CHAPTER-II

REVIEW OF LITERATURE

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2.1 INTRODUCTION

A literature review is a critical and in depth evaluation of previous research. It is a summary and synopsis of a particular area of research, allowing any body reading the paper to establish why you are pursuing this particular research program. A good literature review expands upon the reasons behind selecting a particular research question. A good literature review should avoid the temptation of impressing the importance of a particular research program. The fact that a researcher is undertaking the research program speaks for its importance, and an educated reader may well be insulted that they are not allowed to judge the importance for themselves. They want to be re-assured that it is a serious paper, not a pseudo-scientific sales advertisement. Whilst some literature reviews can be presented in a chronological order, it is best avoided.

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes basis between the research to be conducted and the studies already done. It reflects various aspects that have been already explored and established by researchers and encourages the coming researchers to appreciate the evidence that has already been collected by previous research and thus helps to carry out the current research work in the proper perspective.

**John W. Best** – “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation man build upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour.”
In the word of Good, Barr and Scates – “The competent physician must keep abreast of the latest discoveries in the field of medicine and that can be possible by only use of educational information.” The reviewing of the literature has its own significance because it includes identifying all the relevant published material in the problem area and involves writing this foundation of ideas into sections for the joint benefit of the readers and researchers. It establishes a ground in the field of education for recording the summary of various researches carried out in various fields.

2.2 OBJECTIVES OF LITERATURE REVIEW

The objectives of literature review in a research include the following:

- To gain background knowledge of the research topic.
- Find out problems in the area of interest to the researcher that has already been investigated in the past.
- Know what other have found out about the subject and how they have done so.
- To find out various concepts relating to it and the potential relationship between them.
- To identify potential areas and hypothesis for research.
- To get some support for design of research methodology and techniques of analysis.
- To identify potential sources of information for conducting the detailed research.
2.3 IMPORTANCE OF LITERATURE REVIEW

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

A large part of review of literature actually needs to be done even before the research project is formalized. This is essential to make sure that you are not repeating the work that someone has already done earlier. Sometimes, if the research proposed by you has already been undertaken earlier, then it provides you an option of modifying your work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. Occasionally, your work may be exact repetition of the work done earlier, but with a different set of data or sources of facts, and purpose of the research may just be seen if your results are similar to earlier works or otherwise.

A good researcher usually goes through a lot more literature than is actually incorporated in the paper. This is because different literature may have differing relevance for the current project and all of it may not worth reporting in the end, but in the initial phase, when you are looking for all aspects of an issue that could be relevant one would like to extensively explore the literature and see if any relevant findings are already available. Some of the literature reviewed is directly relevant
and hence used as a preface to explain the background of work. Then other reports may be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of your research project.

Lastly, review of literature is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their conclusions and differences by different authors. In some cases, an analysis of these factors can help one understand facets of a complex issue and at other times, such analysis can lead to a new possibility that can be researched upon in the current project. Thus, review of literature is a very important part of one's research.

To summarise, there is hardly any research project which is totally unrelated with research that has already taken place. Usually every individual research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusions and controversies are properly brought about, most research work would not appear relevant and not appear important in the whole framework. Thus, review of literature is a very important aspect of any research both for planning your work as well as to show its relevance and significance.

2.4 SOURCES OF LITERATURE REVIEW

In literature review one can use many different sources. Before one begins finding sources they may want to really define their topic and pick out key words to search. Once one has that done, they can look in many places to find good sources like:

- Books
- Journals,
• Reference material,
• Printed abstracts,
• Dissertation and Thesis,
• Conference and seminar, papers,
• Internet,
• Specialized dictionary,
• Microfilm,
• Annual Reports,
• News paper,
• Educational Documentation and Information,
• Bibliography.

2.5 INDIAN RESEARCHES ON ENGLISH PROFICIENCY

Jain, Briji (1987) A Study of English Language Teaching In Secondary School of Gujarat State

Objective 1. To examine the objectives of teaching English in a historical perspective. 2. To analyze the curriculum in view of the objectives of teaching English 3. To survey the human and material resources available for teaching and evaluation 4. To survey the difficulties encountered by teachers in teaching English.

Methodology The sample comprised of 60 Gujarathi medium schools from Baroda districts. Data were collected from 62 principals and 188 teachers and 3557 students. The tool used included a questionnaire, an questionnaire and an interview schedule. The collected data were analyses qualitatively.
Findings  1. Objectives of teaching English have been an evolutionary process. 2. Courses of study are prepared keeping in view the objectives of teaching English. 3. Adequate human resource is available in the schools to teach English. 4. Over 70% of the teachers use lecture and translation method. 5. English teachers are overburdened by teaching loads.


Objectives 1. To conduct an in-depth study of teaching and learning English at class VI level. 2. To pinpoint the reason for unsatisfactory result. 3. To make recommendations for improving the situation.

Methodology The teachers sample comprised teachers in Delhi, Rajasthan, Orissa, West Bengal and the Andaman and Nicobar islands. The relevant information was pooled with the help of administration of questionnaires and analysis of text books and question papers. The collected data were qualitatively analyzed.

Findings 1. Teachers used the traditional technique of teaching though they had been trained to use new techniques and methods. 2. The mother tongue was used too often. 3. Grammar was taught despite claims to the contrary. 4. Too much emphasis was placed on the text book. 5. Teachers usually had no clear objectives in mind for each class. 6. Teachers seemed to concentrate on teaching lists of vocabulary items as treating the text book as content based material and on getting students to memorize set passages in the name of compositions.

Objective 1. To find out the difficulties of teachers in teaching English as a Second language. With reference to background variables. 2. To find out the difficulties in learning English by high school students with reference to background variables.

Methodology A seminar was conducted to find out the teaching difficulties. A questionnaire was administered to 50 English teachers. The collected data were treated using mean, SD and ‘t’ test.

Findings 1. The difficulties faced by English teachers included children’ improper listening nature and their inattentiveness in the classroom. 2. Teachers experienced great difficulty in making students understand English 3. Students did not show any interest in learning English. 4. Teachers felt that eliciting responses from students took too much time. 5. Student’s vocabulary was very poor. 6. Students understanding capacity was not normal. Their participation in the English class was not good.


Objectives 1. To survey teaching of English at the +2 stage in Maharashtra. 2. To make an incidental comparison with Std X and the senior college classes. Methodology 146 teachers and 383 students from Pune, Aurangabad, Nagpur and Bombay divisions were used for the study. The relevant data were collected using questionnaires, 39 interview, participant observation and desk study. The collected data were treated both quantitatively and qualitatively.
Findings 1. Students find it difficult to answer question in full, requiring essay type answers. 2. Students committed grammatical mistakes in their answers to the textual part. 3. There was an incredible gap in objectives, textbooks, teaching evaluation procedures between English at the higher secondary and the senior college level. 4. The question paper merely tested student’s ability in reading a particular text. 5. 76.7% of students did not make use of English to express themselves and 54.9% students were not at all prepared to use English for their written expression. 6. The major objectives of the teaching English were not fully realized. 7. 51.4% teachers always made use of the translation method in teaching English. 8. 64.4% students from vernacular medium were shy. 9. 69.2% students demanded readymade notes. 10. Nine hundred and twelve teachers said tuition classes made students examination minded.

Sarma (1991) investigated the errors in written English of higher secondary Assamese learners. Teaching learning situations, language learning background, parental education, parental profession and SES were also studied. The major sources of errors were found to be language transfer, ignorance of rules and teaching learning situation.

Mazumdar, Angira (1992) Relationship between Attitude towards English and Achievement in English of Standard IX Students in Guwahati City.

The objectives of the study were: (1) To construct an achievement test in English for standard IX students in Guwahati city; (2) To construct an attitude scale for measuring the attitude of standard IX students towards English; (3) To find out the relationship between attitude towards and achievement in English of standard IX students in Guwahati city.
The sample selected for the study was 500 students of standard IX selected from 10 high schools of Guwahati city using stratified random sampling technique. The tools used were an Achievement Test in English for Class IX students prepared by investigator and an Attitude Scale. The collected data were treated using descriptive statistics, ‘t’ test and Pearson’s Product Moment Correlation.

The findings of the study were (1) There were statistically significant differences between the achievement scores as well as attitude score of students attending government and private schools with the latter category of students showing higher scores; (2) There were no significant differences between boys and girls in respect to their achievement and attitude scores; (3) The coefficient of correlation between achievement in English and attitude towards English for the entire sample was positive.

Ramamoorthy (1992) the studied the Spelling Errors in English of middle school students. The study was undertaken with the objectives to identify the most common errors in Spelling and to study whether the length of word, similar sounds, words with silent letters and consonants were the causative factors for misspelling. The sample of the study consisted of 30 students of standard VI from 2 Matriculation schools in Dindigul. The study found that the common causes for poor spelling were the length of the word, similar sounds, words with silent letters and word with consonant clusters.

