CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION
2.1 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND ACHIEVEMENT MOTIVATION
2.2 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND STUDY HABITS
2.3 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND LEARNING STYLES
2.4 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND GENDER AND TYPES OF SCHOOL MANAGEMENT
2.5 OVERVIEW OF THE STUDY
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

A literature review enables a researcher to accomplish a number of more specific aims. It is likely, for example, that in the early stages of research the researcher may have only a vague idea of the area the researcher would like to explore vastly. The researcher may have only a tentative outline of the research problem. A review of the related literature will help the researcher to focus his tentative problem by both limiting and defining more clearly the topic he is interested in researching. The researcher will be aware of possible pitfalls, or search questions that have been thus far neglected reading around the subject will help the investigator to distil the issues he wish to concentrate upon and leave him with a concise, detailed and distinct plan of action. It helps the researcher to develop a deeper insight into problem and gain information on what has been done before in the field. Such reviews provide the basis for assessing the need for the study, and formulate the design and tools to be used.

The review of related literature studied by the researcher is divided into following categories.

2.1 Studies related to Academic Achievement and Achievement Motivation.

2.2 Studies related to Academic Achievement and Study Habits.

2.3 Studies related to Academic Achievement and Learning Styles.

2.4 Studies related to Academic Achievement and gender and types of school management.

2.5 Overview

The studies have been analyzed by keeping objectives, methodology and findings of the study to draw the conclusion to strengthen the rationale of the present research.
2.1 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND ACHIEVEMENT MOTIVATION

Devanesan (1990) conducted a study on socio-economic status, achievement motivation and scholastic achievement of higher secondary students in Pasumpon Thevar Thirumagan District to study: the relationship between socio-economic status, achievement motivation and scholastic achievement of higher secondary school students., the difference among various groups of higher secondary students in socio-economic status, achievement motivation and scholastic achievement. Using Prayang Mehta’s Achievement-motivation Inventory Test and Kuppuswamy’s Socio-economic Status Scale, the significant and positive relationship between the achievement motivation and scholastic achievement of higher secondary school student was found, by the same results, the study found that there is significant positive relationship between the achievement motivation and scholastic achievement of higher secondary mathematics group of students as well as the significant relationship between socio-economic status and scholastic achievement.

Alam (2006), conducted a study on academic achievement in relation to socio-economic status, achievement anxiety and achievement motivation, a comparative Study of Muslim and non-Muslim School Children of Uttar Pradesh. The objectives were (i) to study academic achievement in relation to socio-economic status of the selected sample of school going children (ii) to study academic achievement with respect to achievement motivation of school going children (iii) to compare the data on academic achievement, socio-economic status, anxiety level and achievement motivation between Muslim and non-Muslim school children, the tools used were the incorporated method and procedure opted for investigation. Various tools/questionnaires were used such as: Socio-economic Status Scale By Dr Beena Shah; Comprehensive Anxiety Test by Dr Harish Sharma; Dr Rajeev Lochan Bhardwaj and Dr Mahesh Bhargava (1992). Achievement Motivation by Beena Shah was administered for collection of the data. The data were tabulated and statistical treatment to the data was given using simple product moment coefficient of correlation, t-test and skewness through computer. Based on the results, the positive relationship between achievement-motivation and academic achievement of the two
groups of pupils was found. The two groups had significant inverse relationship between socio-economic status and anxiety. Socio-economic status goes along with higher achievement motivation. The academic achievement of non-Muslim children was found to be higher than the academic achievement of Muslims pupils. It has found that the level of achievement motivation from the non-Muslim pupils was higher than the achievement motivation of the Muslim pupils.

Tella (2007) studied the impact of motivation on student’s academic achievement and learning outcomes in mathematics among secondary school students in Nigeria. A sample consisted of 450 were selected for the study. Results showed that gender difference were significant when impact of motivation on academic achievement was compared in male and female pupils. The difference was also found when extent of motivation was taken as variable of interest on academic achievement in mathematics based on the degree of their motivation.

Awan; Noureen and Naz (2011) purposed a study of relationship between achievement motivation, self concept and achievement in English and mathematics in secondary school. The results revealed that achievement motivation and self concept are significantly related to academic achievement. It was found that the girls had higher academic achievement than the boys.

Aydın and Coskun (2011) investigated a study on secondary school students’ achievement motivation towards geography lessons. The purpose of this research was to investigate the relations the achievement motive of secondary school students and the relations between the achievement motive and ‘gender’, ‘class level’, ‘parent education level’ and ‘family income level’ with variables. Total 151 students studying in high schools in the city center of Karabük in the academic year of 2010-2011 participated in the research. Survey model was used in the study. The views of students about the scale of geography lesson achievement motivation had shown significant difference based on the class level, the same results revealed there was no significant difference based on gender, ‘mother’s education level’, ‘father’s education level’ and ‘family income status’.

Alimi; Ehinola and Alabi (2012) designed a study on school types, facilities and academic performance of students in senior secondary schools in Ondo State,
Nigeria. The objective of this study was to find out whether facilities and students’ academic performance are interrelated in different school management namely private and public. The study was descriptive and the selection of the sample was done through stratified random sampling to select 50 schools. The study revealed a significant difference in facilities available in public and private schools in Ondo State. It was also revealed no significant difference in academic performance of students in the two types of secondary schools.

**Badola (2013)** presented a study was conducted to study the academic achievement motivation and different administrative setups of secondary school students. Sample of 480 students of secondary level were taken from Pauri and Tehri Garhwal, (Uttarakhand State). The data was collected on the basis of Academic Achievement Motivation Test developed and standardized by Dr. T.R. Sharma (1984). Statistical analysis like Mean, standard deviation, critical Ratio and Analysis of variance were computed for the study. Analysis of variance showed that there was significant difference among Government, Public and convent School Secondary Students on their academic achievement motivation. The mean difference was found significant on male and female as well as Urban and Rural Secondary School Students on their Academic Achievement Motivation. It has also found that there was no significant difference between Public and Convent school students on their academic achievement motivation.

