and 112 female students). Rogers Self-concept questionnaire and the student adjustment questionnaire utilized. For academic achievement, the first half-year GPA considered. Using SPSS software for data analyzing, the results of the study are” “there is a significant difference between girls and boys academic achievement, there is also a significant difference in the overall adjustment between these two groups, but there is no significant difference between their self-concept. To study the relationship between self-concept and social adjustment with academic achievement of the male and female students and its dimensions the correlation matrix of the students’ scores of research variables calculated. The result indicates a significant relationship between self-concept and adjustment. There is a significant correlation between academic achievement and social adjustment, but there is no significant relationship between self-concept and academic achievement. In General, the results indicated that the better adjustment people have, the more ability they will make progress in their life”.

Rathore and Mishra (2015) compared adjustment and social intelligence between male and female students of Higher Secondary School of Indore city (M.P.) for this purpose descriptive survey method was used 100 male urban and 100 female urban students were selected for the sample by adopting stratified disproportionate random sampling technique. The data was collected by using
Indian Adoption of Bell’s Adjustment Inventory and Social Intelligence Scale (SIS) constructed and standardized by Chadda and Ganeshan (1986) The data was analyzed by using ‘t’ test. The findings of gender analysis indicate that female students are more adjusted and more possess social intelligence as compared to the male students.

2.4 STUDIES ON LOCUS OF CONTROL

Gupta (1987) conducted a study on “Relationship between locus of control, anxiety, level of aspiration, academic achievement of secondary school students”. The major findings of the study were: “(a) locus of control was found to correlate negatively and significantly with academic achievement for the total sample, arts and science students, boys and girls, boys and girls of the arts and science, boys of the arts group belonging to high middle and low socio-economic status, boys of the science group belonging to high and low socio-economic, girls of arts group belonging to high socio-economic only and girls of science group belonging to middle and low socio-economic status, (b) anxiety was found to have a significant negative correlation with academic achievement for the total sample, arts and science group boys and girls, boys of arts group and girls of science group, science girls of the middle socioeconomic status, internal boys of the arts curriculum and external girls of the arts curriculum, (c) level of aspiration correlated negatively and significant with academic achievement for the total sample, arts students, boys belonging to arts curriculum high socio-economic status, arts boys and science girls and external oriented girls of the science curriculum, (d) socio-economic status was found to have a significantly position correlation with academic achievement for the total sample, arts and science students, boys and girls, boys and girls of the arts and science groups, internally and externally controlled boys of arts and science group, internally and externally controlled girls of arts group and internally controlled girls of science group, (e) all the four variables vi., locus of control, anxiety, level of aspiration and socio-economic status predicted academic achievement but socio-economic status and locus of control were found to be the best predictors, (f) academic achievement and anxiety differentiated the maximum number of groups”.

**Bhogayata Chandrakant, (1989)** study was entitled "Locus of Control and Academic Achievement : A Quantitative Synthesis". The study was a meta analysis of the results of the studies on the relation between the measures of locus of control and academic achievement. The main objectives of the study were : a) to synthesis quantitatively the results of correlation studies on the relationship between locus of control and academic achievement; b) to study the topical connection between the measures of locus of control and academic achievement; c) to study the student characteristics such as grade level, sex and socio economic status (SES) that affect the relationship between locus of control & academic achievement; d) to study the relationship between the format and domain of the measures of locus of control; and e) to study some specific types of achievement measures that effect their relations with locus of control measures. The major findings of the study were : a) the mean correlation between locus of control and academic achievement from the sample of the studies was 0.251 which indicated that locus of control measures on an average accounted for 6.30% of variance in achievement.