Joshi (1995) made a scrutiny of Errors in written English by pupils learning English as third language in the Marathi medium schools and coming from various strata of society from Maharashtra. The pupils belonged to classes/ grades V to X and included both boys and girls. For collection of data on errors, the answer-books of a particular
examination were first collected, errors analyzed and recorded. The errors were classified and further categorized into their subtypes and the frequency of each sub-type of errors was calculated for their occurrence in the answer-books. The general conclusions were: Syntax, Spelling and written expression were the areas of highest number of errors and that gender and social strata had a correlation with the number of errors.

Mohanty and Dash (1997) reported that children belonging to lower SES were poor spellers as compared to the high SES ones. Also the high age children were found to have greater working memory capacity than the lower age children.


The objectives of the study were: (1) To find out the main effect and interaction effect of select independent variables on Achievement in English - Vocabulary, grammar and comprehension; (2) To estimate the extent of relationship between achievement in English and each of the independent variables selected for the study of total samples based on gender, locale and type of management of schools; (3) To find out the best predictors of achievement in English from the select independent variables and to determine the relative weight of secondary school students.

The sample consisted of 750 students selected on the basis of gender with 1:1 ratio, locale of the school (Rural / Urban) with 2:1 ratio, type of management (Private /Government) with 2:3 ratio and instructional efficiency as A:B:C-1:3:1 ratio (A-pass percentage above 75, B - pass percentage above 40-60 and C - below 20) through stratified sampling. Research tools like Language Aptitude Test (1996),
Attitude towards English (1993), Scale of Attitude towards English Teachers (1996) and Achievement Test in English (1996) developed by the investigator and Attitude towards Education (1983) developed by Pillai and Ayshabi and Achievement Motivation (1993) developed by Pillai and Salim Kumar were used for data collection. The collected data was subjected to Mode, Skewness, Kurtosis, ‘t’ test, ANOVA, Pearson’s Product Moment Correlation.

The findings of the study were: (1) Language aptitude and attitude towards education were the best correlates of achievement in English; (2) Attitude towards English teachers and teaching had significant relationship with achievement in English and Achievement Motivation did not show any significant relation with achievement in English; (3) High mean achievement in English scores were found to be associated with high language aptitude group and favourable attitude towards education group.


Objectives 1 To develop treatment material in the form of step-wise lesson plans for implementing in different learning environment groups. 2 To develop new tools for measuring dependent variables and assessing processes of learning in the individualistic, competitive and co-operative environment aspects of the study. 3 To study the acceptance of experimental learning environment.

Sample: The students selected for the pilot study, main study and feasibility study were 40, 103 and 70, respectively. 16 teachers were selected for the study.
Tools used: Standardized tests used were PTC & MPI. Self-developed tools were used for measuring students’ reactions towards learning environment and English language and co-operative learning environment feasibility. Research Design used: Pre-test, post test design was used.

Findings: 1. There was no significant change in the reactions of the students of individualistic learning environment towards their learning environment at the pretest and posttest stages. 2. Competitive learning environment produced significantly negative change in the reactions of the students towards their learning environment at the pre-test and post-test stages. 3. Co-operative learning environment produced significantly positive change in the reactions of the students towards their learning environment at the pre-test and post-test stages.


Objectives 1. To identify the communication strategies adopted by the L2 learners whenever they find linguistic gap. 2. To identify the inter and intra lingual communication strategies adopted by the students while making oral communication and to evaluate their speaking skills. 3. To identify the problems encountered by the students in the process of learning the writing skill. To identify the L1 interference on L2 writing of the students. 5. To evaluate the reading ability of the students. 6. To identify the students understanding capacity of the vocabulary and discourse in the process of reading comprehension. 7. To evaluate the listening ability of the students. 8. To identify the student’s recognition ability of sounds, vocabulary, grammar, number and information in the process of listening comprehension.
Methodology 300 students (both XI and XII taken as a unit) have been selected from five metric and five government higher secondary schools located in different areas of Dharmapuri District. Questionnaire, interview and observation methods were adopted to collect data.

Findings 1. The medium of instruction has direct impact on the achievement of second language skills. 2. The empirical evidence shows that the cited variables (sex, locality, parental education and income) play significant role in the achievement of skills of language. 3. As far as second language learning is concerned, both the listening and reading pave the way to acquire good command over the spoken English and also to have good performance over written English. Kapçi (2004) conducted a study on bullying type and severity among elementary school students and its relationship with depression, anxiety and self-esteem. The results demonstrated that 40% of children had been exposed to physical, verbal, emotional and sexual bullying. Bullying was also found to be more related to psychological variables, rather than demographic ones.

Fiby Raj (2005) Functional Proficiency of Student Teachers in English Language.

The objectives of the study were: (1) To find the level of Functional Proficiency in English of student teachers studying in colleges of education affiliated to Manonmaniam Sundaranar University; (2) To examine the level, the mean score difference, the correlation and the prediction of Functional Proficiency in English and its dimensions in respect of the Verbal Reasoning, Intelligence, Attitude towards English, Self-esteem, Social Maturity and Social Acceptance. The population of present study comprised student teachers of seven Colleges of Education affiliated to Manonmaniam Sundaranar
University. There were four Colleges of Education in Thoothukudi district, two Colleges of Education in Tirunelveli district and one College of Education in Kanyakumari district. Test of Functional Proficiency in English, Test of ‘g’ Culture Fair Test, Differential Aptitude Test by George Bennett, Harold Seashone and Alexander Wesman, Rosenberg Scale of Self-esteem, Samuel Koilpillai’s Attitude Scale, Rao’s Social Maturity Scale, The Ohio Social Acceptance Scale by Rath, and Test on Reading Comprehension by Joycilin Shermila were used for data collection. Statistical techniques used were percentage analysis, correlation coefficient, ‘t’ test, ANOVA and regression analysis.

The findings of the study were: (1) Verbal reasoning is found to be a significant predictor of Functional Proficiency in English; (2) Student teachers of average intelligence are better than the subjects of low and high intelligence in Functional Proficiency in English in toto and its dimensions – Describing objects/pictures, Establishing social relations and Interpreting written language only; (3) Student teachers having positive Attitude towards English are found to be higher in Functional Proficiency in English in toto and one of its six dimensions – Establishing social relations than those having negative and neutral Attitude towards English. Attitude towards English is found to be significantly correlated with Functional Proficiency in English in to and two of its six dimensions—Establishing social relations and describing objects/pictures. Attitude towards English is found to be a non-significant predictor of Functional Proficiency in English.

Vazalwar and Yadav (2005) Tracing out the Relationship of Reading Comprehension in English with Respect to Anxiety, Socio-Economic Status and School Environment.
The objectives were: (i) To find out the combined effect of anxiety and socioeconomic status on reading comprehension in English; (ii) to find out the combined effect of socio-economic status and school environment on reading comprehension in English; (iii) to find out the combined effect of environment and anxiety on reading comprehension in English; and (iv) to find out the joint effect of anxiety, socioeconomic status and school environment on reading comprehension in English.

The study was conducted on a sample of 547 boys and 413 girls drawn from higher secondary schools of Bilaspur and Janjgir-Champa district of Chattisgarh state through random sampling technique. The Intelligence factor of the students was calculated using their High School Certificate Examination results. The tools used were: Sinha’s Comprehensive Anxiety Test (SCAT) by Sinha and Sinha; Socio Economic Status Scale (SESS) by Beena Shah; School Environment Inventory (SEI) by Karuna Shankar Mishra and Silent Reading Comprehension Test by Patel. The data was analysed using Partial correlation coefficient, coefficient of multiple correlation and significance of R. The findings of the study were: (1) There was a significant joint effect of anxiety and SES on reading comprehension in English. (2) There was significant joint effect of SES and School environment on reading comprehension in English. (3) There was significant joint effect of school environment and anxiety on reading comprehension in English. (4) There was significant joint effect of anxiety, SES and school environment on reading comprehension in English.
Gakhar and Bawa (2006) studied the effect of Intelligence, Socio-Economic Status, Domicile and Type of School on the Achievement of Students in English Grammar.

A sample of 250 class IX students studying in Government and Private Senior Secondary schools of Chandigarh was studied. The test was constructed by the investigators themselves. The study found that students belonging to high SES group, to urban areas and to private schools made fewer errors in English grammar and thus secure high on the achievement test. Also the students with high intelligence performed better than the students with lower intelligence. More Individual attention, regularity in assigning and checking home-work in Private schools were given as reasons for better performance of the Private school students.

Pathak (2006) in his well-researched article on the Status of English in India today holds that the major sources of errors in English of Indian students are interference of the mother-tongue and incomprehension of the rules of the target language.

