Chapter – II

Review of Related Literature
REVIEW OF RELATED LITERATURE

Review of related literature is an essential pre requisite for planning and execution of any research work which means to locate, read and explore the past as well as current literature of research concerned with the planned investigation.

According to Good, Bar and Scates, survey of related literature serves the following purposes:

1. To show whether the evidences already available to solve the problems are adequate enough and thus to avoid the risk of duplication.
2. To provide ideas, theories, explanations or hypothesis valuable in the formation of the problem.
3. To suggest methods of research appropriate to the problem.
4. To locate comparable data useful in interpretation of results.
5. To contribute on the general scholarship of the investigator.

Thus, the review of literature allows the researcher to:

- Acquaint her with current knowledge in the field in which she is going to conduct his research.
- Enables the researchers to define and delimit her problem.
- Understand the research methodology, ways of study, knowledge about tools, instruments etc.
- Make her contribution towards the previous stock of knowledge either by adding something all together new or developing the old one and new perspective with its objectives before starting the investigation.

In the present chapter, an attempt has been made to review literature to make a modest survey of the work in the field so as to being out the need for the survey. The review has been presented as under:-
SCHOLASTIC ACHIEVEMENT


The objective of the study was, to study the effect of economic conditions of the family, family size, no. of siblings, parent’s education level, private tutors and separate study room upon the scholastic achievement.  

The major findings of the study were that, the economic conditions of the family and possession of a study room seemed have no effect upon the scholastic achievement in all the intellectual ability groups. Family size and number of siblings were inversely related to scholastic achievement, but parents’ education level was directly related to achievement of their children. In high ability group, children had greater achievement when they had no private tutor than when they prepared their lessons under the guidance of private tutor.  

Agarwal (1986): Studied the Effect of Parental Encouragement upon the Educational Development of the Students.  

Objective: This study was designed to understand the effect of parental encouragement upon educational development of secondary school students.  

Sample: The sample consisted of 1000 students studying in 24 higher secondary schools in the Garhwal region.  

Tools: Marks obtained by the students in four previous examinations were taken as the criterion of academic development. For measurement of parental encouragement the investigator developed a Parental Encouragement Scale.  

Findings of the study were that: (1) The high achieving group had been getting higher parental encouragement. (2) The urban boys and girls received greater parental encouragement than the rural ones, but the girls in general received greater parental encouragement than the boys. (3) There were differences in the amount of parental encouragement received by the students in the different regions. (4) The high achieving groups of boys and girls with the mother as well as the father absent received more encouragement than the other boys and girls. Sex differences in the encouragement of either parental absence could not be identified.  

Zaidi and Rehana (1986): Studied the Effect of Parental Deprivation and Some Socio-Psychological Factors on the Scholastic Achievement of Primary School Children.  

The objectives of the study were: To find out the differences among three groups of children, viz., maternally deprived, paternally deprived and non-parentally deprived on the achievement
and socio-psychological factors, namely, socio-economic status, personality traits and self-concept.

To find out the relationship between the dependent variables of achievement and independent variables of socio-psychological factors and whether socio-economic status, self-concept and measured personality factors made a significant contribution to prediction of achievement.

**Tools and Sample:** The sample comprised 300 boys of class V in which 200 boys were parentally deprived and 100 were non-parentally deprived. The sample was drawn from the Hindi medium primary schools of Allahabad city. Raven’s Coloured Progressive Matrices, the Socio-Economic Scale Questionnaire by S.D. Kapoor et.al. (1879), Cattell’s CPO adopted in Hindi by S.D. Kapoor and Sharadamba Rao, and the Indian Adaptation of Pier’s Harris Children Self-Concept Scale by S.P. Ahluwalia, four achievement tests, each in mathematics, science, language and social studies constructed by the researcher were used.

**Major findings of the study were that:**

1. Parentally deprived children (both maternally deprived and paternally deprived) were found to be underachievers had low or negative self-concept while the non-parentally deprived had average self-concept and were found to be average in achievement. (2) Language achievement of maternally deprived children was poorer and could be predicted on the basis of personality trait affected by feelings vs. emotional stability while in the paternally deprived group it is average and could be predicted on the basis of dullness. (3) Both parentally deprived groups were emotionally less stable as compared to the non-parentally deprived group. (4) Socio-economic status and self-concept were found to be significantly and positively related with all the three groups. Maternally and paternally deprived children differed significantly on some of the personality traits. The former children were more affected by feelings. They were excitable, obedient and tender minded while paternally deprived children were more phlegmatic, dominant expedient and forthright.

**Niebuhr (1995): Examined Relationships between Several Antecedent Variables (student ability, family environment, and school climate) and Students Academic Achievement.**

**Main objectives of the study were:** To examine the relationship of academic achievement with student ability, family environment and school climate.
To examine the role of motivation as a moderator between ability and academic achievement, and as a mediating variable between family environment and academic achievement and between school climate and academic achievement.

**Sample:** The study was conducted in a small town in the Southeast United States. A survey questionnaire was administered to 241 high school students, of whom 76 were black, 158 were white, and 7 were classified as “other”.

Findings indicated that student’s motivation showed no significant effect on the relationship between ability and academic achievement. However, motivation acted as a moderating variable between ability and academic achievement for black students. The findings suggest that the elements of both school climate and family environment have a stronger direct impact on academic achievement. It is recommended that school-family programs should be developed to facilitate student motivation and improve teacher-student relationships.

**Sanders, Mavis (1996): Explored the School-Family-Community Partnerships and the Academic Achievement of African American, Urban Adolescents.**

**Objective of the study was** to explore the effects of teacher, family and church support on the school-related attitudes, behaviours, and academic achievement of African American, urban adolescents.

**Sample and Tools:** 826 students in an urban school district in the Southeastern United States were selected. Student perceptions of teacher support and parental support, church in vocational involvement, school behaviour, academic self-concept, achievement ideology and academic achievement were used. Interviews were conducted with a subset of the research population (40 students) to enhance and aid in the interpretation of the questionnaire data.

**Results:** Results of the quantitative and qualitative analysis show that students’ perceptions of teacher and parental academic support and church in vocational involvement indirectly influence achievement through their positive and significant influence on one or more of the attitudinal and behavioural variables measure. Student’s academic self-concepts, achievement ideology and school behaviour, therefore qualities influenced by the school, family and church.

**Riviera (1997): Investigated the Effects of Distal Variables (Maternal Intelligence, Maternal Education, Maternal Employment and poverty) and of the Proximal Variables (home environment and parent child interaction) on the Academic Achievement of Latino adolescents.**
**Tools:** The study utilized the National Longitudinal Survey of Youth (NLSY) for its sample.

**Hypothesis:** The effect of Latino adolescents’ academic achievement of maternal intelligence, maternal education, hourly rate of pay, hours worked weekly by mother, and family poverty status would be mediated through the home environment and the parent-child interactions.

The major findings were that the linear relationship was observed between the predictor variables, the mediating variables, and the outcome variables were not as hypothesized. In almost every instance and for each group under study, maternal intelligence was a significant predictors of the academic achievement measures. Finally, the findings indicated that home environment was a significant predictor of academic achievement but not a significant mediator.

Fan et. al. (1999): Conducted a Meta-Analyses to Synthesize the Quantitative Literature about the Relationship between Parental Involvement and Students’ Academic Achievement.

**Objective:** To study the relationship of students’ academic achievement with parental aspiration and parental home supervision.

**Findings:** The findings reveal a moderate, and practically meaningful relationship between parental involvement and academic achievement. Suing moderator analysis, it is revealed that parental aspiration/expectation for children’s education achievement has the strongest relationship, while parental home supervision has the weakest relationship, with students’ academic achievement. In addition, the relationship is stronger when academic achievement is represented by a global indicator than by a subject – specific indicator.

Berry et al. (1999): Examined the Relationships between Academic Performance, Student Ability and Motivation among Community College Students.

**Objective:** The study examined the relationship of academic performance with motivation and students’ attribution of success and the study addresses the national that the affective state is an indirect measure of motivation.

Hypothesis of the study was that, students who are highly motivated will earn higher grades.