**Begum (2013)** aimed of the present study was to examine the Vocational Interests of Secondary School Students in relation to their Achievement Motivation. The objectives of the study were, to find the degree of Achievement Motivation of Secondary School boys and girls; to find the difference in Vocational Interests of Secondary School boys and girls; and to find the relationship between Achievement Motivation and Vocational Interests of Secondary School boys and girls. The Sample of the study was selected from the Secondary Schools of Aligarh Muslim University, Aligarh. 100 students (50 boys and 50 girls) were selected for the study. In this study, the Achievement Motivation Test developed Dr. D. Gopal Rao and Vocational Interest Record, developed V.P. Bansal and Prof. D.N. Srivastava were the tools used to collect data. The statistical techniques used to analyze data were Mean, S.D., t-test and Product Moment Coefficient Correlation. The study revealed that, there was no
significant difference in the Achievement Motivation between male and female Secondary School Students; there was significant difference in the Vocational Interests of male and female Secondary School Students; and there was significant relationship between Achievement Motivation and Vocational Interests of Secondary School Students.

Kumar (2013) explored a study of academic achievement of secondary school students in relation to academic motivation. The objectives of the study were, to study the effect of academic motivation on the achievement of school students; and to study the academic achievement of school students in relation to their academic motivation. The total sample for the study comprised 200 students selected randomly from 10th schools from the selected blocks situated in Rewari and Gurgaon district of Haryana and their group of 14 to 16 years and was distributed equally among boys and girls. Academic Achievement Motivation Test (AAMT) prepared by Dr. T.R. Sharma and the marks obtained in middle class were considered as academic achievement. Analysis of the result suggests positive correlation between the academic motivation and academic achievement.

Velmurugan and Balakrishnan (2013) investigated a study of achievement motivation of higher secondary students in relation to locality and type of family. The objectives of the study were, to find the achievement motivation of higher secondary students; to find out if there was any significant between rural and urban area students of general steams higher secondary course in their achievement motivation; and to find out if there was any significant between joint and nuclear family students of general steam higher secondary course in their achievement motivation. The study was conducted on a random sample of 600 students studying in Ariyalur and Perambalur districts in Tamil Nadu. The Achievement Motivation Test constructed and validated by Gopal Rao (1974) was used to collect the data. The result of the study reveals that there was no significant difference between the rural and urban school students in their achievement motivation. Also, it was inferred that there was no significant difference between the general stream higher secondary students coming form joint family and nuclear family in their achievement motivation.
Chetri (2014) investigated a study of self-concept and achievement motivation of adolescents and their relationship with academic performance. The stratified random sampling procedure was adopted for the investigation. The instruments used for the predicting variables are children’s Self-Concept Scale of Ahluwalia (1986) and Achievement Motivation Scale of Bhargava (1994) was used for the study. It was found that, non significant difference was observed in the self concept of the student in gender, locale and management variation; non significant difference in achievement motivation with regard to gender and locale variation; significant difference in the academic achievement of the students with regard to locale and management variation; and also the significant relationship between the achievement motivation and academic achievement was found.

Dhall (2014) study was undertaken to reveal the relationship of academic achievement with achievement motivation and home environment of secondary school students. The sample of study comprised of 200 students (100 boys and 100 girls) of ninth standard drawn from government and government aided schools of Ludhiana city. The results of the study inferred positive and significant relationship between academic achievement and achievement motivation and home environment; and sex does not exert any influence on achievement motivation and home environment.

Affum-Osei; Adom& Barnie(2014) examined a study of achievement motivation, academic self-concept and academic achievement among high school students. In this study, the sample consisted of 120 students chosen from four high schools. Three tools were used to collect data namely The Inventory of School Motivation (ISM) developed by McInerney & Sinclair (1991) and The Self-Concept Scale by Cambra & Silvester (2003). The main statistical techniques used in this study to analyze data were Percentages, and Pearson Product Moment Correlation Coefficient. The findings to this study were: (a) majority of the high school students were highly motivated, with high self-concept and performing well in the Mathematics Achievement test. (b)the significant correlation between self-concept and academic achievement was found. (c) it was found a positive relationship between achievement motivation and academic achievement but the correlation was not significant.
Kumar (2014) conducted a study on learning acquisition among secondary stage students through modular and multimedia instructional strategies in relation to achievement motivation. The study was conducted on a sample of 500 students, as per the requirements of 3x2 factorial design in which the independent variables of Instructional Strategies and Achievement Motivation were studied. Learning Acquisition on some concepts of English Grammar was taken as a dependent variable. Achievement Motivation (n-Ach) Scale by Deo, P. and Mohan, A. (1985) to test the Achievement Motivation; Modular and Multimedia Instructional Strategies (Developed by the Investigator) and Learning Acquisition Test (Developed by the Investigator) were used for collect the data. There were three levels of Instructional Strategies- Modular Instructional Strategy (I1), Multimedia Instructional Strategy (I2) and Control Group (I0)- and two levels of the variable Achievement Motivation (A)– High Achievement Motivation (A1) & Low Achievement Motivation (A2) -. The results showed that F ratios were significant for the main effects of Instructional Strategies (I) and Achievement Motivation (A), and also for the double interaction effects of Instructional Strategies (I) and Achievement Motivation (A).

Sikhwari (2014) analyzed a study of the relationship between motivation, self-concept and academic achievement of students at a university in Limpopo Province, South Africa. The study utilized a quantitative cross-sectional survey design. A self-constructed questionnaire was used to collect the data. The sample consisted of 193 (83 males and 110 females) students selected randomly from the class lists in each of the four Schools. Simple random sampling was used. Based on the results, the relationship between achievement motivation and academic achievement was found; the male students were significantly less motivated than their counterparts.

Tabaro (2015) conducted a study of Rwandans’ motivation to learn and use English as a medium of instruction. Studies have shown that motivation is crucial in the process of learning languages, and it remains one of the main influencing factors in L2 language learning. Though motivation was one of the influencing factors in second language learning, there are other aspects to consider when a country has to choose a language used in education. After many years of using French and Kinyarwanda in education, in 2008 the Rwandan government declared English to be
the sole medium of instruction. It aimed to discover what motivates Rwandans to learn and use English. Findings revealed that Rwandans are aware of benefits they can enjoy from mastering and using English because of its importance in many different domains namely; world globalization, political and diplomatic relations among others.

Kumar and Yadav (2015) compared the study of academic achievement motivation of senior secondary students. Random sampling technique was used for the selection of sampling cases. Total 100 students (50 students from private school, 25 girls and 25 boys and 50 students from government school, 25 girls and 25 boys) were selected for this study. Academic Achievement Motivation Test (AAMT) constructed by Dr. T.R. Sharma tool was used to collect the data. Mean, S.D. and t-test were used for analyse the data. It was found that, Girls students had more academic achievement motivation than boys at senior secondary level; and Private school students had more academic achievement motivation than government school students at senior secondary level.