Khansir (2008) made a study of Syntactic Errors in English committed by 100 B.Com second year students in several colleges of University of Mysore, India. An English grammar test based on the textbooks of the studied colleges and including areas like auxiliary verbs, passive and tenses was developed and used by the researcher. The study revealed that the areas of highest to lowest percentage of errors made by the sample were Tenses (39), use of Auxiliaries (33) and Passive Voice (28); and the major source of errors was learning strategies of the learners.
**Meera and Remya (2010)** Effect of Extensive Reading and Creativity on Achievement in English Language.

The objective of the study is to find out the main effect of creativity and extensive reading on achievement in English for the total and sub samples.

The study was conducted on a sample of 600 students of standard IX of secondary schools from three districts of Kerala. Due representation to gender and type of management of schools was given through stratified sampling technique. A Comprehensive Test of Creativity by Nair and Sumangala (1987) and Scale of Attitude towards Extensive Reading and Achievement Test in English Language by authors.

There is a significant effect of creativity on achievement in English language of girls as the obtained value for the effect of creativity on achievement in English language is 50.651. The findings of the present study also suggested that the language teacher can set interesting and exciting problems in the areas of composition, grammar etc., and thus can get the best creative output from children.

**B. Suresh, P.Vijay Kumar, N.Sagar (2016)** A Critical Study On Need Of English Proficiency For Emerging Engineers

Engineering is one of the important professions in the world. Corporate companies want to recruit the engineers who have soft skills and communication competence. Most of the Engineering students have good knowledge of the subject but they are not good at English especially in developing countries. Though they have English medium education from school level onwards, most of them are unable to speak general English and not competent in technical writing. They know the importance of English but they fail to realize the gateway to express
their core knowledge is communication skills only. Corporate world need people not just with the knowledge but with the expression of knowledge and it is just with language that one can be able to express. So Emerging engineers should get proficiency in English along with their core subject to get job in national and multinational companies and to sustain job. There are many reasons for lack of knowledge in English in engineering students. This research paper aims at find out the difficulties in teaching, learning of English to engineering students and gives solutions to get English proficiency.

Proficiency in English is inevitable part in professional life of Engineers. So students should be trained to learn English language with the help of teachers and friends. And it should not be taught from examination point of view as English plays a significant role in student’s academic and career life. Emerging Engineers should have dedication and determination to develop proficiency in English language. They should acquire communication skills along with technical skills to make their career bright.

2.6 FOREIGN RESEARCHES ON ENGLISH PROFICIENCY

Joseph (1994) explored the influence of motivation and gender on secondary school student’s academic performance: the relationship between academic achievement motivation and English language proficiency was studied in a group of 160 Nigerian secondary students. Results showed that there were no significant gender differences between male and female students with regard to either academic motivation or language proficiency. However, mastery of English was found to be positively linked to student motivation levels. This was true for male and female students.
Man-lai, Pui-yin and Chau-Ping (1994) making a corpus based study examined some common verb-noun collocation errors made by first-year students at the Hong Kong University of Science and Technology. The results revealed, due to the abstractedness of the verbs, delexical collocations were a problematic area for the EFL students. The highest number of collocation errors was made in the use of (in decreasing order) get, take, make, do and have. The errors were caused not only by confusions of the five verbs with one another, but also by confusions with other verbs.

Nguyen (1995) conducted a case study to demonstrate first language transfer in Vietnamese learners of English. He examined a particular language form, namely oral competence in English past tense making. He concluded L1 transfer in the acquisition of this English linguistic feature was a function of age, time of exposure to English, and place and purpose of learning English.

Jiang (1995) analyzed Taiwanese EFL learners’ errors in English prepositions and found that a great number of errors derive from language transfer.

Cook (1997) concluded that many of ELL writers’ errors, particularly in the area of mechanics were due to interference from the L1. Also, adult L2 writers made spelling errors similar in nature to those made by L1 children.


Objectives 1. To investigates the apparent dissatisfaction that exists with regard to the quality of English language teaching in public schools. It focuses on 'macro' aspects of the social context, that is, the
contextual variables that shape and affect the teaching process, and examines the 'micro' features of classroom interaction in order to capture an inside view of how teaching takes place, how the participants construct their classroom reality and how they react to it.

Methodology Three kinds of data were collected and analyzed: a) non-participant observation and audio recording of 11 lessons, b) field notes, supplementary documentation on the ELT curriculum and teaching materials and c) 95 interviews of pupils and teachers whose lessons were observed. The lesson features that were analyzed include: classroom climate and management strategies, role relationships, classroom activities, interaction patterns, the focus of verbal interaction, the use of the target language, teachers' questioning practices and pupil participation. The data analysis was chiefly qualitative.

Findings 1. The research findings indicate that in the Greek state schools, the socio-emotional atmosphere, aspects of classroom management and role relationships work against the teaching-learning process. 2. Also, the structure and content of the lesson plans as well as the degree of exploitation of the target language appear to be inflexible and uninspiring. 3. Moreover, it was found that the participants' attitudes towards the English lessons and their own evaluation of ELT in state secondary schools are generally negative. The state of ELT in Greek state schools appears to have been influenced by historical and socio-political factors which bear upon the Greek education system as a whole. 4. It is maintained that a constellation of factors are responsible for the ELT situation in Greek state classrooms, including educational development and tradition; problems of accountability; the place of ELT in Greek society; the status of English 53 in the curriculum; the
problems of ELT curriculum implementation; inadequate teacher training; pessimistic teacher attitudes and low pupil expectations.

Bernardo (1999) studied the interactive effect of learner and instructional variables on understanding and solving words problem among 283 Filipino-English bilingual grade school students in the Philippines. Results showed better understanding and solution performance (1) when problems were written in the student’s 1st language, (2) when the problems were re-worded to state more explicitly the relationship among the known and un-known qualities, (3) for students in higher levels of schooling and (4) for students with higher level of academic achievement.

Horney (1998) investigated compositions written by 80 Taiwanese EFL students. The results revealed that errors in the use of articles had the highest error percentage (11%). Both errors in the use of prepositions and errors in the use of verbs had the same error rate 9% and were considered the second highest. By contrasting Mandarin and English, the researcher confirmed that L1 related errors were the largest portion of the total errors.

Liu, Yuliang and Ginther (1998) examined Taiwanese EFL students’ notes in English writing. The findings revealed that the beginner EFL learners relied on their L1 to retrieve words more than the advanced EFL learners.

X (1998) studied the "inter-language" characteristics in Chinese-American college writers' texts as also the connections between their "inter-language" characteristics at the syntactic and discourse levels and their cultural values and linguistic backgrounds. The population of the study consisted of 3 randomly selected Chinese American students who
have taken freshman writing classes at UCLA. The methods employed in this case study were context-sensitive textual analysis and qualitative techniques. In the context-sensitive analysis, twenty-four academic papers by these students were analyzed from four angles--error analysis, syntactic fluency analysis, cohesive ties analysis, syntactic construction analysis, and discourse organization pattern analysis. In the use of qualitative techniques, twenty-seven interviews were carried out, two recordings of family dinner and party were analyzed, and answers to questionnaires were studied. Findings supported the hypothesis that there are characteristic features in the texts by Chinese-American writers, and that these characteristics at both syntactic and discourse levels have correlations to their linguistic background and cultural values.

**Wolfram, Adger and Christian (1999)** found even though spoken dialect is not directly reflected in the writing of all students, the three areas of vernacular influence on writing are: organization or progression of an argument or narrative, mechanical aspects of writing, especially spelling, and grammar.

**Kao (1999)** scrutinized 169 compositions from 53 Taiwanese English major students, 22 from Soochow University and 31 were from Fu Hsing Kang College. A total of 928 errors were found, among which grammatical errors occurred with the greatest frequency, 66%, semantic errors occurred 18% of the time, and lexical errors occurred with the least frequency, 16%.

**Groot (2000)** analyzed the production and functions of the conjunctions and, but, so, and then as discourse markers in English as a Second Language (ESL) students' oral narratives. Narratives of forty
three ESL students and six native speakers were included in the study. The analyzed narratives included non-guided, or spontaneous narrative, as well as picture-guided-narrative. The results indicated that although the influence from a student's L1 did result in specific problems of transfer, some patterns of conjunction errors were indicative of a more general problem.

Chen (2000) investigated the most common errors of the Taiwanese EFL college students and found that most commonly the Taiwanese students have difficulties in the use of English tenses. The reason for this was L1 linguistic difference - the absence of verb conjugation in Mandarin. Another grammatical error that is frequently found in Taiwanese EFL students’ compositions is the misuse of English articles. Chen concluded this was because of lack of an equivalent syntactical device in the Taiwanese language.

Lakkis and Malak (2000) studied the transfer of Arabic prepositional knowledge to English by Arab students and found both positive and negative transfer to be there. Milton (2001) examined Hong Kong university students’ inter-language and found four kinds of article errors among the top ten most frequent errors in his corpus. They were ‘singular noun for plural, Ø for indefinite article’, ‘indefinite article for Ø’, ‘definite article for Ø’ and ‘definite article for indefinite article’. Carson (2001) found the errors in the writings of L2 writers arise from a lack of familiarity with new rhetorical structures and the organization of ideas. Research by

Altenberg and Granger (2001) revealed that the Swedish- and French-speaking EFL learners, even at an advanced proficiency level, have great difficulty with a high frequency verb such as MAKE. It also
demonstrated that some of these problems are shared by the two groups of learners under consideration (Swedish- and French-speaking learners) while others are L1-related.