**Nisha, (1991)** conducted a study of "Adolescent Alienation in Relation to Personality, Values, Adjustment, Self-esteem, Locus of Control and Academic Achievement". It attempted to study alienation of adolescent in relation to certain selected variables. The objectives of the study were : a) to study the interaction of sex and age on alienation; b) to study the correlation between adolescent alienation and variables of personality, values, adjustment, self - esteem, locus of control and academic achievement; c) to compare male adolescents and female adolescents of both the age groups on the variables of alienation, personality, values, adjustment, self – esteem locus of control and academic achievement; d) to study the significant inter-correlations among all the selected independent variables of all the groups under study; and e) to know how adolescents who are high on alienation or low on alienation (of both sexes and age groups) differ in their mean scores on variables selected for the study. The major findings of the study were : a) female and adolescents of 13 to 14 years of age scored significantly higher on total alienation as well as on social isolation, powerlessness and normlessness; b) adolescents high on alienation differed significantly from those who were low on
alienation on the scores of all the dimensions of personality, aesthetic values, home, social, emotional and total adjustment and self-esteem; c) males high on alienation differed significantly from males low on alienation on neuroticism life-scale, aesthetic values, home, emotional and total adjustment as well as self-esteem; d) females high on alienation differed significantly on psychoticism, extroversion, neuroticism, home, social and total adjustment and self-esteem from males low on alienation; e) adolescent of 13 to 14 years of age high on alienation differed significantly from those low on alienation on extroversion, home, social, emotional and total adjustment, self-esteem and locus of control; f) adolescent of 16 to 17 years high on alienation differed significantly from those low on alienation on neuroticism, aesthetic values, home adjustment and self-esteem; g) all the four dimensions of alienation were found to be positively correlated with each other for all the sub-groups and for the total sample.

Shukla (1991) study was entitled "Development of Cognitive Style and Locus of Control as a Function of Child Rearing Practices". The main objectives of the study were: a) to study the impact of child rearing practices on the development of cognitive style and locus of control among individuals; and b) to examine the relevance of certain demographic factors (e.g. Age, Sex, SES, Parental Status etc.) in the development of Cognitive Style and Locus of Control among individuals. The major findings of the study were: a) the relationship among child-rearing practices, family structure, SES and locale were found to be positive and highly significant; b) there was virtually no relationship between cognitive style and locus of control; c) students from nuclear families and the low SES group scored significantly higher than those from joint families and the higher SES group on the EFT; d) on the locus of control measure, there was no significant difference between children from nuclear and joint families, whereas differences according to SES and locale appeared to be significant; and e) family structure had a very significant effect, whereas SES had moderately significant effect on cognitive style.
Goshi (1992) investigated the "Classroom Morale in Relation to Locus of Control, Creativity and Parent Encouragement of Pupils in Hindi – Medium and English Medium Schools". The study was an attempt to study the classroom morale in relation to locus of control. Creativity and parental encouragement among pupils of Hindi medium and English medium schools. The objectives of the study were: a) to study whether the pupils internal and external locus of control differ on the basis of classroom morale; b) to study whether the pupils with high or low creativity differ with respect to classroom morale; c) to study whether the pupil with high, average and low parental encouragement differ on the basis of classroom morale; d) to study whether pupils studying in English medium and Hindi medium schools differ with respect to classroom morale; and e) to study the extent of interaction between classroom morale, locus of control, creativity, parental encouragement and type of school. The major findings of the study were: a) type of school (A) English medium or Hind medium) taken independently had no effect on the classroom morale both for boys and girls; b) the interaction between Type of School (A) and Locus of Control (B) was not significant with respect to classroom morale; c) a as well as Creativity (C) taken independently had no effect on classroom morale for boys. A x C had no effect while C independently was significant with respect to the classroom morale of girls; d) a and its interaction with parental encouragement (D) was not significant while D independently had a positive effect on classroom morale for boys as well as for girls; e) B or D independently had no effect on classroom morale but B X D was found to be significant for English medium girls; f) c or its interaction with D had no influence on classroom morale. However D had a positive effect on classroom morale for English medium and Hindi medium boys and English medium girls; f) c or d independently had no effect on classroom morale but their interaction showed a positive effect on it for Hindi medium girls; and g) the F ratio for the combined interaction of A X B X C was found to be significant, indicating the ABC when taken together influence classroom morale.
Michael (1994) studied the effect of self-esteem, family structure, locus of control, and career goals on adolescent leadership behaviour. The major findings of the study were: “(a) four hypotheses were tested using the analysis of variance after dichotomization of each of the variables into high and low categories. Three hypotheses were supported; one was not. Interaction effects were also examined and only one was significant, (b) the leadership group was higher in internal LOC than the non-leadership group. This hypothesis was supported (F=4.10, df = 1.192, P (is less than), (c) the leadership group will aspire to more prestigious careers than the nonleadership group, this hypothesis was supported by the data (F=7.21, df = 1.192, P (is less than) 0.079). (d) the leadership group would be higher in self-esteem than the non-leadership group. This hypothesis was not supported (F=0.38, df = 1, P (is less than 0.536), (e) interaction Affections – A period analysis of interaction effects revealed one significant interaction. For the leadership group self - esteem was correlated with higher goals. However, there was no correlation between self - esteem and career goals in the comparison group.”