Kumari and Chamundeswari (2015) investigated the relationship between achievement motivation, study habits and academic achievement at the secondary level. Survey method was used to select a sample of 457 students at the secondary level. Achievement Motivation Scale (Beena, 1986) was used to measure students’ achievement by motivation, Study Habits Inventory (Gopal Rao, 1974) to test the students study habits and Academic Achievement Test results as academic achievement of the students. Based on the findings, the relationship between academic achievement and achievement motivation and study habits was found. Also, the results revealed the significant difference was found between boys and girls and the difference based on the types of school management.

2.2 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND STUDY HABITS

Yadav, Ansari and Savant (2000) analyzed the study of study habits and academic achievement of college students. The purposive sample comprised of 70 B.Sc.-II, 10.7 B.Sc.-III and 75 B.Sc.-IV year male students of college of agriculture studying during 1997-98 was selected and administered study habits inventory. The data were subjected to classification, frequency, percentage, mean, standard deviation
and t-test analysis. The results presented that plan of study, method of study, concentration, preparation for examination and perfection of subject were significantly related to academic achievement. The students of IV year B.Sc. were different from others in preparation for examination. On the whole, more or less, 50 per cent of the students were having problems in study of subjects, concentration and preparation for examination. 30 per cent of the students were having problems in commitment to read, and perfection of subject, then 18 and 13 per cent of the students were having problems in method of study and plan of study respectively.

**Sleight and Mavis (2006)** purposed the study of study skills and academic performance among second-year medical students in problem-based learning. This research study highlights the relationship between study aid use and exam performance of second year medical students. It also discusses how students used study aids in preparing for PBL exams and whether students who used others’ study aids performed as well as students who created their own. A questionnaire was distributed to second-year medical students after completion of their exam. The data from the questionnaire were linked to students’ examination scores and other academic indicators. The result of the study shows that, the study habits were more similar than different when compared by exam performance.

**Nuthana and Yenagi (2009)** influenced a study on study habits, self-concept on academic achievement of boys and girls. The sample for the present study was 600 students of which 300 were drawn from rural and 300 were from urban. Two schools were selected randomly from 15 urban English medium schools of Dharwad. Two villages of Dharwad Taluka were selected. From each village one school was selected. Further from each school’s 150 students, 50 from each of the class VIII, IX and X were selected. Of the total sample there were 325 boys and 275 girls. The tools employed for the study are given below: Self Concept Scale developed by Singh and Singh (1988). Study Habits Inventory developed by Patel with slight modification (1976). Academic achievement- average grades of two previous years. The results of the study shows that the correlation coefficients between study habits and academic achievement. It was revealed that significant relationship between reading an note taking habit (0.127**, p<0.01 level), habits of concentration (0.157, p<0.01 level) and preparation for examination (0.130**, p<0.01 level) had significant correlation with
academic achievement (0.16, p<0.01 level). However, other study habit dimensions like home environment & planning of work, planning of subjects, general habits & attitude and school environment had non-significant relation with academic achievement. As they are going to face the board exam they are preparing well for the examination, as the group is mature they are better reading & note-taking habits. Thus ultimately increase their concentration contributed to better academic achievement. Correlation coefficients between self concept and academic achievement were positive and highly significant (0.139 p<0.01 level).

**Olatoye (2009)** compared the study of study habit, self-concept and science achievement of students in public and private junior secondary schools in Nigeria. Three research instruments were used to collect the data. There was no significant difference in study habit and self-concept of students in two types of schools. It was also found that the students from private school achieve better than their public school counterparts in integrated science (t = 3.400, p<0.05). In both public and private schools student study habit and self-concept combined together and singularly predicted science achievement.

**Ergene (2011)** compared the relationships among test anxiety, study habits, achievement, motivation, and academic performance among Turkish high school students. The relationships among study habits, test anxiety, achievement, motivation, and academic success were investigated in a Turkish tenth grade high school sample consisting of 510 participants, 267 (52.4%) of whom were females and 243 (47.6%) were males. The data were collected by the Turkish version of Test Anxiety Inventory (TAI), Study Habits Inventory (SHI) and Self Evaluation Inventory (SEI). A positive relationship between study habits scores and achievement motivation level (r=.39, p<0.01) was found. Gender, worry subscale of TAI and study habits predicted academic success in general. It has found that there is no relationship between achievement motivation and academic achievement.

**Hassanbeigi et al. (2011)** compared the study of relationship between study skills and academic performance of university students. A total sample of the study comprised 179 male and female junior and senior medical and dental students. The findings of the study showed that the study skills scores of university students with a
grade point average (GPA) of 15 and above had higher academic performance compared to GPA of less than 15 in all of the 7 skills of time management, note taking (P<.02) and test strategies and motivation and attitude (P<.04), and reading.

**Rana and Kausar (2011)** compared the study of study habits and academic performance of Pakistani British and white British students. The study was conducted to compare Pakistani British and White British students on study habits and academic achievement. It has found that White British students had significantly better study habits than the Pakistani British but no significant difference was found in their academic achievement. The original country and the type of school effect on study habits of students but did not have an interactive effect on academic performance of the students.

**Singh (2011)** conducted a study of academic achievement and study habits of higher secondary students. Simple survey method was used for the study. Study Habits Scale by M. Mukopadhyaya and D.N. Sansaiwal tool was used. For academic achievement investigation collects the half yearly exam marks of the students from school records. The present study was conducted on 100 Higher Secondary students selected randomly from two higher secondary schools at Akola district. It was found that, significant difference between study habit in Boys and Girls; significant difference between Academic Achievement in Boys and Girls; and significant correlation between study habits and Academic Achievement in Higher Secondary Students. The result also indicated that Girls and Boys difference significantly in their study habits and Academic Achievement. It also clear that good correlation in study habits and Academic Achievement.

**Tope (2011)** studied the effects of study habit on the academic performance of students: a case study of some secondary schools in Ogun State. The effects of study habit on the academic performance of students’ using some selected senior secondary schools in Ijebu-Ode Local Government Area of Ogun State. The results suggested that appropriate parental counseling programme needs to be organized for parents that will educate them on how to motivate their wards to cultivate good study habits in order to enhance their academic performance.
Khurshid; Tanveer and Qasmi (2012) purposed a study of relationship between study habits and academic achievement among hostel living and day scholars of the A random sample of 200 male and female university students was collected from leading public sector universities of Rawalpindi and Islamabad. Results show that there was a positive correlation between study habits and academic achievement. Female university students possess more effective study habits and higher academic achievement than male university students. Day scholars had better study habits and higher academic achievement than those living students.