Morris (2001) examined the spelling errors of 215 Grade 6 ESL learners studying in eight different intensive ESL classes in seven Montreal-area primary schools. The vast majority of the pupils who participated in the study share French as their mother tongue, spoke French at home, and lived in heavily French-speaking environments. The lexical words selected for analysis were the most frequently occurring words of Germanic origin that offered at least one spelling difficulty. These included: consonant clusters, single vowel sounds represented by more than one letter, diphthongs, silent letters, long vowel sounds, and double consonants. It was found that unstressed grammatical (function) words proved particularly difficult for the learners to render in writing. The children achieved much higher success rates with lexical (content) words, which are more salient both phonetically and informationally. Furthermore, a positive correlation was found between an ability to spell grammatical words accurately and increased use of verbal morphology. These findings add to the growing body of literature that argues that mere exposure to an L2, even when that exposure is intensive and sustained, is not enough to ensure learner uptake.

Lin (2002) examined 26 essays from Taiwanese EFL students at the college level. The results of this study indicated that the four highest error frequencies were sentence structures (30.43 %), wrong verb forms (21.01%), sentence fragments (15.94%), and wrong use of words (15.94%), respectively.
Mahmoud (2002) studied the influence of mother-tongue on the transfer of idiomatic expressions from Arabic into English. 56 Relevant data were collected from paragraphs, essays and term papers written by Arabic-speaking second-year university students majoring in English, (academic years 1995/96 to 2000/01). A total of 124 idioms were found in 3220 pieces written by 230 students. Of these, only 20% were grammatically, lexically and contextually correct. Though over two thirds of these correctly used idioms had Arabic equivalents, Mahmoud concluded it couldn’t be taken as evidence of positive inter-lingual transfer. The other major results were: the students used the inter-lingual transfer as a strategy, and, transfer from Arabic leads to formally correct but semantically incorrect use of idioms.

Hsin (2003) scrutinized the run-on sentences in Taiwanese EFL students’ writings. Using contrastive analysis between English and Mandarin, he concluded linguistic differences between Mandarin and English resulted in errors of the Taiwanese EFL writings.

Rabia (2003) found that in Israel-Arab situation, errors in comprehension of English as third language depended on learner interest and type of text (culturally familiar or unfamiliar).

Ovando, Collier and Combs (2003) found some errors are associated with particular non-dominant social groups and carry a certain stigma that is, their use suggests that the speaker or writer belongs to a certain language-minority group like the Spanish have irregular comparatives and graphophonic transfer spelling errors and the Vietnamese show lack of past inflection and use “no” in place of “not” in negatives.

Objectives To investigate the listening behaviour of Korean learners of English with regard to their listening problems and strategy use.

Methodology Twenty learners at two levels of listening proficiency participated in the study. They verbalized while listening to four spoken texts of two levels of difficulty. This was followed by retrospection of their previous verbal reports, the focus being on the listening problems they encountered. A total of eleven types of listening problems and twelve causes of the problems were identified and classified for further analyses. Three null hypotheses were formulated based on three research questions and were analyzed both quantitatively and qualitatively.

Findings 1. Korean learners of English experienced predominant problems at the perceptual stage. This was especially noted in the less proficient ones and with more difficult texts. 2. More proficient learners accessed a wider variety of strategies in their repertoires, with more success across the two types of texts. 3. The less proficient learners’ strategy use was rather limited in its types when listening to more difficult texts, but they could access their strategic resources with more success when listening to easier texts. 4. The learners’ listening difficulties could be caused by their use of strategy.

Liss Kerstin Sylvén (2004) Teaching In English or English Teaching? On The Effects Of Content and Language Integrated Learning on Swedish Learners' Incidental Vocabulary Acquisition
Objectives 1. To investigate incidental vocabulary acquisition among CLIL students, 2. To compare with a control group of 'traditional' students, having Swedish as the main medium of instruction, English being a separate subject.

Methodology A total of 363 students were involved (99 CLIL, 264 control) in a longitudinal study, spanning two full school years and comprising three test rounds. The first test round was conducted at the beginning of the first year of upper secondary school and the third at the end of the second year. A test battery of four different types of vocabulary test was used on each test occasion. Questionnaires concerning personal background were also filled out by students and teachers.

Findings 1. The results show that the CLIL students outperform their control group peers in the areas tested. However, they were outperforming them already from the outset of the investigation, i.e. before the CLIL students had been exposed to CLIL. 2. In addition, both groups improve significantly over the test period, but the CLIL students do so to a greater extent. 3. Extra-curricular reading of English texts were shown to have an impact on students' lexical development. 4. Furthermore, parents' level of education was higher among top-scoring students in both CLIL and control groups. 5. Attitude and motivation were also important factors with regard to the acquisition of a rich vocabulary. 6. In a comparison between high and low scorers in the CLIL and the control groups, the high scorers in both groups had more features in common than did the high and low CLIL students. 7. The greatest development of test results was seen in the CLIL group with the least amount of English input.
Bautista and Lourdes (2004) examined the responses of a sample of 205 Filipino university freshmen to grammatically correct and incorrect verb forms in a 20-item Grammaticality Judgment Test. The test covered tense harmony, verb forms, tenses, and modals. The results showed that both the high proficiency and the low proficiency group had difficulty recognizing non-standard uses of modal would. A possible explanation for this finding might be the tendency in a second language variety to simplify complex structure and semantics.

Ohata (2004) examined the errors of pronunciation for Japanese learners of English at Indiana University of Pennsylvania and concluded many of the potential pronunciation errors of the Japanese ESL/EFL learners were a clear reflection of the L1 phonological transfer.

Kusumarasdyati (2006) studied the slips of the ear of the English as a foreign language students at Monash University, Indonesia. Analysis of the corpus consisting of 1008 data revealed that the EFL learners made phonological, morphological, lexical and sentential errors while attempting to make sense of the expressions spoken by native speakers of English. The various reasons for these errors were found to be ranging from the unfamiliarity with a particular dialect of the foreign language to the lack of lexical knowledge to misinterpretation of the oral input by omitting, adding or substituting the sounds, morphemes, words and sentences.

Baljinder Singh A/L Maghar Singh. (2007) Understanding Malaysian Young Adult ESL Learner’s Ideas of Language Learning

Objectives To examine the student’s perspective of learning the English language through activities associated with listening, speaking, reading and writing skills. To examine whether there are differences
between Malaysian male and female pre university students perspectives on second language learning. To examine the activities preferred by the Malaysian pre-university students when learning ESL.

Methodology The sample population of this study comprised 155 pre-university students of MARA University of Technology Malaysia, located in the state of Sarawak on the island of Borneo. A questionnaire was used to collect information on student’s idea about language learning. The data collected were treated using descriptive statistics and inferential statistics.

Findings 1. Students believe that practice should come only after listening and that speaking may be beneficial to one’s classmates who are listening. 2. Lecturers should provide enough input to satisfy the needs of the students. 3. Target language should be used in classroom management and when organizing classroom learning. 4. Opportunities must be created to practice the language with the peers. 5. Mismatches between the views of the students and the teacher must be investigated.

Francis Hult. (2007) Multilingual Language Policy and English Language Teaching in Sweden

Objectives 1. To study the management of language contact in Sweden and the special role of English language teaching (ELT) in that process. 2. To investigate the discourses about English and multilingualism that circulate in and around the national language policy documents 3. To analyze discourse processes related to language policy across multiple contexts 4. To determine how broad sociopolitical discourses about English and multilingualism are indexed and
(re)positioned to frame multilingualism and language education at the national level.

**Methodology** this dissertation is an ethnographic discourse analytic study of the management of language contact in Sweden and the special role of English language teaching (ELT) in that process.

**Findings** The study contributes to an understanding of the dialectic relationship between language policy and language education.

**Putwain (2007)** conducted a study on Researching academic stress and anxiety in students: some methodological considerations. The study investigated the issue of academic stress in school children and how it may affect emotional well-being, health and performance on school assessments. The terms ‘stress’, ‘anxiety’ and ‘worry’ were used interchangeably in the literature as if they referred to the same phenomenon, and the domains of ‘examination stress’ and ‘academic stress’. There was an overwhelming bias in the research towards quantification and ways of ‘measuring’ stress and anxiety in students. The usefulness of this approach was considered along with the potential advantages of alternative approaches.