**Results:** Results indicated that the relationship between level of motivation and academic performance fluctuate throughout the semester but suggested that students who attribute academic performance to internal factors such as self-ability and hard work earn higher grades than those who do not. The student who reports, feeling confident and enthusiastic before a test proforma beat on the exam than students who express feelings of anxiety or worry.
Shim et al. (2000): Examined the Effects of Family Structures on students’ Academic Achievement in terms of Self-Reported Grades.

**Objective:** To examine the effects of family structures on students’ academic achievement in terms of self-reported grades and relevant factors that would explain the differences in student grades among students from intact two-parent families, step families, and single-parent families.

**Sample:** The achieved sample contained 25,511 students from 2-parent families, 4831 students from step families, and 8929 students from single-parent families.

**Results:** Student perception of parental academic expectation was the most important predictor for differences in achievement. Students who believed their parents had high academic expectations tended to have higher grades regardless of family structure. However, a larger portion of the students from step-or single parent families tended to have very low expectations. They also tended to experience more stresses at school, which had negative effects on achievement. The study shows that the beliefs and attitudes of parents foster the academic success of their children.


**Objective:** The study examined the network of casual relations between academic self-concept and academic achievement.

**Tools and Sample:** Participants were 6,411 students-in 59 secondary schools in Flanders, followed for 7 years. Five ways of the Flemish Longitudinal Research in secondary education project (J. Van Damme, et al, 1997) was used. Correlation and regression analysis were used to prepare Structural Equation Models (SEM) that were used with multiple indicators of both schools performance and academic self-concept to establish the bidirectional causal influence between both concepts.

**Results shows that the** academic secondary schools in Flanders; followed for self-concept is based on prior achievement, and, in addition, prior academic self-concept forms subsequent achievement. The path from self-concept to academic achievement was enriched by the inclusion of students’ perceptions of the relevance of the school and the self-report of the degree of effort expenditure.
Results support the motivational influence of academic self-concept. Moderator effects of sex and school characteristics were also examined using multisampling SEM. Variables of both these types were identified as important moderators within the bidirectional network.

Johnson (2000): Used data from the 1998 National Assessment of Educational Progress (NAEP) Reading Examination to Analyze the Effect of Class Size on Academic Achievement.

Sample and Tools: The NAEP is administered in 4th, 8th ad 12 grades to measure academic achievement in various fields. Besides providing data on academics, it offers information on student, teacher and administration background.

Objective: The study analyzed six factors class size, race and ethnicity, parents, educational attainment, number of reading materials in the home, free or reduced price lunch, participation and gender.

Results: indicated that on average, being in a small class does not increase the likelihood that a student will attain a higher score on the NAEP reading test. Children in the smallest classes do not score higher than students in the largest classes.


In 1997, 22.8 percent of associate degrees were awarded to minority students, a 7 percent increase from 1987. But compared with their share of total student enrollment, minorities remain under-represented in degree awards. This reflects general trends throughout higher education in which minority students tend to have lower persistence and graduation rates as well as lower levels of academic preparedness.

For minority community-college students, family and academic support factors emerged as playing a significant role in enhancing academic achievement and success. Research also indicates that an association exists between students’ cultural background and their preferred learning styles. For example, African-American students’ achievement appears to be positively related to oral experiences and interpersonal relationships.

Munoz et al. (2001): Examined the Effect of Specified Demographic and Psychosocial Variables on the Academic Achievement of High School Students from Urban and Rural Settings.
Psychosocial variables considered in this study were familism (perceived closeness of the family), perceived discrimination, time management, and home and school factors. Results provide information on the predictive factors associated with academic achievement among high school students. The significant psychosocial predictors were economic condition, time management (i.e., as related to studying or doing homework), depression scale, parent-child conflict scale, and school location. Support for continued use of measures of psychosocial factors in the study of predictors of academic achievement was established.


It focused on the question: Does school design influence the academic achievement of elementary school students?

Tools: Criteria used were scores on the Iowa Test of Basic Skills and 86 variables describing design patterns in various categories such as movement patterns, large group spaces, architectural layout, day lighting and views, color, scale of building and location of school site.

Findings: Design does influence student learning, with circulation pattern or movement accounting for the largest percentage of variance for the third grade, and availability of large group meeting areas accounting for the largest percentage of variance in the fifth grade.

Kaur Satnam (2003): Examined Academic Achievement of Adolescents in Relation to Anxiety and Locus of Control.

Objectives: To study the academic achievement of adolescent in relation to anxiety and locus of control.

Sample: 115 boys and 115 girls of class 1 from senior secondary schools of CBSE was taken.

Tools: Anxiety Scale Questionnaire (ASQ: Cattell and Scheier, 1963) and Locus of control (Levenson and Miller, 1976) was used.

Major findings of the study were that on academic achievement girls have scored higher than boys but on the factor powerful others, boys scored higher than girls. However the score on academic achievement of boys was found to be negatively related to chance scale which means, individuals who believe in luck, fate and chance can not achieve anything in life.

Peter Gouzouasis (2004): Examined the Relationship between Achievement and Participation in Music and Achievement in Core Grade Twelve Academic Subjects.
In our study, we examined the relationship between participation and achievement in music and achievement in academic courses, based on data from three consecutive British Columbia students’ cohorts. Across the three cohorts, we consistently found that music participation was associated with generally higher academic achievement, and that 11 music courses scores predicted grade 12 academic achievement scores in linear regression analysis. Our results support the notion that the time dedicated to music participation does not impede, but rather goes hand in hand with or even fosters academic excellence in other “core” subjects.

**Zebun Nisa Khan (2005): Studied Scholastic Achievement of Higher Secondary Students in Science Stream.**

**Materials and Methods:** The tests of predictors measures were administered to 400 students (200 boys and 200 girls) studying at the higher secondary stage in the senior secondary school of Aligarh Muslim University, Aligarh, India, using the Cluster Sampling Technique.

The prognostic value of different measures of cognition, personality and demographic variables for success at higher secondary level in science stream. The scores obtained on different variables were factor-analysed to get a smaller number of meaningful variables or factors to establish the predictive validity of these predictors.

**Results:** (1) The combined sample of boys and girls yielded seven factors. It was concluded that the students in the sample are conscientious, venturesome, kind, stable, reserved, trusting, persevering, lively, cooperative, possessing high and non-verbal intelligence, divergent thinking, achievement motivation and high self-economic status are fairly high on academic achievement. (2) The scores of low achievers (boys and girls) yielded six factors. The factors obtained by the low achievers reveal that such students are lively, reserved, impulsive, fickle-minded, nervous, submissive, conscientious, trusting, experimenting and harsh. However the factor analysis of scores of high achievers (boys and girls) indicated that they are reserved, trusting, submissive, venturesome, conscientious, conservative, kind, stable, lively, confident, co-operative and persevering.

**Martin, LeaAnn Tyson, Chalmers and Gordon (2007): Explored the Relationship between Academic Achievement and Physical Fitness.**

**Objective:** To study the relationship between academic performance and physical fitness.

**Tools:** Iowa Tests of Basic Skills, as measured by performance on the presidents’ challenge.

**Sample:** Subjects were 5847 Seattle school district students in grades three, five, six and eight.
The correlation between mean physical and academic percentile scores was 0.19, p<0.05. While statistically significant, this correlation indicated that only 3.6% of the variance in academic performance could be explained by physical fitness. The low level indicated that the relationship between academic performance and physical fitness is of little practical importance. Accordingly, physical education programs should not be advocated as a means to promote academic achievement in students.

**Henry and Chow (2007): Research on Psychological Well-Being and Scholastic Achievement among University Students in a Canadian Prairie City.**

This article reports the findings from a questionnaire survey of university students’ scholastic achievement and psychological well-being in a Canadian prairie city. Multiple ordinary least-squares regression analysis revealed that sex, educational aspirations, hours spent on studying, father’s education, physical health, financial stress, and stress due to balancing work, school and social life were found to be significantly associated with academic performance. More specifically, female students and those who reported higher educational aspirations, indicated better physical health, experienced less financial stress or stress due to finance or to balancing work, school, and social life, spent more time on studying, and those whose father had a higher level of education were found to perform better academically. On the other hand, income, physical health, relationship with significant other, relationship with family, relationships with friends, self image, and academic stress were found to be significantly related to psychological well-being. But succinctly, respondents who had a higher family income, reported better physical health, expressed a higher degree of satisfaction with their relationships with family, friends, and significant other, indicated a more positive self-image, and experienced less academic stress were found to exhibit a significantly higher level of psychological well-being.