Oluwatimilehin and Owoyele (2012) investigated a study on study habits and academic achievement in core subjects among junior secondary school students in Ondo State, Nigeria. The descriptive research design of an ex post facto approach was used in the study. A sample consisted of 300 JS2 students. Findings shows that of all the study habits’ sub-scales, ‘teacher consultation’ was most influential.

Osa-Edoh, and Alutu (2012) purposed a survey of students study habits in selected secondary schools: implication for counselling. This study examined the usefulness of Imbibing in the students study habit as a means of enhancing their academic performance. The study examined efforts that were put in place in die past to put an end to the fallen standard of education. Furthermore, the difference in the study habits are attributed to the facts that students do not know how to study and those that manage to study do not adopt effective study methods!

Premalakshmi (2012) studied on study habits and academic achievement of higher secondary students. Data were collected from six schools consists of 525 students. The Study Habits Tool was constructed by the Investigator. Mean, standard deviation, ‘t’-test, correlation and regression were used to analyze the data. It was found that, significant difference in study habits was found in terms of the groups—students belonging to rural/urban, aided/government schools and 11th /12th whereas the difference was not found between boys and girls and Medium of Instruction. and also found significant difference was found in terms of groups- students belonging to rural/urban areas, aided/government school, 11th /12th class of the students and English/Tamil medium students whereas difference was not found between boys and
girls. The study also concludes that there was a positive and significant relationship between Study habits and academic achievement.

**Anwar (2013)** conducted a correlational study of academic achievement and study habits: issues and concerns. The study employed a deceptive research of survey type. A Study Habit Inventory (SHI) was employed to determine the study habits of the students. A reliability coefficient of 0.91 was obtained using split half method. Sample of 200 senior secondary school students studying in class XI were selected using purposive random sampling technique from the 3 senior secondary schools of Lucknow city. The results revealed positive relationship between academic achievement and study habits and the degree of relationship was high. It was also found that the academic performance of students having good and poor study habits differ significantly and good study habits result in high academic achievement.

**Chand (2013)** conducted a study on study habits of secondary school students in relation to type of school and type of family. The study was conducted on a sample of 200 students drawn from 20 schools studying in 12th class in government and private schools. The collected data were scored as per manual and analysed by applying Mean, S.D.; and t-test. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Government schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Government school students on preparation for exam component of study habit.

**Chaudhari (2013)** purposed a study on study habits of higher secondary school students in relation to their academic achievement. This study intended to study the relationship between study habits and academic achievement of higher secondary school students in the Banaskantha District of Gujarat and also find out the significant difference between high and low academic achievement students on study habits. The research work was a descriptive survey type of research. The sample of 80 higher secondary school students studying in difference government schools of Banaskantha district of Gujarat is drawn with the help of simple random sampling
technique. Research tool of Study Habits Inventory by P.P. Patel was used to measure the study habits of higher secondary school students. The Pearson’s product moment coefficient of correlation and ‘t’ test were selected to analyze data. The positive correlation between study habit and academic achievement of higher secondary school students as whole and dimension wise based on the findings. Further, there was a significant difference between high and low academic achievement student on study habits in general.

**Deniz (2013)** analysed a study habits and learning styles in university students. The sample consisted of 412 university students. The Study Process Questionnaire and Kolb Learning Style Inventory used in this study. The results revealed that the four types of learning styles namely convergent, divergent, accommodating and assimilator, were significantly correlated to deep approach and surface approach sub-dimensions of study habits and diverging, assimilating, converging, and accommodating learning styles important predictors of deep approach and surface approach sub-dimensions of study habits.

**Kumar (2013)** conducted a study on the relationship between study habits, academic anxiety and academic motivation with academic achievement The total sample for the study comprises 200 students of 9th class from six different Government schools which were selected randomly from the selected blocks. M.N. Palsane and Ravi Sandhu's Study Habit Inventory, Sinha's Comprehensive Anxiety Test (SCAT), Sharma's Academic Achievement Motivation Test (AAMT) were administered on the sample. The data were analyzed with the help of Mean, S.D., 't' Test and Correlation. Results revealed that Academic achievement was affected by study habit. On the other hand the relationship between academic anxiety & academic achievement was negative. Also there is positive correlation between the academic motivation and academic achievement. An Important conclusion as regard to different factors related to achievement is that the academic motivation academic anxiety and study habits had significant impact on academic achievement of school students.

**Kumar and Sohi (2013)** conducted a study of study habits of tenth grade students in relation to their academic achievements. This study compared the study habits of male and female students of rural and urban area and performance. The
sample consisted of students were selected from four schools of Karnal district of Haryana. ‘Study Habit Inventory of Palsane and Sharma’ was used to collect the data. Academic Achievement Scores of 9th class from respective schools was taken.. Finally it was concluded that the sex of students was not likely to had any major effect on study habits and academic achievement of tenth grade students. It was also found that there was very high and positive relationship between study habits and academic achievement of tenth grade students.

Ogoemeka (2013) determined a study of study habits skills components as predictors of academic performance among teachers trainee in Nigeria. A standardized instrument was used to collect data from 300 College of Education students. The result indicated that Home work and Assignment was potent predictor of the academic performance of the students. The study also revealed that the best predictor variable of the academic performance of the second year students was study period procedures while it was Homework and Assignment for the third year students; from the result that there was significant sex differences in five, out of the eight study habit components skills, all in favour of females.

Aditya and Ghosh (2014) explored the study of study habits of secondary school students of working and non-working mothers. The main objective was to earmark the problem areas and environments mostly affect the study habits of secondary students. The study was conducted on a sample of 45 students consisting of 20 students of working mother and 25 students of non-working mothers with the age ranging between 16 and 18. The selective sample of 45 students of working and non-working mothers was selected using simple random sampling technique from class XII. Study Habits Inventory constructed by Dr. B.V. Patel (1975) was used to measure the study habits of students. Mean, S.D. and t-ratio was used for analyzing the data.. There was significant difference between wards of working and non-working mothers on the measures of domain area Preparation for Examination at 0.05 level of confidence. One more domain Habits and Attitudes shows that there was significant difference between wards of working and non-working mothers at 0.01 level of confidence.
Andal and Sivakumar (2014) investigated the relationship between study habits and students’ academic achievement in science subjects of X standard students. The aim was to determine the relationship between various aspects of study habits and students’ achievement in Science. This was meant to provide a clear understanding of the phenomenon. The survey method was used in the study. A sample of 200 X students was chosen using simple random sampling technique. Some major hypotheses were raised leading to the application of correlation and regression analysis. Findings revealed that of all the study habits were regarded to students’ academic performances.