**Khodabandeh (2007)** analyzed errors translating newspaper headlines from and into Persian. 58 male and female graduate students of English from the universities of Isfahan, Khorasgan and Najaf-Abad were given thirty Persian and thirty English headlines to translate. The errors were analyzed at the lexical and syntactic levels and the study revealed that the students’ major areas of errors were grammatical followed by discourse and lexical types. The research indicated that the students had several grammatical as well as lexical errors in their translations. Majority of their global errors resulted from inadequate
lexical knowledge, and use of typical Persian constructions. Their most local errors on the other hand, were caused by misuse and omission of prepositions, articles, auxiliaries, lack of subject-verb agreement, and faulty lexical choice. The errors were caused also by the participants’ inadequate knowledge of the English tense and grammar rules. As a whole, the native language interference was the most noticeable source of error in the translations into English.

S.O. Salami and E.A. Alawode (2009), investigated the effects of single parenting on the academic achievement of adolescent in secondary schools in Local Government Area of Osun State. Descriptive survey research design was employed. A total of 100 Senior Secondary students randomly selected from five Local government secondary schools. Personal data forms were used to collect information as regards their age, gender, religion, and type of home they come from. Student’s t-test statistics was used to analyze the data collected. The results indicated that students from intact homes had significantly better academic achievement than those from single parenting homes. A significant difference was found between the academic achievement of Christian and Muslim students form intact homes whereas none was found between the Christian and Muslims from single parenting homes. In addition, a significant difference was found between the academic achievement of males and females from single parenting homes but none between those from intact homes.

J.M. Muola (2010), carried out a study on the relationship between achievement motivation and home environment among pupils of standard eight. The study was carried out on 235 pupils from six urban and rural primary schools randomly selected from Machakos district. Two questionnaires, the simple profile and home environment
were used to provide information on the pupil’s levels of academic motivation and home environment. A significant positive relationship was found between six of the home environmental factors and achievement motivation. Although, these correlations were low, showed that pupils’ achievement motivation to do well in academic work was to some extent dependent on the nature of their home environment.

Akomolafe, M. Jude (2011), investigated the impact of family type on secondary school students’ academic performance. Three hundred senior secondary school students were randomly chosen as the sample of the study. Proportionate stratified random sampling technique was adopted. The demographic questionnaire was used to collect respondents’ bio-data while their promotion examination results were used as a measure of academic performance. Three hypotheses were raised and tested at 0.05 level of significance. Analysis of Variance and t-test analysis were used to analyze the data. The results showed that family type significantly influenced academic performance of secondary school students. On the bases of the findings, it is suggested that parents should be given adequate training on how best they can assist their children to attain maximum success.

2.7 INDIAN RESEARCHES ON SELF-ESTEEM

Joshi, S. and Srivastava (2009) study on “self-esteem and academic achievement of Adolescents.” The result indicated that there were on significant difference with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as
compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

*Sahu, K. & Singh, D. (2011)* study on “psychological well-being and self-esteem in professional college students.” Result denoted that these professional students showed above average level of psychological well-being and self-esteem. Further, there was not any significant gender difference regarding the self-esteem and psychological well-being of these professionals. Both male and females exhibited above average level of psychological well-being and self-esteem. Income has significant effect on the psychological well-being as well as self-esteem of the subjects. High income group showed high self-esteem and better psychological well-being. In addition the subjects of service class group indicated better psychological well-being in comparison business class group. But there was not any marked able differences regarding self-esteem of business group and service group.

*Bhattacharjee, A. (2011)* study on “impact of gender and community on locus of control and self-esteem among undergraduate students.” Findings revealed significant impact of gender and community on locus of control and self-esteem of the study subjects which further showed that male students were more internally oriented and they possessed high self-esteem in comparison to female students. Again, tribal students were externally oriented as well as they possessed low self-esteem than their non-tribal counter parts.

*Yashi Jain (2011) "A study of self-concept of senior secondary students with reference to emotional intelligence. Academic achievement and personality patterns*
In this research study of self concept of the students is studied under various dispositions as given here under

1. Emotional Intelligence,

2. Academic Achievement, and

3. Personality Pattern.

An applied research is based in the application of established psychological tests, scale inventories. Applied research is widely used in the following ways:

a) It can contribute new facts.

b) It can help in conceptual classification and may integrate and develop new concept and theory of previous work.

The present study will highlight the effect of emotional intelligence, Academic Achievement & Personality pattern on self concept to senior secondary students will also provide a thread for future research that may be conducted in this field

**Hypothesis**

A null hypothesis is a hypothesis about a population parameter. The purpose of hypothesis testing is to test the viability of the null hypothesis by determining whether as a viable probability.

The main hypotheses formulated for the present study are as follows:

1. There is no significant difference among Emotional intelligence, Academic achievement of high groups and Extrovert personality pattern with regard to six areas of self concept taken separately.
2. There is no significant difference among Emotional intelligence, Academic achievement to low groups & Introvert personality pattern with regard to six areas of self concept taken separately.

3. There is no significant difference between high & low groups of emotional intelligence regard to six areas of self-concept taken separately.

4. There is no significant difference between high and low groups of Academic Achievement with regard to six areas of self-concept taken separately.

5. There is no significant difference between Extrovert & Introvert personality pattern groups with regard to six areas of self-concept taken separately.

6. There is no significant difference between Emotional Intelligence & Academic Achievement of high groups with regard to six areas of self-concept taken separately.

**Conclusions**

1- Hypothesis 1 - There is no significant difference among Emotional intelligence, Academic achievement of higher groups of Extrovert personality pattern group with regard to six areas of self-concept.

2- There is no significant difference among Emotional intelligence, Academic achievement of low groups of Introvert personality pattern with regard to six areas of self-concept taken separately.

3- There is no significant difference between high and low groups of emotional intelligence with regard to six areas of self-concept taken separately.
4- There is no significant difference between high and low groups of Academic achievement with regard to six areas of self-concept taken separately.

5- There is no significant difference between Extrovert & Introvert personality pattern groups with regard to six areas of self-concept taken separately.

6. There is no significant difference between Emotional Intelligence and Academic Achievement of high groups with regards to six areas of self-concept taken separately.

Rahel Tajeddini (2014) Emotional Intelligence and Self Esteem among Indian and Foreign Students – (A Comparative Study)

Methodology The Investigator carried out the enquiry on “Emotional Intelligence & Self Esteem among Indian and Foreign Students - A Comparative Study. “A part from the Nationality and Gender variables”. The other variables that were included in the present study are : Age, Educational Qualification, Marital Status, Level of Sociability, Birth Order, Religion and Socioeconomic Status. The present chapter covers a detailed explanation of the methodology used in this research work. Various assets like research design, objectives, hypotheses, sample selection, research tools and an account of quantitative and qualitative techniques used for analyzing the data have been elaborated. Data were collected from Osmania University (OU), English and Foreign Language University (EFLU), Hyderabad Central University (HCU) and Jawaharlal Nehru Technological University (JNTU) keeping in mind the inclusion criteria. The students were selected based on Gender, Educational Qualification and their Age range (20-35) After getting consent from the participants, explain about
the study the assessment pre -test questionnaires of Self Esteem, Emotional Intelligence and Demographic variables were given to them. They were instructed to respond all the questionnaires. The research design consisted of a Pre - Test, an Intervention and post – test Sampled data analyzed by :t-test. Measures of central tendency (mean differences. Measures of variability (SD). ANOVA .TUKEY HSD (Multiple Comparisons). Descriptive statistic analyses and correlation used to interpret the data.

**Major Findings** The findings of the study are presented under the following headlines : (1) The outcome of the ( P value : 0.00 ) in (level of 0.01 ) and the obtained value of ( r : 0.436 ) showed that Emotional Intelligence and Self Esteem were strongly and positively correlated and significant. (2) It was found that Foreign students showed higher Self Esteem as compared to Indian students in this study. (3) results presented that there was no significant differences between Indian and Foreign students with respect to total score of Emotional Intelligence but it was found that Foreign students showed higher Emotional Intelligence as compared to Indian students in two dimensions of Emotional Intelligence in this study , 1- Other’s Emotion and 2- Optimism . (4) There was no significant differences between boys and girls with respect to Self Esteem . (5) It can be concluded from this study that there was no differences between girls and boys with respect to Emotional Intelligence . (6) Results also showed that there was statistically significant differences as regard to Self Esteem and age , educational qualification, marital status , level of sociability ,birth order, socioeconomic status and religion . (7) The results presented that Foreign students who were between age range 20-25 and 25-30 showed a higher Self Esteem as compared to Indian students . (8) It was states
that Foreign students who were doing master qualification showed higher Self Esteem than Indian students . (9) It was observed that Foreign students who were single showed higher Self Esteem as compared to single Indian students. (10) The results illustrated that Foreign students who never go to any parties and the Foreign students who frequently go to any parties showed higher Self Esteem as compared to Indian students in the same groups . (11) It was concluded that Foreign students who were more than third child showed higher Self Esteem as compared to Indian students in the same group . (12) It was found from the study that Foreign students who belong to middle socioeconomic status showed a higher Self Esteem as compared to Indian students in the middle socioeconomic status . (13) The results presented that Christian Foreign students showed higher Self Esteem as compared to Indian students in according to this hypothesis. (14) It was found that Foreign students showed higher Emotional Intelligence as compared to Indian students as regards to age group between 25-30 . (15) There was no statistically significant differences between Indian and Foreign students in Emotional Intelligence with respect to the other demographic variables included to : ( gender, educational qualification, marital status , level of sociability ,birth order, socioeconomic status and religion ) in this study. (16) Concluded based on the findings of this study that Emotional Intelligence and Self Esteem can enhance by Intervention methods used in this research . The findings from this study further suggested that training methods as regards to Intervention program included to : 1- Thought Stopping Technique 2- Assertiveness and Self Confidence Method and 3- Progressive Muscle Relaxation Technique were effective to improve Six dimensions of Emotional
Intelligence included to Others Emotion, Own Emotion, Emotional Regulation, Social Skills, Optimism and Utilization Emotion.