**Ewnetu Seid and Fisseha Mikre (2008): Studied the Teacher Relationship Behaviour and Parenting Style Correlates of Students’ Scholastic Achievement at Grade Seven English.**

**Objective:** The objective of this research is to describe the teacher relationship behaviour patterns as reported by the students, to identify the type of teacher relationship behaviour and the parenting style exercised at home, recommend ways of intervention, behaviour and the parenting style exercised at home, recommend ways of intervention, improve teacher relationship behaviour and enhance the students’ learning achievements.
Sample and Tools: A sample of 322 grade seven students were given questionnaire to fill out the Teacher Relationship Behaviour Scale to report their perception and the parenting style exercised at home, and only 210 (65.2%) filled out and returned the questionnaire. To obtain the sample subjects of the study, simple random sampling technique (i.e. lottery method) was used.

Results showed that when data was analyzed, the teacher relationship behaviour patterns were described after clustering students around the median and quartile points, to obtain the least error variance grouping. Correlations of the scholastic achievement scores with teacher relationship behaviour variable were checked for significance. Pair wise comparison of means for teacher relationship behaviour scores was performed using t-test between each cluster scores to check for significance differences. The t-test was also used to check for significance mean differences of teacher relationship behaviour scores for male and female students. A one-way analysis of variance (ANOVA) was also carried out for the teacher relationship behaviour scores and for the identified English scores against the various parenting styles to check whether the cluster groups were equally homogeneous. Based on the analysis, three patterns of the teacher relationship behaviour were identified. These are, the positively involved, 57 (27.14%), the functional average, 101 (48.09%) and the negatively involved 52 (27.76%). The positively involved students scored relatively higher in their English marks as well as reported an authoritative parenting style (demanding and democratic) to be exercised at their home. In this research, gender difference was not reported for all variables measured.

Tomporowski, Phillip, Davis, Catherine, Miller, Patricia and Naglieri, Jack (2008): Examined Exercise and Children’s Intelligence, Cognition and Academic Achievement. Research suggested that gains in children’s mental functioning due to exercise are seen most clearly on tasks that involve executive functions (performing goal-directed actions in complex stimulus environments). Exercise is an important method of developing mental functioning that is central to both cognitive and social development.

Data analyzed in this study indicate that additional curricular emphasis on physical education may result in small absolute gains in grade point average and strongly suggest a relative increase in performance per unit of academic teaching time.

Observations show a positive association between physical activity and academic performance, concentration, memory, and classroom behaviour.
Chomitz, Virginia, Slining, Meghan, McGowan, Robert, Mitchell, Suzanne, Dawson, Glen, Hacker and Karen (2009): Investigated that there is a Relationship between Physical Fitness and Academic Achievement.

**Objective:** To determine relationships between physical fitness and academic achievement in diverse, urban public school children.

**Methods:** This cross-sectional study used public school data from 2004 to 2005. Academic achievement was assessed as a passing score on Massachusetts Comprehensive Assessment System (MCAS) achievement tests in mathematics (fourth, sixth, and eighth grade, n = 1103) and in English (fourth and seventh grade, n = 744). Fitness achievement was assessed as the number of physical fitness tests passed during physical education (PE). Multivariate logistic regression analysis were conducted to assess the probability of passing the MCAS tests, controlling for students' weight status (BMI z score), ethnicity, gender, grade, and socioeconomic status (school lunch enrollment).

**Results showed that** the odds of passing both the MCAS Mathematics test and the MCAS English test increased as the number of fitness tests passed increased (p less than 0.0001 and p less than 0.05, respectively). Results show statistically significant relationships between fitness and academic achievement, though the direction of causation is not known.


The objective of this research is to examine if a relationship exists between creativity and academic achievement and if the relationship differs between males and females. Two research questions are examined in this paper: (1) what is the relationship between different aspects of creativity and academic achievement? (2) Is there any significant gender differences regarding the relationship between different aspects of creativity and academic achievement?

**Sample:** Participants (N=153; male=105 and female = 48).

**Methodology:** Khatena Torrance Creativity Perception Inventory (KTCPI) and Cumulative Grade Point Average (CGPA) Pearson correlation analysis indicate that aspects of creativity are related to academic achievement for both males and females.

Phillip, Tomporowski, Catherine, Davis, Patricia, Miller and Jack and Naglieri (2008): Explored Exercise and Children’s Intelligence, Cognition and Academic Achievement.
Research suggests that gains in children’s mental functioning due to exercise are seen most clearly on tasks that involve executive functions (performing goal-directed actions in complex stimulus environments).

Exercise is an important method of developing mental functioning that is central to both cognitive and social development.

PERSONALITY

Gerald Latus and Edward Bauman (1980): Explored Personality and Environmental Correlates of Academic Achievement in Ojibwa Indian Youth.

Methodology: High School Personality Questionnaire Profiles, Grades and Boarding Home information were obtained for almost the entire Grade 9 and 10 native Indian student population in the districts of Kenora, Rainy River, and Thunder bay (Ontario, Canada)

Objective: To discover the factors that relate to the high incidence of academic failure among native students.

Results: Native Indian youth as a group differed from white population in personality traits, but the lack of a strong correlation between these personality traits and school grades suggests that the personality traits characteristic of an Indian population are not the primary cause of school failure. Students who came from remote reserves were better adjusted than those who lived within driving distance of white settlements and had greater opportunities for acculturation. There was no correlation between school grades and boarding home conditions. Female students showed less variability in personality structure than males and seemed less affected by changes in culture and boarding home condition. A comparison of native students in academic and occupational programs revealed some personality differences among males but none among females.


The main objectives of the study were: To identify the personality factors of ninth grade boys and girls in which over-achievers differed from under – achievers / a significant interaction between over – and under – achievement and achievement motivation / which three levels of achievement motivation showed significant differences.

To identify the personality factors of ninth grade boys and girls which showed main effects neither of over- and under-achievement, nor of achievement motivation, nor of the
interaction between the two, and to identify the personality factors of over and under achievers, of high motivated, average motivated and low motivated groups.

**Sample:** A sample of 310 ninth class boys and 312 ninth class girls was chosen randomly from four high schools of Patiala.

**Tools:** The Tandon Group Test of Intelligence, the adapted version of Cattell HSPQ (Form B); and the Achievement Motivation Inventory. Along with these tools the marks obtained by these students in the eighth class public examination were taken as criterion scores to identify them as high or low achievers.

**The major findings of the study were:** (1) The group of low motivated over-achieving boys was found to be more vigorous and zestful than the group of low motivated under – achieving boys. Among the under-achieving boys, the low motivated group was found to be least vigorous and zestful. (2) The high motivated under-achieving girls were more submissive and less tense than high motivated over-achieving girls. But low motivated under – achieving girls were less submissive and more tense than the low motivated over-achieving girls. (3) Over-achieving boys were less expedient and less shy and had less undisciplined self-conflict than the under achieving boys. However, over-achieving girls were less affected by feelings and more emotionally stable, less shy and more vigorous and zestful and had less undisciplined self-conflict than the under-achieving girls. (4) Among boys, the high motivated group and average motivated group were found to be more sober, less happy-go-lucky, and had less undisciplined self-conflict than the low motivated group. (5) Among girls, the high motivated group was more intelligent and less expedient than the low motivated and average motivated groups, and was less shy and had less undisciplined self-conflict than the low motivated group. The high motivated group did not differ significantly from the average motivated group in shyness and undisciplined self-conflict. (6) The average motivated boys did not differ from low motivated boys in scholastic ability, expediency, shyness and undisciplined self-conflict. (7) Neither the two levels of achievement nor the three levels of achievement motivation differed significantly on personality factors – A, B, C, E, O and Q3 for boys, and A, D, F, I, O, and Q2 for girls. International effect was also not found in these personality factors. (8) Over-achieving boys differed from under-achieving girls in G, H and Q3 and over-achieving girls differed from under-achieving girls in C, H, J and Q3 personality traits. (9) There was significant interaction in academic achievement and achievement motivation both in the case of boys as well as girls in the case of J personality factor.
Tiwari and Rita (1984): Explored the Achievement Motivation, Intelligence and Personality Traits of Privileged and Deprived Children.