Chamundeswari; Sridevi and Kumari (2014) investigated a study on self-concept, study habit and academic achievement of students, and also deals with the analysis of the self-concept, study habit, and academic achievement of students. Survey method was used in the present study. A sample of 336 students was chosen from the higher secondary level. The Self-concept Inventory (Deo, 1985) was used to study self-concept as well as the Study Habits Inventory (Gopal Rao, 1974). The Pearson’s product Moment Coefficient of Correlation and ‘t’ test were applied to test the hypotheses. The results of the statistical analyses show a significant correlation between self-concept, study habit and academic achievement of students. The results also found that the girls are significantly better than the boys in the same state board schools with respect to study habit and academic achievement.

Gudaganavar and Halayannavar (2014) influenced a study of study habits on academic performance of higher primary school students. The sample for the present study was 250 students. All samples are taken from Bailhongal, Belgavi district from Karnataka state. The original Study Habit Inventory of Patel (1976) consisted of 45 statements. Since some of the statements were ambiguous to the students it was slightly modified 39 statements were retained. Chi-square and ‘t’ statistics tools were used for analysis. It was found that there was no association between boys and girls on study habits. Boys and girls differed significantly on two dimensions of reading & note taking habits & preparation for examination. There was significant association between study habits and academic achievement of girls. There was no significant difference between study habits and academic achievement of boys.
Haseen and Reddy (2014) presented the study of factors influencing study habits of IX class students in Renigunta Mandal, Andhra Pradesh. The study was designed to investigate the influence of gender, type of management and the locality of residence on the study habits of 180 IX class students. The major findings of the study are; Boy and girl students of IX class do not differ significantly with regard to the factors influencing study habits; Rural and urban students of IX class do not differ significantly with regard to the factors influencing study habits and (3) IX class students in Private and Government schools differ significantly with regard to the factors influencing study habits.

Nadeem, Puja and Bhat (2014) conducted a study on the study habits and academic achievement of adolescents girls in Jammu and Kashmir. 400 samples were selected randomly from two ethnic groups’ viz. Kashmiri and Ladakhi. The investigators used Palsane and Sharma’s Study Habits Inventory (PSSHI) to collect data from the field. Comparing the two groups, the difference was found between Ladakhi and Kashmiri adolescents’ girls on their study habits and the difference. It was also found that Kashmiri and Ladakhi adolescent’s girls differ significantly on their academic achievements.

Olaitan and Moroluyo (2014) studied on contributions of test anxiety, study habits and locus of control to academic performance. The intention of this study was to investigate how the joint interaction of test anxiety, study habits and locus of control determine the academic performance of college students. The Beck Anxiety Inventory, which was developed by Beck, Epstein, Brown and Steer (1998), Study Habits Inventory (SHI) which was developed by Ulug (1981) and Locus of Control Scale that was developed by Craig, Franklin and Andrews (1984) were used for collect the data. The results revealed that the three factors namely; test anxiety, study habits and locus control were correlated with academic performance. This implies that academic performance was associated with non-cognitive and socio-psychological variables.

Owusu-Acheaw and Larson (2014) assessed a study on reading habits among students and its effect on academic performance: a study of students of Koforidua polytechnic. The study was conducted in Koforidua Polytechnic situated in
the Eastern Region of Ghana. A questionnaire was used for the data collection and analyzed through Statistical Package for Social Science (SPSS). The results revealed that the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit had influence on academic performance and there was a relationship between reading habit and academic performance.

**Sandhu (2014)** conducted a study on academic achievement of adolescents in relation to achievement motivation and study habits. The sample comprised of 200 10+1 class students from Government Senior Secondary Schools of Ludhiana City. Marks obtained by students in X class were taken as Academic Achievement, Deo Mohan Achievement Motivation Scale (2002) was used for Achievement Motivation and Study Habit Inventory (2002) Revised version by Mukhopadhyay and Sansanwal for Study Habit. The finding of the study showed significant positive relation between Academic Achievement and Achievement Motivation and also between Academic Achievement and Study Habits.

**Razia (2015)**, conducted a study on study habits in relation to their gender and socioeconomic status. The sample The research was carried out on a sample of 224 students studying in class IX of Aligarh district. Study Habits Invenf the study consisted of 224 secondary school students of class IX. The tool used to collect data was the study habits inventory standardized by Dr.V.B.Patel t and the Socioeconomic status scale developed by Srivastava. The statistical techniques were Mean, Product Moment Coefficient and One way ANOVA used to analyze data. As a results, the significant difference was found between study habits and gender the significant relationship between study habits and socioeconomic status. The same findings revealed that there was not interaction effect between study habits and socioeconomic status.

**Siahi and Maiyo (2015)** investigated on the relationship between study habits and academic achievement. The sample was selected from Spicer Higher Secondary School, and comprised 104 students studying in class IX standard with the purposive The present study targeted 85 students of 9th standard at Spicer Higher Secondary
School with English Medium. To collect data the Study Habits Inventory by N.M. Palsane and the mark’s record from the office of the school were used as academic achievement product Moment Coefficient of Correlation were used to study the relationship between academic achievement and study habits, based on the findings the positive relationship was found with ‘r’ of 0.66.

Singh and Mahipal (2015) presented a study on academic achievement of secondary school students in relation to their study habits. The population of present study comprised of secondary schools of Haryana, secondary schools of Sonepat. 100 secondary schools students were selected on the basis of random sampling. The study was descriptive in nature which explored the relationship between the study habits and the academic achievement of secondary schools students. The present study data was collected of variable namely Study Habits Inventory administration and standardized by M. Mukhopadhyaya and D.N. Sansanwal for academic achievement, the previous class result was taken. To find out the relationship between study habits and academic achievement product moment correlation was used. The results indicate that there was a significant relationship between government and private, male and female secondary school students’ academic achievement and study habits and it was observed that the students who have better study habits have better academic achievement.