2.8 FOREIGN RESEARCHES ON SELF-ESTEEM

Wendy B. Heyman (1990) The self-perception of a learning disability and its relationship to academic self-concept and self-esteem. Published in: Journal of Learning Disabilities. October 1990 vol. 23 no. 8, pages 472-475. Eighty-seven children with learning disabilities, aged 9 through 11 years 11 months, completed measures of self-esteem, academic self-concept, and selfperception of their learning disability. The Self-Perception of Learning Disability (SPLD) instrument measures the extent to which children with learning disabilities perceive their disability as (a) delimited rather than global, (b) modifiable rather than permanently limiting, and (c) not stigmatizing. It was hypothesized that self-perception of one's learning disability would be related positively to both academic self-concept and self-esteem, and that each of these relationships would remain significant when controlling for sex, ethnicity, age, reading and math achievement, self-contained versus mainstreamed classroom setting, and age at diagnosis. Correlations and multiple regression analyses confirmed these hypotheses. Results were discussed in terms of helping children to develop less negative self-perceptions of their disabilities.

Campbell and Jennifer D. (1990) Self-esteem and clarity of the self-concept. Published in: Journal of Personality and Social Psychology. Vol 59(3), September 1990, 538-549. This article examined the association between evaluative and knowledge components of the self. Four studies tested the hypothesis that the selfconcepts of low self-esteem (LSE) people are characterized by less clarity or certainty than
those of high-self-esteem (HSE) people. LSE Ss exhibited less extremity and self-reported confidence when rating themselves on bipolar trait adjectives (Study 1), less temporal stability in their trait ratings over a 2-month interval (Study 2), less congruence between their self-concepts and their subsequent perceptions of situation-specific behaviour and memory for prior behaviour (Study 3), and less internal consistency, lower self-rated confidence, and longer reaction times when making me/not me responses to pairs of opposite traits (Study 4). Alternative accounts of the results and the implications of self-concept clarity for understanding the pervasive impact of self-esteem on behaviour are discussed.

Einar M. Skaalvik; Harald Valns; Olav Sletta (1994) Task involvement and ego involvement: relations with academic achievement, academic self-concept and self-esteem Published by: Scandinavian Journal of Educational Research, Volume 38, Issue 3 & 4 1994, pages 231 – 243. Relations between academic achievement, self-perceptions, task involvement and defensive ego involvement (self-presentation concerns) were explored among 349 sixth grade and 350 ninth grade Norwegian students. Task involvement was defined as general interest in working with school subjects, whereas defensive ego involvement was defined as students' preoccupation with the impression they make on their classmates emphasizing the concern of not looking stupid. The results showed that task involvement and defensive ego involvement are independent but correlated motivational states. The concepts are negatively, but weakly correlated and are affected by different processes. Task involvement was affected directly by academic self-concept, whereas defensive ego involvement was strongly
associated with self-esteem and was affected indirectly by academic self-concept through self-esteem.

Academic motivation researchers sometimes struggle to decipher the distinctive characteristics of what appear to be highly analogous constructs. In this article, we discuss important similarities between self-concept and self efficacy as well as some notable differences. Both constructs share many similarities such as centrality of perceived competence in construct definition; use of mastery experience, social comparison, and reflected appraisals as major information sources; and a domain-specific and multidimensional nature. Both predict motivation, emotion, and performance to varying degrees. However, there are also important differences. These differences include integration vs. separation of cognition and affect, heavily normative vs. goalreferenced evaluation of competence, aggregated vs. context-specific judgment, hierarchical vs. loosely hierarchical structure, past vs. future orientation, and relative temporal stability vs. malleability. We argue that self-efficacy acts as an active precursor of self-concept development and suggest that self-concept research separate out its multiple components and sub processes and invest more effort toward making students less preoccupied with normative ability comparisons in school.

adopted by researchers, and the results of several interventions show support for the efficacy, safety, and suitability of a predominantly self-esteem and self-acceptance approach. Several recent studies utilizing strong self-esteem components as part of their controlled prevention interventions have produced improvements in body dissatisfaction, dietary restraint, internalization of the thin ideal, and attitudes associated with the eating disorders. This article discusses self-esteem as one of the important risk and protective factors in the development of body image concerns and eating disorders and describes the subsequent use of a self-esteem approach for prevention of eating disorders. Interventions containing strong self-esteem components from around the world are discussed in relation to their impact on the body image and eating behaviours of adolescents. Applications of the self-esteem approach for the prevention of child obesity also are discussed.

Mrs. Masoumeh Khosravi (2005) A Comparative Study of Relationship between Self-Concept and Anxiety among Adolescent Students

Objectives: 1) To find out the correlation between self concept and school anxiety among Iranian and Indian students. 2) To compare the levels of self-concept and school anxiety across gender and cultures. 3) To compare and analyze the variables like; test anxiety, lack of selfconfidence, fear of self expression and psycho-physiological reactions, in relation to school anxiety across gender and cultures. 4) To compare and analyze the variables like; behavioural problems, intellectual ability and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction in relation to self-concept across gender and cultures.
Hypotheses of the Study:
a) There will be no significant relationship between school anxiety and self-concept. b) There will be no significant differences on self-concept between Iranian and Indian students. c) There will be no significant differences on school anxiety between Iranian and Indian students.

Research Design: The survey method has been suitably employed for the present study. Population and Sample of the Study: All students of 8th Standard in the English Medium Schools in Pune city in India, and all students of 8th Standard in the General Secondary Schools in Varamin city in Iran during the academic year 2003-04 constituted the population for the study. A sample of 1200 students, 600 (300 boys & 300 girls) from Pune and Varamin, each, has been drawn through multi-stage sampling employing random selection technique.

Tools and Techniques: The Self-Concept Scale developed by Piers-Harris (1964), and the School Anxiety Scale developed by Phillips (1987) have been selected and utilized by the investigator for the study.

Data Analysis: Pearson Product Moment Method, ‘t’ test and Multivariate Analysis of Variance have been appropriately used for data analysis.

The study has arrived at quite meaningful findings as follows:

1. In Indian Students (Boys and Girls), school anxiety was found significantly negatively correlated with self-concept. Girls were higher on school anxiety than boys. There was no significant difference between boys and girls on self-concept. 2. In Indian Students (Boys and Girls) on school anxiety factors, girls were higher on test anxiety, fear of expression and psycho-physical reactions than boys. But girls were lower on lack of confidence than boys. 3. In Indian Students (Boys and Girls) on self-concept, there were no significant differences between
boys and girls on behavior, intellectual and social status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction. 4. Among Iranian students both boys and girls, school anxiety significantly was negatively correlated with self-concept. Girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self-concept. 5. Among Iranian students, both boys and girls on school anxiety factors, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys. But they were lower on lack of confidence than boys. 6. Among Iranian students, both boys and girls on self-concept factors, there was no significant difference between them on the behaviour, intellectual and social status, physical appearance and attributes, popularity.

Kirsten Krahnstoever Davison, Dorothy L. Schmalz (2006) Differences in physical self-concept among pre-adolescents who participate in gender-typed and cross-gendered sports. Published in: Journal of Sport Behaviour, December 2006. Investigations of physical self-concept among children have repeatedly shown that boys have higher physical self-concept than girls. Given the masculine nature of physical activity and sport, this result seems reasonable. However, previous studies have not assessed the social phenomenon of gender-typed sports. It stands to reason that because of social stereotyping, boys and girls may experience different physical self-concept in traditionally masculine (boys') sports or traditionally feminine (girls') sports. Furthermore, boys and girls who participate in cross-gender typed sports (e.g., boys in traditionally girls' sports and girls in traditionally boys' sports) may yield different results regarding physical self-concept. Toward that end, this study examined the physical self-concept of middle-school-aged boys and girls who participated in different gender
stereotyped sports. Results indicated that boys and girls experienced different degrees of physical self-concept depending on the type of sport in which they participated. Boys and girls who participated in gendertyped and cross-gendered sports experienced higher physical self-concept than those who participated only in gender-typed sports. Stereotype theory is used as a framework for explaining the findings and making suggestions for future research.