Objectives of the study were: To find out the differential level of achievement motivation of the deprived students and to compare them with the advantaged class.

To study and compare the intelligence of the deprived and privileged children and investigate as how the personality traits of the deprived children were different from those of the privileged ones.

Sample: The sample of the study comprised 600 students of grades IX and X studying in different higher secondary schools of Raipur city, identified as privileged and deprived by a panel of five experts.

Tools and Techniques: The Achievement Motivation Inventory constructed by D.R. Bhatia, the Culture Fair Intelligence Test of Cattell and Cattell adopted in hindi and the High School Personality Questionnaire (HSPQ) adapted by Kapoor and Mehrotra were used. The data were analysed by computing the measures of central tendency, percentages and t-values.

The major findings of the study were: (1) Privileged students scored significantly higher in achievement motivation and general mental ability than deprived ones. (2) With respect to A and B factors of HSPQ, privileged pupils and privileged girls did not differ significantly from their deprived counterparts, whereas privileged boys scored significantly higher score than deprived ones on these factors. (3) On factors C, D, G and Q₃ of HSPQ deprived pupils and deprived girls outscored privileged pupils, whereas privileged and deprived boys did not differ significantly amongst themselves on these factors. Privileged pupils and privileged girls scored significantly higher than deprived pupils and deprived girls respectively, on factors E, Q₁ and Q₄ of HSPQ deprived pupils and deprived girls outscored privileged pupils, whereas privileged and deprived boys did not differ significantly amongst themselves on these factors. Privileged pupils and privileged girls scored significantly higher than deprived pupils and deprived girls respectively, on factors E, Q₁ and Q₄ of HSPQ, but no significant differences were observed among privileged and deprived boys on these factors. Privileged pupils, boys and girls, scored significantly higher than the deprived pupils, boys and girls, on factor H, I, Q₂ deprived pupils, boys and girls outscored the privileged ones.

The main objectives of the study were: To determine the difference and association between intelligence of boys and girls in general and faculty wise.

To verify the strength for association between intelligence and personality and to examine the difference in personality factors of the high and low intelligent members of both the sexes.

Sample and Tools: 460 students (275 boys and 185 girls) were drawn randomly from the arts, science, medical and engineering faculties of four colleges and postgraduate departments of Bhagalpur University. A Personal Data Sheet, Kuppuswamy’s Socio-Economic Status Scale, Cattell’s 16 PF Questionnaire (adapted by Kapoor), and Jalota’s Group Test of General Mental Ability were used. Mean, t-ratio, correlation, chi-square technique, etc. were employed for drawing conclusions.

The results of the study were: (1) Intelligence seemed to be influenced by certain factors such as sex, faculty, cultural condition, years of schooling and increased educational opportunities. Boys were superior in intelligence to girls. (2) Personality traits were more or less independent of intelligence. (3) High/intelligent boys and girls were scholastic, suspicious-skeptical and controlled. The low intelligent group was outgoing, happy go-lucky and apprehensive. (4) High and low intelligent boys differed on factors B, F, O, Q₁ and Q₄ high and low intelligent girls differed on factors A, B, C, G, and Q₃. (5) Intelligence was positively correlated with factors B, C, E, G, I, and Q₁ and negatively with factors A, H, N, O and Q₄. Factor Q₂ was positively correlated with female medical students and negatively with M.A. male students. (6) Intelligence linked personality traits of high intelligent subjects showed them to be more scholastic, emotionally mature, conscientious, venturesome, tender minded, shrewd and controlled. (7) Sex-linked personality traits of high intelligent males showed them to be scholastic, emotionally mature, conscientious, venturesome, tender minded, suspicious and controlled. High intelligent girls were scholastic, controlled and shrewd. Low intelligent boys were outgoing, emotionally immature, assertive, happy-go-lucky, shrewd, imaginative, apprehensive, experimenting, self-sufficient and tense. Low intelligent girls were outgoing, less scholastic and apprehensive.

The study was designed to see if there were any significant differences in personality characteristics among bright and dull students.
Sample consisted of 157 bright and 160 dull students studying in twelfth hindi medium secondary schools in Lucknow.

Tools: Raven’s Progressive Matrices Test was used for assessment of intellectual level and on the basis of scores in this test the students were classified as bright and dull students. Kuppuswamy’s Socio-Economic Status Scale was used for assessment of the Socio-Economic Status of the families of the students and Edward’s Personal Preference Schedule was used for determination of the personality characteristics of the students.

The major findings of the study were that: (1) There were significant differences among the bright and the dull students as regards needs deference, abasement, nurturance, change, endurance, needs exhibition, autonomy, affiliation, socio-economic status of their families and heterosexuality. (2) At the upper socio-economic level, the bright and the dull students differed significantly as regards nurturance, change, endurance, and needs affiliation. However, at the lower socio-economic level, bright and dull students differed significantly as regards needs deference, abasement, change, endurance, affiliation and heterosexuality. (3) Bright children belonging to the upper socio-economic status group differed significantly from dull ones belonging to the lower socio-economic status group on needs deference, interception, abasement, nurturance, change, endurance, needs exhibition, autonomy, affiliation, dominance and heterosexuality. (4) Bright children belonging to the lower socio-economic status group differed significantly from dull ones belonging to the upper socio-economic status group on needs abasement, change and needs affiliation. (5) Bright children belonging to the upper and lower socio-economic groups differed significantly from each other on need interception and need order.


The objective of the investigation was to study the relationship between personality characteristics, cognitive factors, sex difference and academic failure among science and arts students at the high school, intermediate and undergraduate levels.

Tools: Bernreuter’s Personality Inventory, Raven’s Progressive Matrices, Conformity-C-Scale, AAPAS Motive Test (a measure of achievement motivation), Brown-Holtzman Survey of Study Habits and Attitudes and Multi-Dimension Inventory of Self-Awareness
Sample: A Measure of Memory Span were administered to a random sample of 1000 failures (500 girls and 500 boys) of arts and science streams at high school, intermediate and undergraduate levels.

Findings: (1) The relationship between different personality factors of Bernreuter’s personality inventory, intelligence, conformity, achievement motivation, study habits and memory span, and academic failure was not significant. (2) Failures differed in their personality characteristics and cognitive make-up. (3) Sex differences did not interact with any personality characteristics for academic failure. (4) Failures did not have any significant interactional effects of sex difference and cognitive factors on their academic achievement.

Damle (1987): Studied the Personality, Intelligence, Distribution of Practice and Motivation as related to Psychomotor Learning and Retention.

The main purpose of the study was to investigate experimentally the relation of personality, intelligence, mode of practice and augmented feedback to the learning and retention of a psychomotor task.

Sample: The study employed the experimental and controlled approach, selected 160 students and used a 4x2x2x2 factorial design.

Tools: All these subjects were tested on MRT and PR Test. The variables studied were personality, intelligence, practice, motivation, performance, learning, retention, reminiscence of a psychomotor task, sex and education. The tools used were Eysenck Personality Inventory (EPI), Raven’s Standard Progressive Matrices (SPM), Minnesota Rate of Manipulation Test (MRT) and Pursuit Rotor (PR) (an electronic pursuit rotor, manufactured by MAQLAB, Bombay). The data were analysed by using analysis of variance, analysis of covariance, product-moment correlation, F-ratio, t-test and descriptive statistics.

Results: (1) Personality and augmented feedback (AF) was not a significant variable in any of the aspects of the psychomotor skill. (2) The results of analysis for the motivation variable also showed no significant contribution of this variable in all aspects of the psychomotor skill. (3) There was no significant interaction between extraversion and retention interval. Thus, consolidation theory of reminiscence did not get any support in this study. (4) General intelligence significantly and superiority of distributed practice (DP) contributed in the learning and retention of the psychomotor skill. (5) Various interactions between personality and AF, and between personality and practice were significant.
Zahir and Saida (1988): Studied the Relationship between Perceived Maternal Behaviour and Personality as well as Scholastic Achievement of Adolescents.