2.3 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND LEARNING STYLES

Cano (1999) compared the study on the relationship between learning style, academic major, and academic performance of the students. The results of the study indicated that the 1994 entering freshmen tended to lean towards the field-independent learning style. The field-dependent students, in 1995, majored in Agricultural Communication, Agricultural Education, and Food Science. In 1996, the field-dependent students majored in Agribusiness and Applied Economics, Agricultural Communication, Agricultural Systems Management, Agronomy, and Construction Systems Management. The results of the current study also indicated that field-dependent students were more likely to receive disciplinary action from the College due to a lower grade point average, than were field independent students.
Also, the findings indicated that as learning style score moved from dependent to independent, there were corresponding increases in ACT scores and cumulative grade point average. The evidence in the current study was clear to indicate that leaning style does positively influence academic achievement in the College of Food, Agricultural, and Environmental Science.

Zywno and Waalen (2002) studied the effect of individual learning styles on student outcomes in technology-enabled education. This quasi-experimental study examined the influence of learning styles on academic performance in two types of learning environments: hypermedia assisted and conventional. Learning style preferences were measured by the Felder-Soloman Index of Learning Styles. In a course offered in a hypermedia-assisted mode to the experimental group, a statistically significant increase in academic achievement was found, as compared with the conventionally instructed control group. The largest increases in achievement were found among students with Active, Sensing and Global learning preferences. These students also expressed the highest rates of approval for the hypermedia instruction and supplemental Web materials. However, there was no significant difference in Web usage patterns between students with different learning styles.

Warn (2009) determined the study of students’ learning style and their academic achievement for taxation course. Kolb’s (1976) Learning Style Inventory (LSI) was used to gauge the learning style of the final year accounting students of an institute of higher learning. The students were required to complete two sets of LSI questionnaires in relation to two final year subjects with different final assessment orientation, such as Malaysian Taxation which was mainly computational oriented and Financial Strategy which is mainly theoretical oriented. The students’ final examination results for both subjects were extracted for study of its association with their learning style. The most dominant learning style among students for Malaysian Taxation subject is “converger” whereas the “accommodation” is the most dominant for financial strategy subject. As such, there was a difference between learning style for subjects with different assessment orientation. However, there was no significant association between the students’ learning style with academic achievement.
Zacharis (2010) studied the impact of learning styles on student achievement in a web-based versus an equivalent face-to-face course. This study investigated the relationship between students' learning styles and their achievement in two different learning environments: online instruction and traditional instruction. Participants in this study were 161 first year students. The results indicated that: students in the traditional learning group had higher, but not statistically significant higher, levels of achievement than students in the online learning group; a student's learning style had no statistically significant effect on their course grades in any of the two instructional methods; and there was no significant interaction between the learning style and instructional method.

Damavandi et al. (2011) investigated the study of impact of learning styles on the academic achievement in Tehran. The average of the test scores in five subjects, English, Science, Mathematics, History and Geography, was calculated for each student and used as a measure of academic achievement. A total of 285 Grade 10 students were selected at random as a sample of this study. The results of the analyses of variance show that there was a statistically significant difference in the academic achievement of the Iranian students that correspond to the four learning styles [F(3, 285) = 9.52, p < .05]; in particular, the mean scores for the converging and assimilating groups are significantly higher than for the diverging and accommodating groups.

Abidin et al. (2011) investigated a study on learning styles and overall academic achievement in a specific educational system. The sample consisted of 317 students. These students were consistent in their learning style patterns and all were Malay boys and girls with an average of 16 years of age. The Learning Styles Survey (LSS) instrument which was based on Joy Reid’s Perceptual Learning-Style Preference Questionnaire (1987) was used. The statistical procedures employed in this study were one-way ANOVA, and multiple regression analysis. The results revealed a significant relationship between overall academic achievement and styles of learning.

Farooq and Regnier (2011) investigated a study on role of learning styles in the quality of learning at different levels. The samples of 218 students were selected for this study. Analysis of the data showed that the majority of students from all fields
in the sample showed divergent style and accommodating style as their preferred styles of learning. Other variables showed no association with learning styles. The results revealed the relationship between the grades obtained by the students in previous exams with the preferred styles of learning.

Bhatti and Bart (2013) explored a study on the effect of learning style on scholastic achievement. Participants in this study were undergraduate students in the social sciences at a research university in Division 1. The instruments used in the study were the Kolb Learning Style Inventory and a demographic form. The main findings of the study are that the dominant learning style was the assimilator and that the learning style and academic success influenced by sex.

Chermahini; Ghanbari, and Talab (2013) purposed of this study was to investigate the relationship between learning styles and the academic performance of students who attend an English class to learn English as a second language in Iran. The sample consisted of 488 high school students. The survey results indicated significant relationships between the different learning styles and the performance in an English test, and the performance resulted differently in four groups with different preferred learning styles; and gender differences in the performance in English test for convergent and divergent and did not accommodate and assimilate preferred learning styles.

Gippi (2013) investigated on the relationship between learning styles and academic achievement. The sample of the study comprised all the freshman admitted in the first term of the school year of 2012-2013 and consisted of 131 students, among them 84 were male whereas other 47 were females. The Index of Learning Styles (ILS) questionnaire was used to collect data it was found that the students are fairly well balanced in all dimensions included in the questionnaire. The findings revealed that there was no significant effect of gender and other independent variables namely, age and academic programme on the learning styles preferred by the students, the no significant correlation between the academic achievement and the learning style preferences of the students was found.

Gokalp (2013) in his study, the main objectives were: to identify the different learning styles among students, their effect on academic achievement and finally to
find out the relationship between academic achievement with learning styles of the students. The sample was drawn among the students of Ondokuz Mayis University in the faculty of education. A total of 140, 68 art, 72 pre-school teacher department students composed the sample. The following results were found: the relationship between the post-test results and academic performance. To compute internal consistence reliability Cronbach’s Alpha was used. The results of the study found that there was a significant difference between the results of the first and final applications of the subtests on learning styles and academic performance.

Kadir (2013) conducted a study on the relationship between academic performance and learning styles in the Professional college of Mara in Malasia. The study comprised 508 students selected through stratified random sampling the male as well as the female aged between 18-25 years old characterized the sample.

To analyze data, the statistical techniques namely, product moment coefficient of correlation and multiple regression R were used. The results revealed that there was significant relationship between the environmental dimensions and academic performance.