Kulas, (1996) investigated the stability of locus of control in adolescence over a three-year period. The study also examined the relationship between the type of locus of control (internal or external) ascertained in the first testing and if it changes after one and two years. The major findings of the study were : “a) subjects of both sexes exhibited insignificant shifts in locus of control when they were retested twice. The mean of locus of control scores of both sexes for each of the three years; b) both males and females, diverged between the first, second, and third testing, with girls moving in the external direction while boys, who were more internal that girls at the beginning of the research, became slightly more external over a one year period and after the third testing they moved from internal to external locus of control; and c) the differences between males and females in each year of the research were noticeable but not significant. The greatest difference, which occurred at the second testing, approached significance.”
Carton, Nowicki and Ginger (1996) made an “Observational study of Antecedents of Locus of Control of Reinforcement”. The major findings of the study were: a) no analysis were significant for the easy level task. In contrast, the difficult task produced several significant findings; b) mothers of boys with internal control expectancies provided more contingent support in response to their son's difficulties and were less likely to respond to their son's difficulties by performing the task for their sons or by watching them struggle. Surprisingly, mothers of girls with internal control expectancies were more likely than mothers of girls with external control expectancies to ignore their daughter's accomplishment and difficulties; c) thus, the results provided partial support for predictions derived from Rotter's social learning theory for the development of generalised control expectancies”.

Diane (1996) investigated locus of control as a changeable variable in first year female co-educational college students at the university. This study presented evidence that suggested that “the subjects who identified role models had stronger internal locus of control than the subjects who did not identify role models, that locus of control was a changeable variable, that internal locus of control increased over the first year of college in the role model group (positive effect), and that internal locus of control decreased over the first year of college in the no role model group (negative effect). This study suggested a factor which may strengthen internal locus of control in first year, female, co-educational college students”.

Shermen, Higgs and Williams (1997) investigated gender differences in the locus of control construct. They found that both males and females are becoming more external. Females, however, tend to be more external than males on most locus of control measures. There are also gender differences in perceptions of control across behavioral domains. Factor analyses of locus of control measures indicate that males and females are relatively similar in primary factors but may differ substantially in some secondary factors. Two areas in which males and females appear to differ are perception of control over interpersonal relationships and perception of control over essentially uncontrollable life events. Gender differences also emerge in how locus of control relates to comparison variables. Internality, for example, appears to be more related to achievement for males than females and a better predictor of social adaptation for females than for males.
Hsu (2000) examined the relationship among demographic variables (gender, grade, birth order), learning outcome (intellectual and affection performance), locus of control, self-esteem, parenting styles and shyness of elementary school students. The major findings of the study were: “a) the relationship between shyness and demographic variables; b) there was no significant difference in behaviour dimension, cognition dimension and emotion dimension among elementary school students of different genders. But based on the totality of shyness, girls were shyer than boys; c) there was no significant difference in shyness among elementary school students of different birth orders; d) there was significant difference in shyness between fifth grade and sixth grade elementary school students. Sixth graders were much shyer than the fifth graders; e) the relationship between shyness and learning outcome; f) the shyness of elementary school students was not significantly correlated with intellectual performance; g) the behaviour dimension of shyness of elementary school students was negatively correlated with affection performance. However, the cognition dimension, emotional dimension and totality of shyness were not significantly correlated with affection performance; h) the shyness of elementary school students had significantly negative correlation with self esteem; i) the shyness of elementary school students had significantly negative correlation with locus of control, especially the one between effort and shyness; j) the relationship between shyness and parenting style; k) with regard to the paternal parenting style students aforesaid taught in the ‘neglectful style’ were much shyer than those in the ‘authoritative style’ in terms of behaviour dimension of shyness; l) with regard to the maternal parenting style, students aforesaid taught in the ‘neglectful style’ were much shyer than those in ‘authoritative style’ in terms of the totality of shyness; m) with regard to both paternal and maternal parenting styles, students aforesaid taught in the ‘neglectful style’ were much shyer than those in the ‘authoritative style’ in terms of behaviour dimension of shyness and totality of shyness; and n) 40 - 50% variance in shyness of elementary school students can be predicted through social self-esteem, general self-esteem, grade, luck, and family self-esteem and 30.10% variance can be individually interpreted through social self-esteem”.