The investigation was designed to study the relationship between perceived maternal behaviour and personality as well as scholastic achievement of adolescents.

Sample: 624 adolescents randomly selected from government approved higher secondary schools in Lucknow. The data regarding students’ perception of maternal behaviour were collected with the help of the Indian Adaptation of Schulderman and Schulderman’s children’s report of paternal behaviour inventory by Saxena and Saxena. Bernreuter’s personality Inventory was used for the assessment of personality of the students. Kapur, Singh, Jalota and Pandey’s socio-economic status scale was used for the assessment of the socio-economic status of the students. The Progressive Matrices Test was administered for the assessment of intellectual level of the students and data regarding the Scholastic Achievement of the students were collected from the college concerned.

The major findings of the study were that: (1) Maternal acceptance helped in the development of scholastic achievement, dominance, self-confidence and tendency of extraversion. (2) Neuroticism was developed by the mothers’ detachment and enforcement did not develop independence. (3) Child-centredness made adolescents more sociable and introvert.


It was an attempt to compare self-concept, personality traits and aspirations of adolescents studying in central schools, state government schools and private schools in Rajasthan.

Objective: To explore the self-concept, aspirations and personality traits of adolescent students in different types of schools.

Methodology: The normative survey method was used where 750 students studying in different schools formed the sample. Swata Bodh Parikshan by Sherry and Uma, Cattell’s 16 PF Questionnaire, Level of Aspiration, and Inputs Check-List and Students Aspirations Test developed by the researcher were used to collect the data.

Major findings of the study were: (1) 45.2% of the adolescents studying in central schools, 44.4% in private schools and 57.6% in government schools, possessed average self-concept. However, there existed no significant relationship between personality traits and level of
aspirations among students from different types of schools. (2) Adolescents studying in private and central schools were more intelligent than the adolescents studying in government schools. (3) Students in government schools were generally practical whereas students in private and central schools were more imaginative. (4) Adolescents in central and government schools preferred science subjects while adolescents in private schools preferred arts stream. (5) Students in private schools were more conscientious in comparison to students in central and government schools.


The present study focused on the relationship between self-concept and personality adjustment of family-reared and institution-reared children.

Objectives of the study were: To assess the self-concept and level of personality adjustment of family-reared and institution-reared children and whether they differ in their self-concept and personality adjustment.

Methodology: The sample comprised 200 family-reared and institution-reared children in the age group of 13 to 15 years in Anna district. The tools used included, a translated version of the Self-Concept Scale by Don Dinkmeyer, and the Personality Adjustment Inventory by Beena Shah. Mean, SD, t-Test and Pearson’s Product-Moment Correlation were used for statistical analysis.

Findings: Family-reared and institution-reared children were similar in their self-concept and personality adjustment. The self-concept of these children was related to their personality adjustment.

Anton Aluja and Angel Blanch (2000): Explored Socialized Personality, Scholastic Aptitudes, Study Habits, and Academic Achievement.

Objective: This study analyzed the relationships among Cattellian personality factors, scholastic aptitudes, study habits, and academic achievement.

Sample: A total of 887 volunteer students from primary education (453 males and 434 females), enrolled in 29 public schools, participated in this research.

Findings: It was found that the scholastic aptitudes were the most predictive variables of achievement, while the personality traits had a low direct contribution to academic achievement, although the students with higher scores on socialized personality traits showed better study habits than those students with lower scores on personality socialization traits.
The relationship between personality and academic achievement seems to be mediated by study habits. Moreover, females obtained higher academic achievement scores than males. These differences could be explained by the fact that females showed a more socialized personality pattern and better study habits.

Meng-Lei Hu (2004): Explored the Relationship between Big Five Personality Traits, Learning Motivations and Learning Performance of the Hospitality Students in Taiwan. The purpose of this study was to investigate the relation between the Big Five Personality traits, Learning Motivations and Learning Performance.

Sample: Samples used in this study included 379 students of hospitality education institutes who completed the Mini-Maker (1994) and the Learning Motivation Questionnaire.

Hypothesis: H1 is partly supported. Openness was the most related to learning motivation (society-expectation, knowledge-skill, job need-licenses, degree-fashion). As to the dimensions of learning motivations, social communication, knowledge-skill and degree-fashion exhibited low but positive correlation with learning performance. Higher scores on the conscientiousness and lower scores on the openness were associated with higher scores on learning performance. Also, higher scores on the social communication, knowledge-skill and degree-fashion of learning motivations were associated with higher score on learning performance. H2 is partly supported. Only conscientiousness and openness were significantly related to learning performance, while openness was correlated negatively. H3 is partly supported. (1) Big Five personality traits are significantly related to learning performance and learning motivation. (2) Personality traits and learning motivation are positively related to learning performance.

Findings: Empirical results indicate that the different dimensions of big-five personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) are positively related to different dimensions of learning motivation.


Sample: The present study was conducted on 400 students (200 boys and 200 girls) selected from senior secondary school of A.M.U., Aligarh-India to establish the prognostic value to different measures of cognition, personality and demographic variables for success at higher secondary level in science stream. The scores obtained on different variables were factor-
analysed to get a smaller number of meaningful variables or factors to establish the predictive validity of these predictors. Factors responsible for success in science stream were identified.

**Results:** The combined sample of boys and girls yielded seven factors. It was concluded that the students in the sample are conscientious, venturesome, kind, stable, reserved, trusting, persevering, lively, cooperative, possessing high intelligence and are fairly high on academic achievement. The scores of low achievers (boys and girls) yielded six factors revealed that such students are lively, reserved and impulsive, fickle minded, nervous, submissive, conscientious, trusting experimenting and harsh. They also have Achievement Motivation, verbal and non-verbal intelligence, divergent thinking and high socio economic status.

**El-Anzi and Freih Owayed (2005): Examined the Relationship between Academic Achievement and the Following Variables: Anxiety, Self-Esteem, Optimism, and Pessimism in Kuwaiti Students.**

**Objective:** The investigation was designed to examine the relationship between academic achievement and the following variables: anxiety, self-esteem, optimism, and pessimism.

**Sample:** The sample consisted of 400 male and female students in the Basic Education College in Kuwait.

The salient findings of the investigation were that the significant positive correlation between academic achievement and both optimism and self-esteem- whereas the correlations were negative between academic achievement and both anxiety and pessimism.

**Andreu Vigil-Colet and Fabia Morales-Vives (2005): Investigated how Impulsivity is Related to Intelligence and Academic Achievement.**

**Objective:** This study investigated the relationships between impulsivity, intelligence and academic failure.

**Methodology:** Sample of 241 secondary school students who completed Thurstone’s (1938) Primary Mental Abilities (PMA) test and Dickman’s (1990) and Barratt’s (1985) Impulsivity Questionnaires (DII and BIS-10, respectively).

**Results:** Results show an inverse relationship between impulsivity and intelligence, specific to the scales with higher loadings on crystallized intelligence, and a positive relationship between impulsivity and academic failure. These results indicate that impulsivity is not directly related to intelligence and may act as a moderator variable between individuals’ resources and their achievements.

Objective: General intelligence and personality traits from the Five-Factor Model were studied as predictors of academic achievement in a large sample of Estonian school children from elementary to secondary school.

Sample: A total of 3618 students (1746 boys and 1872 girls) from all over Estonia attending Grades 2,3,4,6,8,10 and 12 participated in this study.

Methods: Intelligence, as measured by the Raven’s Standard Progressive Matrices, was found to be the best predictor of students’ Grade Point Average (GPA) in all grades.

Findings: Among personality traits (measured boys self-reports on the Estonian Nig Five Questionnaire for Children in grades 2 to 4 and by the NEO Five Factor Inventory in Grades 6 to 12), openness, agreeableness and conscientiousness correlated positively and neuroticism correlated negatively with GPA in almost every grade. When all measured variables were entered together into a regression model, intelligence was still the strongest predictor of GPA, being followed by agreeableness in grades 2 to 4 and conscientiousness in Grades 6 to 12. Interactions between predictor variables and age accounted for only a small percentage of variance in GPA, suggesting that academic achievement relies basically on the same mechanisms through the school years.