Khalid et al. (2013) conducted a study on the relationship between academic achievement and learning styles among the students of Arts and science streams. Through the questionnaire, 100 answers were collected. Descriptive and inferential statistics were used to analyze data. The data was analysed and interpreted using descriptive and inferential statistics. According to the results, in all variables namely, gender, class, ethnic family, income, it has been found that the dependent learning styles cooperation. Based on the main findings, the no significant relationship between academic achievement and learning styles was found.

Vaishnav (2013), studied the relationship between academic achievement and learning styles among secondary school students. The three types of learning styles which are visual, auditory and kinesthetic were considered in this study. The main objective of the study was to study the relationship of the learning styles on academic achievement and to investigate its effect on the academic achievement. The results revealed that the learning styles. In the same results, the effect of learning styles on
academic achievement was found as well as the relationship between academic achievement and learning styles.

Dhiman (2014) conducted a study with the objective of identifying the types of learning styles among rural and urban teacher educators of Himachal Pradesh. The total samples comprised 120 students doing master’s in education using cluster sampling techniques. The main statistical techniques used were descriptive statistics namely mean, standard deviation and ‘t’ test to analyze data. As results, it was found that the residential background influenced significantly the learning styles preference among teacher educators.

Singh, Govil and Rani (2015) conducted the study on the relationship between certain demographic factors namely, gender, residential place, religion, parent’s educational level with the types of learning styles. The sample comprised 300 secondary school students selected among the students of Aligarh District. The Learning Style Inventory of Jaffery Barsh was used to collect data. The visual learning style was found to be the more preferred. Based on the results, it was found that there was no significant influence of gender, residential place, religion and the father’s education level on the learning styles. It was also found that the mother’s education level had an influence on the learning styles of the students.

2.4 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND BACKGROUND VARIABLES.

Raju (2013) studied the impact of gender and locality on the academic achievement of high school students in social studies. The sample of the present study consisted of 120 boys and girls from rural and urban schools in and around Puttur Mandal in the Chittoor district of Andhra Pradesh district in the 12-13 years. To select the sample, the Randomization Sample Technique was used for the study. The data collected were analyzed statistically; For this purpose, the 't’ test was calculated. The study found that gender and locality had a significant influence on the academic performance of 7th grade students in social studies.

Rulinda; Role and Makewa (2013) carried out a study on the scoring of factors-based students in academic achievement in the southern province of Rwanda. This study examined students' perceptions of academic achievement by using five-
factor evaluations, namely the teacher’s leadership, school climate, schools, teacher effectiveness, and family support. Data from this study were collected from the Seventh-day Adventist Separate High School Selected (PPSDASS) in the South of Rwanda with the sample of 240 students. The study was descriptive in nature. The results indicate that principals do not seem to involve students in decision-making. However, students were satisfied with the kind of climate schools offered and the help they received from their families. Student participation in decision-making can be a new area of intervention in future studies.

2.5 OVERVIEW OF THE STUDIES

SYNTHESIS OF THE STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND ACHIEVEMENT MOTIVATION

The various prospective different studies showed the relationship between academic achievement and achievement motivation, they are co relational studies instead of others show the influence or the role of achievement motivation on the academic achievement.

Devanisan, Paul.P(1990) and Alam, M.M(2006) conducted the studies on academic achievement and Achievement motivation with other variables, their studies revealed that there was a significant relationship between the academic achievement and achievement motivation.

The studies conducted by Chetri(2010); Emmanuel, Adam and Jose(2010), Awan, Noureen and Naz (2011) revealed that the achievement motivation and self – concept are significantly related to academic achievement, the significant differences were discovered which were in favour of girls, but the study of Chtri(2010) revealed that no significant difference was observed in the self-concept and achievement with regards to their gende.

In the same way, the study conducted by Sikhwari (2014) revealed that there were correlations between self-concept, achievement motivation with the academic achievement. It also revealed that female students are significantly more motivated than their counterparts.
Kumar and Yadav (2015), in their study comparing academic achievement and motivation of senior secondary students boys and girls, their study revealed that girl’s students had more academic achievement motivation than boys of senior secondary level; and private school’s students had more academic achievement motivation than government school students at senior secondary level.

Kumar and Chamundeshwari (2015), in their study on the relationship between achievement motivation, study habits and academic achievement at the secondary level, they found that there was significant correlation between achievement motivation, study habits with academic performance of the students. In the same study, the significant difference was found between students in different categories of schools and gender pertaining to achievement motivation, study habits and academic achievement.

SYNTHESIS OF THE STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND STUDY HABITS

Most of the studies related to academic achievement and study habits are co relational as it was found on the reviews of related to academic achievement and achievement motivation.

The studies of Yadav, Ansari and Savant (2000), revealed that plan of the study, methods of the study, concentration, preparation for examination and perfection of subjects were significantly related to academic achievement. The same results were found by Oluwatimilehim and Owoyele (2012) in their study on the relationship between study habits and academic achievement among hostel living and day scholar’s university students not only the relationship but also the female university students were found to possess more effective study habits and higher academic achievement than male university students.

In the study of Nuthana and Yenagi (2009), the correlation between academic achievement and study habits was found for some dimensions of study habits like reading and note taking habit, habits of concentration and preparation for examination instead of the correlation was not found between academic achievement and other dimensions such as home environment and planning of work, planning of subjects, general habits and attitudes and school environment Ergene (2011), no correlation was
found between academic achievement and achievement motivation but a positive relationship between study habits and academic achievement was revealed by the study.

Singh(2011), Khurshid; Taveer and Qasmi(2013), Anuar(2013), Chaudhari(2013); Kumar and Sohi(2013), Stanley and Gupta(2013), Andal and Sivakumar(2014), Chamundeshwari; Sridevi and Kumar(2014); Gadaganavar(2014), Siahi and Maiyo(2015) and Singh and Mahipal(2015) revealed that there was a significant relationship between academic achievement and study habits they concluded that the students with good study habits have better academic achievement, same conclusion also to Sandhu(2014) in his study on academic achievement of adolescents in relation to achievement motivation and study habits.

Owusu-Acheaw and Larson(2014), in their study, not only have investigated on the relationship between academic achievement and study habits but also they were interested to know the effect of reading habits among students and their effect on academic performance. They revealed that reading habits had influence on academic performance and the relationship between them was found.