Katherine and Louis (2004) examined the shyness and locus of control as predictors of internet addiction and internet use. Results indicating that “the higher the tendency of one being addicted to the internet, the shyer the person is, the less faith the person has, the firmer belief the person held in the irresistible power of others, and the higher the trust the person placed on chance in determining his or her own course of life. People who were addicted to the internet made intense and frequent use of it both in terms of days per week and in length of each session, especially for online communication via email, ICQ, chat rooms, news groups, and online games. Furthermore full time students were more likely to be addicted to the internet, as they were considered high risk for problems because of free and unlimited access and flexible time schedules. Implications to help professionals and students affairs the policy makers were addressed”.

Figen and Mudriya (2007) conducted a study of locus of control and self-concept of adolescents from the low socio-metric level. The research involved 200 children attending the fourth and the fifth grades of primary school of the age of ten to twelve and at the low socio-economic level, from the Province of Ankara. The sample was selected by way of random sampling from the neighbourhoods at the low socio-economic level. In the research, a general information form, Piers - Harris Children's Self - Concept Scale and the Locus of Control Scale were used. The major findings of the study were : a) significant difference was found between the children's mean scores of both self concept and locus of control according to their gender; b) significant difference significant difference was found between the children's means scores of both self-concept and locus of control according to their age; and c) negative correlation significant difference was found between the self-concept and the locus of control.
Hayedeh (2007) compared relationship between locus of control and self-esteem in deaf and normal hearing students. 160 normal girls and 40 deaf girls were randomly chosen from secondary schools of the educational areas of Tehran. The findings of the study revealed that “none of deaf students had internal locus of control and high self-esteem. But 12 hearing students had internal locus of control and 10 students had high self-esteem. ELOC in deaf children reduced their self-esteem less than the normally hearing students. There was no difference between deaf and normally students hearing levels of self-esteem and locus of control. External attribution style in deaf children didn’t reduce their self-esteem as in the normally hearing students.”

Cheryl, Jeffrey, Walter, Diana and Griffith (2007) examined the impact of locus of control (LOC) and perceptions of parenting styles on the Psychosocial Success of Emerging Adults. The major findings of the study were: “a) authoritative parenting and PSS; b) maternal authoritative parenting and internal locus of control; and c) external locus of control and maternal permissive and authoritarian PS. The relation between parental style and psychosocial success was also moderated by locus of control. Emerging adults psychosocial success may be affected both directly by their perceptions of the parental style they encountered earlier in life and indirectly through locus of control, which may also be influenced by perceived parenting style.”

Cetinkalp (2010) examined the relationship between the academic locus of control and the achievement goals. He also examined the determined the role of achievement goals in academic locus of control. Results indicated that “males reported significantly higher external LOC, lower learning approach goal orientation and lower learning avoidance goal orientation than females. Besides, it’s understood that the learning approach goals and learning avoidance goals were positive predictors of ILOC. ELOC was substantially predicted by the performance avoidance goal and the learning approach goals”.
Fakeye (2011) investigated locus of control of learners and its relationship with learners’ achievement in English. Findings revealed that “the locus of control of students positively correlates with their English Language achievement ($r = .670$); but students with internal and external locus of control did not differ significantly in their English Language achievement ($t = .513; df = 298; p < .05$). Based on these findings, it is recommended that teachers of English should factor learner’ locus of control into their instructional programmes for improved performance”.

Ghasemzadeh and Saadat (2011) assessed that “female students for the locus of chance control received higher scores than the male students. The students of the faculties of basic sciences, psychology and educational sciences, power and computer showed significant difference on the locus of internal control and external locus of control. Internal locus of control with meaningful level had a direct and positive relationship with the educational achievement of students”.