Klaus Boehnke, Peer pressure (2007): Examined the Cause of Scholastic Underachievement?

The present study examined consequences of high peer pressure on academic performance in mathematics among 14-year-old middle-school students in Germany, Canada, and Israel.

Sample: Altogether almost 1700 students were surveyed in the three cultures.

Findings: of the study make it obvious that – concerning achievement in mathematics – the primary victims of peer pressure in middle school are girls, boys more likely than girls being the perpetrators. High individual preferences of achievement values can buffer effects of peer pressure. However, from a pedagogical point of view it may nevertheless seem an option to teach mathematics in mono-gender courses, in order to improve the chances of both girls and boys to show an academic performance that concurs with their real competence.

Objectives: To examine the relations between the big five personality traits and academic outcomes.

Methodology: Specifically SAT scores and conscientiousness was the strongest predictor of both high school and college GPA. These relations replicated across 4 independent samples and across 4 different personality inventories.

Results: Further analysis showed that conscientiousness predicted college GPA, even after controlling for high school GPA and SAT scores and the relation between conscientiousness and college GPA was mediated, both concurrently and longitudinally by increased academic effort and higher levels of perceived academic ability. The relation between openness and SAT verbal scores was independent of academic achievement and was mediated both concurrently and longitudinally by perceived verbal intelligence. Together, these findings show that personality traits have independent and incremental effects on academic outcomes, even after controlling for traditional predictors of those outcomes.

Jaap, Dennissen, Jens, Asendorpf and Marcel van Aken (2008): Studied Childhood Personality can Predict Important Outcomes in Emerging Adulthood.

The study set out to examine whether childhood personality would predict the timings of important transitional events moving into adulthood, including leaving the parents’ home, establishing a romantic relationship, and entering the world of part-time work.

Methodology: Participants consisted of 230 children who were studied every year from their first or second year in preschool until age 12. After age 12, the sample was re-assessed twice, at ages 17 and 23. Researchers led by Jaap Denissen of Humboldt-University Berlin assessed degrees of shyness and aggressiveness through Parental Scales and Teacher Reports.

Results: The 19-year longitudinal study illustrated that childhood personality types were meaningful associated with the timing of the transitions. Resilient males were found to leave their parents’ house approximately one year earlier than over controlled or undercontrolled children. Overcontrolled boys took more than a year longer than others in finding a romantic partner. Resilient boys and girls were faster in getting a part-time job than their overcontrolled and undercontrolled peers. “Studies of so-called natural experiments will continue to be useful in elucidating the effects of life experiences on personality development”, the authors conclude.

Sample: A study of 100 Hong Kong university undergraduates was carried out to add to this research base.

Method: The instruments used were the MBTI for Personality Traits, the Strategy Inventory for Language Learning (S.I.L.L.) for Learning Strategies and a Standardized Test for Language Proficiency.

Result: Significant statistical relationships were not found.

EMOTIONAL INTELLIGENCE


The objective of the study was: to find out relationship of motor ability of adolescents with their emotional, social and home adjustment.

The sample of study consisted of 200 boys and 200 girls belonging to schools and colleges of Haryana. Their age ranged from 13+ to 16+ years.

Tools: The Bell Adjustment Inventory, the Scott Motor Ability Test which included an obstacle run, a basket ball throw, and a standing broad jump.

Findings of the study were that: (1) Boys who preformed better on motor ability also had better home adjustment, social adjustment and emotional adjustment, but girls were better adjusted at home than boys. (2) Motor ability played a positive role in promoting social adjustment and emotional adjustment. (3) The coefficient of correlation between motor ability and emotional adjustment, between social adjustment and motor ability was higher in boys than in girls.

Coover and Murphy (2000): Investigated the effect of Emotional Intelligence on the Scholastic Achievement of Graduates.

Hypotheses: There is no significant relationship between the emotional intelligence and the scholastic achievement of the students.

Tools: Mangal’s Emotional Inventory was used to judge the emotional intelligence of the students and to know their scholastic achievement their previous year’s Annual Exam Mark Sheets were collected. Statistical techniques like mean, standard deviation, ‘t’ test, Correlation and chi-square were used to draw inferences. The investigator used the survey method.

Results: Found out that higher the self-concept and self description the better is their academic achievement. This study entitled “The effect of emotional intelligence on the
scholastic achievement of Graduates” was undertaken with the aim to find out the role of E.I. in the students scholastic achievement and the role E.I. plays in one’s scholastic success.

Rousseau, Drapeau (2000): Studied the Scholastic Achievement of Adolescent Refugees from Cambodia and Central America.

Objective: The study investigated the relationship of emotional disturbance and pre and post migration environment to the scholastic achievement of adolescent refugees of very different cultural backgrounds.

Sample: One hundred fifty two Central American and Cambodian students in six Canadian high schools, as well as their parents were interviewed to assess the students’ emotional problems (using the youth self report and child behaviour checklist) and to determine the pre-post migration family environment.

Findings: The findings indicated that the relationship between the emotional problems and scholastic achievement of teenagers’ refugees was tenuous. Certain pre- and post-migration variables, particularly trauma experienced in the home land, seem to be associated with the academic achievement of some refugees.


Objectives: This paper examines the role of trait emotional intelligence (‘trait EI’) in academic performance and in deviant behavior at school

Sample: A sample of 650 pupils in British secondary education (mean age = 16.5 years).

Trait EI moderated the relationship between cognitive ability and academic performance. In addition, pupils with high trait EI scores were less likely to have had unauthorized absences and less likely to have been excluded from school. Most trait EI effects persisted even after controlling for personality variance. It is concluded that the constellation of emotion-related self-perceived abilities and dispositions that the construct of trait EI encompasses is implicated in academic performance and deviant behaviour, with effects that are particularly relevant to vulnerable or disadvantaged adolescents.


The objectives of the study were: to study the relationship between emotional intelligence and big-five personality factors, emotional intelligence and social intelligence, emotional
intelligence and temperamental traits, social intelligence and big-five personality factors, social intelligence and temperamental traits and temperamental traits and personality factors.

To examine the conjoint factor structure of the measures of emotional intelligence, social intelligence, personality and temperament.

**Sample:** 286 (162 Male and 124 Female) subjects in the age range of 19.5 to 23.5 years. The subjects were drawn randomly from various undergraduate and postgraduate classes.

**Tools:** Emotional Intelligence Scale developed by Salovey and Mayor, Social Intelligence Scale, NEO-Five Factor Inventory, Structure of Temperament Questionnaire was used. The data were analyzed with the help of product, moment correlation and regression analysis.

**Findings:** (1) Some of the measures of emotional intelligence were found to correlate significantly with big-five personality factors, measures of temperament and measures of personality. (2) The correlations among the measures of emotional Intelligence were positive and generally substantial but among the measures of social intelligence were low by and large. (3) Some of the personality factors correlated significantly with each other. (4) Principal components analysis located a general factor of emotional intelligence. This factor maintained factorial independence with social intelligence, personality and temperament. (5) The measures of social intelligence shared their variance with some of the measure of personality. Therefore, overlapping factors of the measures of these two domains were located. (6) Two factors of temperamental traits, parallel to neo-pavlovian theoretical concepts were replicated precisely.

**Ahuja (2002): Examined the Effect of Self-Learning Modules on Achievement in Environmental Education in Relation to Altruism and Emotional Intelligence.**

**Objectives of the study were that:** (1) To develop self-learning modules in environmental education for first year college students and to develop a standardized test on emotional intelligence. (2) To develop a standardized achievement test based on self-learning modules in environmental education. (3) To study the relative effectiveness of self-learning modules in environmental education as compared to the conventional method of instruction on achievement. (4) To study whether the students having differential emotional intelligence and altruism differ in achievement. (5) To find if there is any interaction between strategies of teaching and altruism, strategies of teaching and emotional intelligence of students. (6) To study the interaction effects of strategies of teaching, altruism and emotional intelligence on achievement.
**Method:** Equivalent group 2x2x2 Factorial design was used by Researcher. Five topics on environmental education were taught for two weeks to the two groups.