Kumar and Sohi(2013) and Premalakshmi(2012) revealed that the significance relationship was found in terms of group students belonging to rural/urban; aided/government schools whereas the significant difference was found between boys and girls and academic achievement.

Rama and Kausar(2011) in their comparative study, they revealed that white British students had significantly better study habits than no significant difference was found in their academic performance. Also, they revealed that country of origin and schools had significant interactive effect on academic achievement of the students. In the same way, Nadeen Puja and Bhat(2014) the Kashmiri adolescents girls showed better study habits compared to Ladakhi adolescent’s girls. It was also found that Kashmiri and Ladhaki adolescent girls differ significantly on their academic achievement. The Ladakhi adolescent girls were much below in their academic achievement scores as compared to Kashmiri adolescent girls.

Tope(2011), studied the effect of study habits on academic performance of the students. The study revealed that family background, peer group pressure, personality
type of the students and the school environment all affect the reading habits of the students.

Olatoye (2009), Ogoemeka (2013) and Olaitan and Moroluyo (2014) in their studies revealed that study habits are correlated to academic achievement and were the significant predictors of academic achievement.

SYNTHESIS OF THE STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND LEARNING STYLES

The studies conducted by Cano (1999), Zywno and Waelen (2002), Warn (2009) Damavandi et al (2011), Bhatti and Bart (2013) revealed that the learning styles influence positively the academic achievement except the study undertaken by Zacharis, Gappi (2013) and Farooq and Regnier (2011) investigated on the role of learning styles in the quality of learning at different levels, the study of Farooq revealed that learning styles of language students have no relationship with grades obtained in their previous exams, in the study of Zacharis, on the impact of learning styles on student achievement in a web-based versus an equivalent face-to-face course. In this study, the results revealed that students in traditional learning group had higher, but not statistically significant higher and the same study revealed that student’s learning styles had no statistically significant effect on their course grade and finally there was no significant interaction effect between the learning styles and instructional methods.

Abidin et al (2011), Khalid et al (2013) and Vaishnavn studied the correlation between learning styles and academic achievement, Abidin and Vaishnav studies revealed that learning styles and academic achievement are highly correlated but in the study of Khalid et al (2013), in contradiction with others he revealed that the Pearson Correlation analysis showed no significant relationship between learning styles and as a whole with academic achievement except for avoidance. The main findings also showed no significant relationship between learning styles and academic achievement.

Chermahini; Chanbari and Talab (2013) studied on learning styles and academic performance of students in English as a second language class in Iran. The study revealed that learning styles can be considered as a good predictor of any second
language academic performance. A part from that, the study showed that the individual differences in learning styles play an important role in this domain.

SYNTHESIS OF THE STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND GENDER AND TYPES OF SCHOOL MANAGEMENT.

The two studies were mentioned; the first one studied the impact of gender and locality on academic achievement of secondary school students in social studies whereas the second study examined student’s perception on academic performance using five factor ratings namely, principal’s instructional leadership, school climate, school facilities, teacher’s effectiveness and family support.

In the study of Raju(2013), the study revealed that gender and locality had significant influence on academic achievement of 7th class students in social studies. In the second one, Rulinda; Role and Makewa(2013) found that the principals did not seem to involve students in the matters of decision making. However, the students were satisfied with the kind of climate schools provided and the support they were getting from their families.

As whole in above reviewed literature a large number of studies revealed that low academic achievers were comparatively less motivation, low study habits and different learning styles less, less able to face reality and possessed less ego strength than over achievers.

Most part of these studies revealed positive correlation between independent variables such as achievement motivation, study habits and learning styles with dependent variable that is academic achievement. A few studies revealed no significant relation between these variables. It should be noted that population of these studies were different such as gifted, students with specific subjects and specific areas.

The influence of different types of schools was assessed on academic achievement in previous literature. Majority of studies showed that academic achievement of students studying in government schools was poor. Few studies reported a significant influence of type of school on academic achievement without
any direction. Particularly, researches in abroad revealed less significant differences in the academic achievement of government and private schools.

The researcher reviewed altogether different related studies of which are Indian, Nigeria, Ghana and other foreign studies on only few Rwandan. The review of literature shows that academic achievement was studied in majority of the investigations. In some of the studies, background variables such as sex, locality, type of management, socio-economic status, type of family, medium of instruction are used. These studies have been conducted on secondary schools, college and university students.

As far as achievement motivation, study habits and learning styles is concerned, no Rwandan studies are focused on the above said variables of secondary school students. Foreign studies are focused on achievement motivation, study habits and learning styles in mastery of core subjects. These studies have been conducted on secondary school students of different grades, college and university students of different countries.

From the analysis of the studies given above, it is clear that the present study stands distinctly different from the studies in population, sample, tool, variables and dimensions conducted so far. Hence the researcher was of the opinion that the present study would be able to provide information necessary for schools, teachers, parents to understand the importance of achievement motivation, study habits and learning styles to improve the academic achievement of secondary school students of Kigali city of Rwanda country.

It is clear from the review of the related literature that the studies undertaken on academic achievement in Rwanda country have been mostly questionable with regard its relationship with achievement motivation, study habits and learning styles as its correlates. The investigator did not come across any study, which sought to study the multivariate analysis of achievement motivation, study habits and learning styles with academic achievement of secondary students.

Hence, present researcher seems to be sufficiently warranted. Scrutiny of the available literature abroad also reveals that no such study has so far been undertaken by any researcher.
We have very extensively analyzed the literature related to achievement motivation, study habits and learning styles with academic achievement done in abroad especially in India, Nigeria, Ghana and other countries. The review of research reveals that there are both positive and negative correlations between the variables. Further it is notable with regard to the present study that these researches were conducted among college and university students and school students. And there is now strong evidence from a number of surveys that none dealt with secondary students at Kigali city of Rwanda country. There is a major gap i.e., a study to find out the influence of the above variables on academic achievement especially in Kigali City.

In order to contribute to this gap, “A Study of Academic Achievement of Secondary School Students in relation to their Achievement Motivation, Study Habits and Learning Styles in Kigali City (Rwanda)” has been taken up.

Thus, the review of literature related to the present investigation suggests that there is no study, which has a direct bearing on the present investigation. However, the review has been quite useful in the formulation of objectives and hypotheses and also in deciding the methodology and procedures of the present study. In the following chapter methodology and procedure of the study have been presented.