Bamikole (2012) examined the influence of locus of control and gender on entrepreneurial abilities, found that “gender has no significant influence on entrepreneurial abilities. Locus of control did not have significant correlation with entrepreneurial ability ($r = .041$). Participants with Internal and External locus of control show no significant difference in entrepreneurial abilities ($F (1/651) = 0.004, p < .05$). Gender difference does not influence entrepreneurial abilities as indicated by findings in this study ($F (1/651) = 0.522, p < 0.05$) Gender difference does not influence entrepreneurial abilities as indicated by findings in this study ($F (1/651) = 0.522, p < 0.05$) Though literatures appear to suggest that entrepreneurs are people with external locus of control, this was not confirmed in this study. Similar trend is true for gender. This result is an indication that hypothesized relationship between certain personality variables and entrepreneurship should be viewed with caution. Equally true is the belief that entrepreneurship is a ‘male turf’.”
Majzub, Bataineh, Ishak and Rehman (2012) examined the relationship between academic achievement and locus of control. The statistical analysis evidenced “a correlation between Locus of Control and academic achievement. The internal locus of control were high and positively correlated with academic achievement among the male students (r=.362, p=.000) and positively correlated with external locus of control (r=-.208, p=.035). However only the internal locus of control was positively correlated with academic achievement among female students (r=.274, p=.006) and negatively correlated with external locus of control (r=.002, p=.982). The findings showed that males were more internal and external then females. Overall, this study supported the findings of past research supporting a positive relationship between locus of Control and academic achievement.”

Ahangi and Sharaf (2013) investigated relationship between locus of control, self efficacy, and academic achievement in secondary school students in relation to their gender. The sample of the research consisted of two hundred sixty six secondary school students, selected through random sampling method. Result showed that “there is a positive meaningful relationship between self efficacy and academic achievement. In the other wise, there is a negative meaningful relationship between locus of control and academic achievement. Also, the result of regression showed that the self efficacy had major role in academic achievement.”

Zaidi and Mohsin (2013) explored the direction of locus of control and gender difference on locus of control among graduation students. Results of this research indicate that “men has internal locus of control and women scored high on external locus of control. So the gender difference is significant on Locus of Control”.
Gboneye (2014) ascertain the effect of Locus of Control construct and its dichotomous variables internal and external on achievement. Six hundred (600) final year students about writing their SSCE were drawn from about 2100 regular and consistent students in SS3 first term registers of 2011/2012 session across 43 public schools in the three Local Government Areas. The results revealed that “the internally controlled male students performed higher than the externally controlled female students. The t-test statistical analysis equally revealed a significant difference in achievement at the 0.05 significant level between the internally controlled male students and female students, indicating that the internally controlled belief in hard work for success, that the males were more internally controlled than the females”.

Gupta and Jasoria (2014) determined whether the parent-child relationship would predict locus of control among school going students. The result of the study revealed that “rRejecting parent child relationship significantly negatively correlated with locus of control (p<0.05) Neglecting parent child relationship showed a negative trend of correlation with locus of control. The results suggest that the rejecting parent child relationship negatively affects locus of control of the school going students. Less number of the participants is the main limitation of the study”.

Rajmefar (2014) determined the relationship between roles of locus of control and self-efficacy in academic achievement. The sample consisted of 305 students –girls and boys- from 3rd grade of secondary school in Rustam city who were selected by random sampling method step by step. Participants completed the self-efficacy and locus of control questionnaire. To assess the variables under study in this research, the self-efficacy questionnaire of Pintrich and de Groot was used in order to measure the control locus in control locus questionnaire of Strickland and Nowiki. Also the third-year GPA was used as academic achievement. For statistical analysis of data, Pearson correlation and multiple variable regression methods were used. The results of research showed that there is a positive and significant relationship between self-efficacy variables and academic achievement, while there is a negative and significant relationship
between locus of control and academic achievement. Also the results of regression analysis showed that among the predictive variables, self-efficacy has a major role in explaining the educational attainment.

2.5 OVERVIEW

The “Review of Related Studies” has looked into the various studies done within India and outside the country. The researchers from concentrated on the problems of the academic achievement of school and college students in their countries for the decades. The earlier studies mostly pertain to the influence of achievement motivation, attitudes, socio-economical conditions, anxiety, intelligence and study habits, of primary and middle school students. Many studies were conducted on the underachievers in relation to their school environment, home environment, creativity, study habits, self-concept, attitudes etc. The study of the factors that influence the academic achievement of the Indian population is also received good attraction from researchers. However, the work on the influence of self-efficacy, adjustment and locus of control on academic achievement of high school students is meager and not covered all the variables together. This exercise has helped the researcher to locate the research gap waiting to be explored, namely, “Academic Achievement of secondary school students in relation to self efficacy, adjustments and locus of control”