**Sample:** Randomly selected 140 Students from Shri Guru Govind Singh college, Chandigarh.

**Tools:** Self reports Altruism Scale (SRA Scale) by Chris John and et al., 0.91), Achievement Test on Environmental Education (Test-retest coefficient = 0.82) were developed by Researcher for data collection. The data were analyzed by Mean, Mode, Median, SD, Skewness and Kurtosis & ANOVA.

**Findings of the study were that:** (1) Students taught through Self-Learning Modules (SLM) strategy gained more environmental education concepts than those taught through conventional method for teaching environmental education concepts. (2) Emotional intelligence acted as a redundant factor so far as learning of concepts in environmental education is concerned. (3) Interaction between teaching strategies and varying levels of altruism was found to be significant in producing differential achievement scores. (a) Students with high altruism gained more concepts in environmental education than those with low altruism under SLM strategy (b) No significant difference was found between the high and low altruism students no achievement in environmental education under conventional Method. (4) Strategies of teaching altruism and emotional intelligence do not interact significantly.


**Objective:** To find the role of trait emotional intelligence in academic performance and deviant behaviour at school.

**Sample:** A sample of 650 pupils in British secondary education was used.

**Findings:** Trait EI moderated the relationship between cognitive ability and academic performance. In addition, pupils with high trait EI scores were less likely to have had unauthorized absences and less likely to have been excluded from school. Most trait EI effects persisted even after controlling for personality variance. It was concluded that the constellation of emotion–related self-perceived abilities and dispositions that the construct of trait EI encompasses is implicated in academic performance and deviant behaviour with effects that are particularly relevant to vulnerable or disadvantaged adolescents.
Nelson and Low (2004): Examined Emotional Intelligence - Effectively Bridging the Gap between High School and College.

**Methodology:** The Emotional Skills Assessment Process (1999, 2003) was administered to high school and first year college students in South Texas.

**Initial result findings suggest** that emotional intelligence skills of Time Management, Self Management, Drive Strength (Achievement drive) and Commitment Ethic (Personal responsibility) are important influencing variables in student achievement and retention. Study indicated that if high schools and colleges want to improve student achievement and retention, emotional intelligence skills need to be systematically developed in instructional and proactive intervention programmes pride to the first semester of college. Research indicates that skill based transitional programs are needed prior to and during college enrollment. If we are to effectively bridge the gap between high school and college, emotional skill development must be emphasized along with cognitive and academic factors.

Stone, Parker and Wood (2005): Conducted a study to explore the Relationship between Emotional Intelligence and School Leadership.

**Objectives:** Specifically, this project sought to identify key emotional and social competencies required by school administrators to successfully meet the demands and responsibilities of their positions.

**Findings:** Emotional Intelligence was reported as a significant predictor of successful school administration, although some dimensions of Emotional Intelligence were better predictors than others. The results suggested that development of abilities emotional self-awareness, self-actualization, empathy, impulse control, interpersonal relationships, flexibility and problem solving should be focused.

Oyesojl, Adeyinka and Adedeji (2005): Investigated the Relationship among Emotional Intelligence, Parental Involvement and Academic Achievement of Secondary School Students in Ibadan, Nigeria.

**The study investigated** the relationship among emotional intelligence, parental involvement and academic achievement of 500 senior secondary school students in Ibadan, Nigeria (Age 14 & 18 years).

**Tools:** Hypotheses were tested using Pearson product moment correlation and multiple regression statistics. Questionnaire titled Student Emotional Intelligence and Parental Involvement Rating Rating Scale was used.
Result: Emotional intelligence and parental involvement could significantly predict academic achievement and positive relationship was observed for emotional intelligence and academic achievement and as well for parental involvement and academic achievement of secondary school students.

Con Stough, Amy Timishanko, Melissa Desfosses and Trish Desmond (2005): Investigated Magnetic Resonance Imaging (MRI) Relating to Differences in Personality, Cognitive Ability (IQ) and Emotional Intelligence.

Objective: The aim of this pilot study is to investigate the relationship between general intelligence, emotional intelligence and brain structure.

Sample and Tools: In this pilot study we report the first 20 participants in a larger study assessing Magnetic Resonance Imaging (MRI) differences related to personality, performance on the Raven Progressive Matrices and the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT).

Because it is non-invasive and without significant risk, magnetic resonance Imaging (MRI) and Magnetic Resonance Spectroscopy (MRS) permits in vivo quantitative measurements of brain structure and connectivity. Proton magnetic resonance spectroscopy (MRS) is a powerful new research technique for the non-invasive functional study of the biochemistry of the brain, able to detect the metabolites myoinositol (MI), N-acetyl aspartate (NAA), Choline (Cl) and Creatine (Cr).

Result: Specific predication was that higher scores on the emotional intelligence measure will positively correlate with greater volume and higher neural connectivity within the limbic system. Higher scores on general intelligence would positively correlate with total cerebral volume, the volume of frontal, prefrontal and parental regions and with the number of neural connections within the brain. Higher scores on general intelligence would also correlate with higher levels of choline in frontal cerebral areas.

Holt and Svetlana (2007): Studied Emotional Intelligence and Academic Achievement in Higher Education.

Objective: This study explored the relationship between emotional intelligence and academic achievement in undergraduate students and community college in Southern California.

Method: Participants were surveyed for their demographic characteristics. Scholastic Assessment Test Scores, Grade Point Averages, Levels of Emotional Intelligence as measured
by Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), and their perceptions on their educational experiences.

**Results:** The results of statistical analysis indicate that GPAs are positively correlated with the emotional management task score, social management task score, managing emotions branch score, and emotional reasoning branch score on MSCEIT. Students’ satisfaction with educational experience was positively correlated with social management task score. This study confirms a relationship between emotional intelligence and academic achievement, as measured by GPA.


**Objective:** The current study examined the relationship between emotional intelligence (EI) and scholastic achievement in Australian adolescents.

**Sample & Tools:** Two hundred and nine secondary school students (86 males and 123 females) each completed the Adolescent Swinburne University Emotional Intelligence Test (SUEIT) and Academic Achievement Data was collected for all subjects from year seven to eleven.

**Results:** Academic success was found to be associated with higher levels of total EI, via assessment of the EI of different academic levels (80th percentile, 20th percentile, and middle groups). Regression analysis also revealed that dimensions of the Adolescent SUEIT differentially predicted secondary school subject grades. Emotional management and control was found to significantly predict Maths ($r^2=0.06$) and Science ($r^2=0.04$); the understanding emotions sub-scale significantly predicted scores for Art ($r^2 = 0.12$) and geography ($r^2 = 0.08$). It was concluded that the development of EI may offer educators significant opportunities to improve scholastic performance and emotional competencies.

**Aminuddin Hassan, Tajularipin Sulaiman and Rohaizan Ishak (2009): Studied Philosophy Underlying Emotional Intelligence in Relation to Level of Curiosity and Academic Achievement of Rural Area Students.**

**Objective:** To identify the emotional intelligence level among school students in rural areas, relationships between emotional intelligence and anxiety, as well as relationships between emotional intelligence and academic achievement.

**Sample:** It involved a sample of 22 from 1 and from 4 students.
Tools: Schutte Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI) was used.

Results: T-test analysis showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. However, there were significant differences for the emotional intelligence level among female students in accordance to age. The results showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively in relation to anxiety level. Emotional intelligence was also significant positively in correlation with academic achievement of all variables including students’ age and gender. Besides emotional intelligence, the study revealed that anxiety was also significantly correlated in a negative manner with academic achievement among all students.


Objectives of the study were: (1) To study the relationship between achievement motivation and academic achievement, emotional intelligence and academic achievement, NeoFFI, academic achievement and parent child and academic achievement. (2) To identify the overall correlates of achievement and gender differences on all the measured variables. (3) To compare the students of government and private schools on all the measured variables.