**Diamantopoulou, Rydell & Henricsson (2008)** study on “self-esteem in children.” Result showed that both low levels of global self-worth and exaggerated but disputed self-esteem were related to aggression. The findings indicate that, depending on low - 124 - self-esteem in conceptualized aggressive children may appear to have both a low and a high self-esteem. Regarding gender differences, exaggerated self-esteem was more strongly related to aggression in boys than girls.

**Dong, Q., Koper, R. J. and Collaco, C. M. (2008)** study on “social intelligence, self-esteem and intercultural communication sensitivity.” They examined relationship between self-esteem and intercultural communication sensitivity. Result support hypothesized relationships and indicate a statistically significant relationship between social intelligence (SI) and intercultural communication sensitivity (ICS), with SI accounting for more than 10% of the variance in ICS. In addition, both dimensions of self-esteem self worth and self efficacy. Were significantly related to ICS, accounting for a additional 4% of the variance.

**Zorana Ivcevic, David B. Pillemer, Marc (2009)** Self-esteem memories and school success in early adolescence A. Brackett Published by: John Wiley & Sons, Ltd, 2009. 45 Early adolescents
recounted experiences when they felt especially good or especially bad about themselves in the past year. Consistent with prior research using adult participants, negative memories focused primarily on social themes, whereas positive memories also prominently included achievement themes. Girls described more social themes than did boys for both positive and negative memories. The content of self-esteem memories was related to teachers' formal assessments of adolescents' social and academic functioning: The presence of achievement themes in positive and negative memories was associated with more positive teacher ratings.

Bagheri, M. S. & Faghin, M. (2012) study on “the relationship between self-esteem, personality type and reading comprehensive of Iranian EFL students.” Result of the study revealed that there was a positive relationship between overall self-esteem and reading comprehension, and overall self-esteem and personality type, in general. Likewise, positive relationship between situational and task self-esteem with reading comprehension were shown but there wasn’t a significant relationship between global self-esteem and reading comprehension. Also the relationship between personality type and reading comprehension was insignificant. Dudhatra, R. & Jogsan, Y. A. (2012) study on “self-esteem and academic achievement among P.G. and U.G. students.”

Result show that significant difference in self-esteem and academic achievement among U.G. and P.G. students. U.G. student have high self-esteem and academic achievement as compare P.G. students. While correlation between self-esteem and academic achievement is 0.82 positive correlation.
Hosogi, M., Okada, A., Pujil, C., Watanable, K. and Noguchi, K. (2012) study on “importance and usefulness of evaluating self-esteem in children.” They show that the development of children’s self-esteem is heavily influenced by their environment, that is, their homes, neighborhoods and schools. Child with damaged self-esteem are at risk of developing psychological and social problems, which hinders recovery from low self-esteem. Thus, to recover low self-esteem, it is important for children to accumulate a series of successful experiences to create a positive concept of self. Evaluating children’s self-esteem can be an effective method for understanding their past and present circumstances and useful to treat for children with psychosomatic disorder.


Result show that there was no significant difference in locus of control and self-esteem with respect to both youth male and female. While the correlation between locus of control and self-esteem reveals 0.54 positive correlation

Tajeddini, R. (2014) studied on “a comparative study with respect of self-esteem and demographic variables in Indian and Foreign students.” Their result presented that Foreign students who were between age range 20-25 and 25-30 showed a higher self-esteem as compared to Indian students.

It was states that foreign students who were doing master qualification showed higher self-esteem than Indian students. The result also showed that Foreign students who never go to any parties and the Foreign students who frequently go to any parties showed higher self-
esteem as compared to Indian students in the same groups. It was concluded from this study that Foreign students who were more than third child showed higher self-esteem as compared to Indian students in the same group. The further findings showed that foreign students who belong to middle socioeconomic status showed a higher self esteem as compared to Indian students in the middle socio economic status. Result presented that christian foreign students showed higher self-esteem as compared to Indian students in according to hypothesis.

2.9 INDIAN RESEARCHES ON FAMILY ENVIRONMENT

Shah (1993) investigated the relationship between some social-psychological variables and the academic achievement of students in Azad Kashmir. The sample comprised of 640 boys and 360 girls. 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 home environment and academic achievement of elementary school children. The sample comprised of 212 students of middle schools of Bhopal. The results revealed a significant difference in academic achievement of boys and girls. Boys were found to have better academic achievement than girls.

Pal et al. (1996) studied socio-psychological factors, which promote students’ mathematics competence among urban and tribal students. The sample was comprised of 194 urban and 132 tribal students selected randomly for the study. Data was collected by
administering mathematics achievement test developed by national council of educational research and training from the sample. The findings revealed that mathematics competence of urban students had positive and significant relationship with fathers’ education. Urban students whose fathers had higher educational status performed better in mathematics.


Objectives

- The main objectives of the present study is to investigate the effect of home environment between boys and girls of Guna District.
- To find out whether the children being up in healthy environment develop significantly different of personality dispositions as compared to those are brought up in a poor home environment.
- To find out effect of sex on the personality variables of their children by comparing the mean scores of these two groups on different personality variables.

Hypothesis: Formulated in the present study are as follows:

1) There is no significant difference boys and girls with regard to their Home Environment.

2) There is no significant difference healthy and poor groups of boys with regard to their Home Environment.

3) There is no significant difference healthy and poor groups of girls with regard to their Home Environment.
4) There is no significant difference between healthy groups of boys and girls with regard Home Environment.

Conclusions

1) The obtained scores of boys and girls on Home environment questionnaire (HEQ) indicate that they do not differ significantly in their home environment. It seems that sex does not play its discriminative role as Home environment is concerned.

2) It was found on the basis of the obtained scores of healthy & poor boys on Home (HEQ) that they do differ in their Home environment. The obtained results reject this hypothesis mentioned above. (Table 14) Findings prove that poor and healthy boys belong to two entirely different socio-economic, cultures & their habitations is also entirely different.

3) on the basis of the obtained scores of healthy & poor girls on HEQ, it is clear that they do differ significantly (P<.01) in their home environmental (Table15). The obtained results reject the hypothesis mentioned above.

There obtained scores of boys & girls in healthy group reveal that they do differ significantly in their home environment as they perceive it healthy (Table12) both then groups in the same environment, rear and prepare their children to face world more or less the similar manner there is little difference in their Home environment.

Kohl et al. (2000) conducted a study on family factors which potentially put parental involvement at risk. The participants in the study were parents, teachers and 350 children of America. Family and social data were collected through interviews conducted with parents. Parental
involvement was rated by teachers and parents separately using a purpose designed instrument. Highly educated parents encouraged their children more to achieve.

Findings also indicated positive relationship between academic achievement and parental education. Devi and Kiran (2002) studied factors associated with scholastic backwardness of secondary school children. 100 low achievers from secondary schools of Hyderabad city were selected as sample for the study. Interview schedule was used to elicit factors related to scholastic backwardness. The results reported that low educational status of parents found to be detrimental to academic achievement of their children. Devi and Mayuri (2003) carried out a study of family and school factors that affect the academic achievement of residential school children studying ninth and tenth classes on a sample of 120 students of Hyderabad city. Data were collected through an interview schedule developed by the investigator to study the family factors. The result indicated significant gender difference in academic achievement and girls were found to be superior to boys in academic achievement.


The objectives of the study were: (1) To see whether components of family environment bear any relationship with academic achievement of gifted underachievers; (2) To find out how does the family environment mould the gifted underachievers’ achievement pattern; (3) To find out if a gender difference exists in gifted underachievers’ perception of the family; (4) To find out, to what extent do the components of family environment variable help in the prediction of
academic achievement in case of gifted underachievers, singly or jointly.

Initially a sample of 840 female and male students studying in tenth standard and in the age group of 15 and above was taken from government schools of Orissa. Out of these students the intellectually gifted students were identified using intelligence test scores, academic achievement scores and teachers’ ratings. In the next step, underachievers were identified from amongst the 101 gifted students. Thereafter, the Family Environment Scale (FES) was administered to them to assess their perceptions about their family environment. The results were analysed using t-test and regression analysis.

The findings of the study were: (1) The mean score of boys was higher than that of girls; (2) The boys scored higher on Cohesion, Intellectual Cultural Organization, Active Recreational Orientation, Moral and Religious Emphasis and control components of FES, while the girls scored higher on conflict, achievement orientation and organisation components of FES; (3) In totality, the underachievers’ academic achievement was significantly related with all components of FES except Active Recreational Organisation; (4) For underachieving boys, no correlation between a component of FES and academic achievement was found to be significant. However, in the case of underachieving girls, Cohesion, Independence and Control components of FES were found to be correlated significantly with academic achievement. Cohesion was related positively while Independence and Control were related negatively; (5) Out of all the sub-scales only Independence was found to be a powerful predictor of academic achievement.
Sunitha (2005) studied academic learning environment of students from aided and unaided co-educational high schools. The sample of 240 students was selected from the schools of Dharwad city in India. Data were collected from administering home learning environment scale developed by the researcher and academic achievement was taken as average percentage marks of the previous year and two semesters of the current year of the students. The results revealed no significant different in academic achievement of boys and girls. Parental education was also found to have significant and positive relationship with academic achievements of the students.

Shivakumar, P. (2006) conducted a study on the influence of home environment upon the academic achievement in science of VII standard students in Chamarajanagar Taluk, Karnataka. The objectives of the study were: (1) To find out the influence of home environment on the achievement of students in science, (2) To know whether gender has any influence on the achievement of students in science, (3) To compare the achievement of students in science studying in government and private unaided schools, (4) To find out the influence of locality on achievement of students in science. Cluster random sampling of 160 students is used. The collected data was analysed using statistical technique like mean, standard deviation, frequency, range, t-test and chi-square test with the help of SPSS software. The major findings were: (1) The achievement of students in science is dependent on their home environment. The students of high home environment have achieved higher than that of the students with medium and low home environment. The students having medium home environment background have achieved higher than low home environment background students. (2) There is a significant difference between boys
and girls achievement in science. The girls have performed better than boys. (3) There is no significant difference in the achievement of students in science government and private unaided schools. (4) The urban area students have performed better than the rural areas students in achievement in science. So there is a significant difference in the achievement of students in urban and rural areas. (5) The achievement of students in science is dependent of their parents educational qualification. (6) The achievement of students in science is dependent on their parent’s occupation.

**Rachna (2009)** To study the effect of parental attitude on personality of children.

**Objectives**

1) To study the attitude of mothers in the family.

2) To study the attitude of fathers in the family.

3) To study the decision making of mothers in the family and its effects on child personality.

4) To study the decision making of fathers in the family & its effect on children's personality.

5) To compare the decisions making of parents and its effect on children's personality.

**Hypothesis**

- There is no significant difference in personality pattern of children.

- The Socio-economic status of pattern affects the attitude towards their children.
Conclusions

1) 50% of both mother and father's attitude towards children is positive i.e. they accept the ideas and judgement of their children. They are loving affectionate, joyful cheering and of attitude behaviour.

2) 31.7% mother's & 25% fathers attitude is that of over protection to their children. They are uncared pomp indulgence, excessive physical contact prevention of independence over solicitude, shielding behave towards children.

3) 16-7% mothers & fathers are involved in over indulgence. Even on the whiners of their children their behaviour is of endeavour. The yield to the demands of the children & fail to exercise needed constraint.

4) 10 to 11.7 percent parents demand higher quality performance, higher expectations from their children.

Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The respondents of the study were 300 students in the age range of 12-15 years of Bhopal. Percentages of marks obtained by the students in last three years were used as measures of academic achievement. The results indicated significant gender difference in academic achievement, the girls scored higher than boys significantly.

Singh and Praveen (2010) studied the relationship of social maturity with academic achievement of high school students. The study was conducted on a sample of 400 high school students consisting 200
boys and 200 girls studying in tenth class of New Delhi. 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.

**Murugan, R. (2010)** conducted a study on the effect of home environment on achievement in science of VIII standard students in Mettur Taluk of Tamilnadu. The objectives of the study were: (1) To find out the difference in the home environment of the students based on gender and location, (2) To compare in the students achievement in science based on gender and location, (3) To find out the effect of home environment on achievement in science of the VIII standard students. Cluster random sampling of 160 students is used. The collected data was analyzed by using statistical technique like mean, standard deviation, frequency, range, t-test and correlation with the help of SPSS software. The major findings were: (1) The achievement of students in science is dependent on their home environment. The students of high home environment have achieved higher than that of the students with medium and low home environment. The students having medium home environment background have achieved higher than low home environment background students. (2) There is a significant difference between boys and girls achievement in science. The girls have performed better than boys. (3) The urban 45 area students have performed better than the rural areas students in science achievement. So there is a significant difference in the achievement of students in urban and rural areas.
Asthana (2011) conducted a study on a sample of 300 students consisting 150 male and 150 female students of secondary education from Varanasi, with a view to assess to gender difference in scholastic achievement. Scholastic achievement was measured on the basis of an average of marks obtained in three previous annual examinations. The findings revealed that there was a significant difference in academic achievement of male and female students. Girls were found to be better performers than boys.

2.10 FOREIGN RESEARCHES ON FAMILY ENVIRONMENT

Candis Yimoyines Hine (1991) designed a study on relationship of the home environment of gifted Puerto Rican Children and its impact on their academic achievement. The purpose of this study was to examine the perceptions of gifted Puerto Rican students to identify family factors, which may contribute to high academic achievement. The factors like press for achievement, press for language development, high educational and occupational aspirations, strong family support system, family bond, optimistic outlook towards children, were found to have their influence on academic achievement.

Ethel L Jones (1996) studied the relationship between the variables of family climate and academic achievement as perceived by the students. The purpose of the study was to find out if there was a statistically significant relationship between students”’ perception of their family climate and scholastic achievement. The students included lived either with their natural parents or single-mother or single-father. The results indicated that there were only slight differences in the students”’ perceptions of their family climate. However, a statistically significant relationship was found between the students”’ perception on
their family climate and reading achievement. A statistically significant relationship was also found between the students’ perception of their mothers and reading and mathematics achievement. The researcher concluded that there was a measurable interaction between family members which was related to their scholastic achievement.

YIP, Lochling, Cathryn (1998) attempted to investigate the relationships between perceived family climate, school climate, self differentiation level and academic performance among college students. The results revealed that there was no significant difference in the level of differentiation for college students with different family structures. No significant difference was found in the perceived family climate for college students with different family structures. The perceived family climate was related to the level of differentiation among college students and academic achievement.

James L. Rodriguez (2002) explored the relationship between family environment and academic achievement among three-generation Mexican American high school students. This study examined generation differences in the perceptions of family environment and academic achievement of Mexican American high school students. Analysis of covariance procedure revealed first and second generation students reported significantly higher grades and higher levels of family monitoring than third generation students. Regression analyses revealed that family involvement was a significant predictor of student grades across all the three generations of students.

Antonia Lozano Diar (2003) conducted a study on personal, family and academic factors affecting achievement in secondary school students. The present study aimed at establishing relationship between personal, family and academic factors that accounted for school failure,
as well as determined how these factors influenced each other. The hypotheses were fulfilled differentially, showing the selective predictive powers of the different contextual variables (family and school related) in accounting for school failure in students of secondary education. Results of this study made clear that the personal, family and academic factors directly influence students”’ academic achievement.

Stephen Demuth and Susan L. Brown (2004), investigated the effects of growing up in a two-parent versus single-mother family by examining adolescents”’ delinquency. The results revealed that adolescents in single-parent families were significantly more delinquent than their counterparts residing with two biological, married parents. Furthermore, family processes fully account for the higher levels of delinquency exhibited by adolescents from single-father versus single-parent families.

Yan (2006) conducted a study on factors affecting the state anxiety level of higher education students in Macau the impact of trait anxiety and self-esteem. The aim of this study was to find out the levels of anxiety of night-class students in higher education in Macau two weeks before the final examination. The Chinese version of Rosenberg’s self-esteem scale (Rosenberg, 1965) was applied to found out the relationship between students’ self-esteem and their trait and state anxieties. Generally speaking, night-class students, who had full-time jobs during the day, had significantly higher levels of anxiety than day class students, who were either unemployed or engaged in part-time employment.

Studies in the area of developmental psychology – especially those carried out in the past thirty years – show that preschool quality, both at the structural and process levels, in combination with the quality of the family environment influences various areas of children's development and learning. The goal of this study is to determine the effect of preschool quality, maternal and paternal educational level, and the age of the child when starting preschool on various areas of children's language competence (understanding language, verbal expression, and metalanguage). Our sample included 5-year-old children attending preschool — some for approximately four years, others for two. It was taken into account the level of maternal and paternal education, as well as the quality of the preschool class the child was attending, as an independent variable. The results indicate that maternal education is the strongest predictor of children's language competence measured among 5 year olds, regardless of the child's age upon entry into preschool. It was also determined that early entry into a high quality preschool is a factor that lessens the effect of parental education on children's language development, and has a positive effect on the language development of children whose parents have a low level of education and express a lower level of language competence.

Judith and Susan (2009) explored academic self-concepts in adolescence, relation with achievement and ability grouping in school. Subject-specific facets of academic self concept were related to students' position in the grouping hierarchy, with students in highability groups having significantly higher self-concepts in English, mathematics and Science than students in low-ability groups. Students' intentions to learn in future were more strongly affected by self-concept than by achievement.