Sample: 200 students are examined (100 students of govt. schools, 100 students of private schools from class X)

Findings: Emotional intelligence is a dominant factor in promoting achievement in both the groups of students. However parental discipline and conscientiousness are specific factor in case of government schools and promoted academic achievement. On the other hand emotional stability, intellectual curiosity, over protection and severe moralism, parental acceptance, utopean expectation and conscientiousness are specific factors among private school students. Overall it may be stated that emotional intelligence and personality characteristics such as conscientiousness, openness to experience, and emotional stability play a significant role in promoting academic success and parental discipline. Significant +ve correlation is found between achievement motivation and academic achievement.

The main objectives of the study were: to study and compare emotional maturity in the students of 6th grade and 8th grade and to find correlation between the variable of parental involvement and emotional maturity of 6th graders and 8th graders.

Sample: A sample of 300 students is used. Students from 6th and 8th std. are considered.

Findings: (1) No significant difference is found in parental involvement among 6th graders and 8th graders. (2) Insignificant difference is found with emotional maturity when students of 6th grades are compared with the students of 8th grades. (3) No significant correlation is found between variable of parental involvement and emotional maturity in 6th grade students.

ACHIEVEMENT MOTIVATION


Objective: To assess whether adolescents of varying backgrounds differ in their levels of general and area-specific (school, peer, and home) achievement motivation. It also investigated whether adolescents are capable of maintaining differing levels of achievement motivation across their different areas of experience, and whether the capacity to do so varies with their race, socioeconomic status, and sex.

Statistical Techniques: Sample of 310 eighth graders was collected and the data were analysed through a 2x2x2 analysis off variance.

Findings of the study were that: (1) The findings indicated that there were significant differences on general measures of achievement motivation as well as on the area-specific measure. (2) There were significant differences on a traditional general measure (EPPS) by race (white higher), sex (males higher), and social class (middle class higher). (3) A few general measure reported significant differences by race (blacks higher) and sex (males higher). (4) There were significant differences by race (blacks higher) and sex (males higher) in peer achievement motivation, but there were no significant class differences. (5) The study suggests that race, sex, and class exercise a great influence on specific types of achievement behaviour.

Chatterji (1983): Studied Personality, Intelligence and Achievement Motivation of Students in Different Academic Groups.
Objectives: To compare the personality, intelligence and achievement-motivation of students studying in different academic groups at the +2 stage and successful and unsuccessful students in different academic groups at the +2 stage and to find out the academic – group differences among high and low scores in each of these three variables.

Sample: A sample of 760 male students studying in four academic groups, arts (N=190), science (N=180), commerce (N=190) and agriculture (N=200) of class XII, was drawn from nine different recognized institutions of the Varanasi region by using the purposive incidental sampling method.

Tools: Personality dimensions were measured by a Hindi version of EPI (Eysenck Personality Inventory Form A) adopted by Srivastava (1976); Jalota’s Group Test of General Mental Ability was used to measure intelligence. Achievement-motivation was measured by the test developed by Gandhi and Srivastava (1980). Academic achievement was determined on the basis of subjects’ performance at the board examination. Academic group differences in personality, intelligence and achievement motive scores were assessed by applying t-test of significance of difference between means. Successful and unsuccessful students in different academic groups were also compared on the three variables by applying the t-test.

Findings: (1) Commerce and Agriculture students obtained significantly higher extraversion scores in comparison to those in the arts and science groups. (2) Students of the agriculture, arts and science groups attained significantly higher neuroticism scores in comparison with those in the commerce group. (3) Out of the four academic groups, science students were the most intelligent and arts students the least. (4) Science students achieved significantly higher verbal factor and total intelligence scores in comparison with those in all other academic groups. They were significantly superior in numerical factor of intelligence in comparison with arts and commerce students. Furthermore, they were significantly better than students in arts and agriculture groups on the reasoning factor of intelligence. (5) Commerce students ranked second in intelligence out of the four academic groups and were significantly more intelligent than those in arts on all the factors of intelligence. (6) The agriculture group ranked third in intelligence and was significantly better than the arts group on all factors of intelligence. (7) Science students were significantly higher in achievement motivation in comparison with those in agriculture and the arts groups. (8) Students of commerce and agriculture attained a significantly higher mean achievement motive score in comparison with those in arts. (9) Scores on the extraversion scale in the commerce group were significantly
higher on this dimension of personality in comparison with scores of students in the science and arts groups, whereas scores on the extraversion scale in the agriculture group were significantly higher than the scores of the arts group. (10) Score on neuroticism in the agriculture and arts groups were significantly higher in science and commerce groups. (11) Scores on intelligence test in science group were significantly higher than those in all other academic groups with respect to all factors of intelligence, namely verbal, numerical and reasoning. (12) Scores on achievement-motivation of students of science or commerce were significantly higher than those of the other groups.


Objectives: To study the achievement motivation and various self-concept measures in different age-groups, different sex groups, and the different socio-economic status groups and to observe the interaction effects of age, sex and socio-economic status and achievement motivation.

Sample: The total sample consisted of 360 students (180 boys and 180 girls). At each age-level there were 60 boys and 60 girls of three socio-economic status groups.

Tools: The Rao Socio-Economic Status Scale (1973), the Mehta Achievement Motivation Test for High Schools Boys (1968) and the Self-Concept Inventory with two dimensions – Real Self-Concept and Ideal Self-Concept. The last tool measured four aspects, viz., Ability, Adjustment, Personal Social Orientation and Masculinity-Feminity. The split-half reliability was 0.86 and it had content validity.

Findings of the study were that: (1) Older age-group subjects perceived themselves as being less able, less aspiring for greater ability and showed more dissatisfaction with their ability. (2) No age differences were found in self-concept with respect to adjustment. (3) No significant age differences were found in the personal social orientation aspect of self-concept in the real self concept. (4) In the masculinity-feminity aspect of self-concept, age differences were not significant. (5) The strength of achievement motivation increased significantly from twelve years to sixteen years. (6) At different age-levels, different self-concept measures were found to be related with n-achievement. (7) In the ability aspect on self-concept no sex differences were observed. (8) Girls perceived themselves better adjusted and also aspired to be better adjusted than boys. (9) Boys perceived themselves to be more personality oriented than girls and they also aspired to be more personally oriented. (10) Boys perceived themselves to be
more masculine and also would like to be more masculine as compared to girls. (11) Girls were more dissatisfied with their perceived self than boys. (12) No sex differences were found in achievement motivation. (13) The self-concept of ability was not affected by socio-economic status. (14) Low socio-economic status subjects perceived themselves less adjusted and felt greater dissatisfaction with themselves in this aspect. (15) Low socio-economic status subjects wanted to be more socially oriented as compared to high and middle SES subjects. (16) The influence of the age variable on the masculinity-feminity aspect of self-concept was different in different SES groups. (17) Middle SES groups showed greater satisfaction with self in general. (18) Achievement motivation was found to be the highest among the high SES groups and lowest in low SES groups.


Objective: To study the effect of sex, age, birth-order, academic performance, parents’ education, parents’ occupation, rural – urban upbringing, size of the family, dependency, type of school, management of school, organizational climate of school and parents’ economic status separately on achievement motivation.

Methodology: The study was conducted on a sample of 170 teachers and 200 children of 8 to 12 years of age. The intelligence of the children was controlled. They were given Raven’s Progressive Matrices. A Background Information Blank was used for collecting data related to personal information such as sex, age, birth-order, parents’ education, parent’s occupation, parents’ economic condition, child’s upbringing, size of the family, type of school (sex-wise) and management of school. The Dependency Test developed by Kaul was used for measuring the dependency of children. The test-retest reliability after an interval of three months was 0.59. The Organizational Climate Description Questionnaire developed by Halpin and Craft was used to measure climate of school organization.

Tools: An Achievement Motivation test was developed by the investigator. The test-retest and split-half reliability coefficients were 0.82 and 0.81 respectively. Data were analysed with the help of t-test, analysis of variance and correlation techniques.

Findings: (1) Sex, birth order, mother’s education, economic status, urban/rural upbringing, father’s/mother’s occupation and size of family of the child had no effect on achievement motivation, but age, academic performance and father’s education was significantly and positively related to achievement motivation. (2) Dependency and achievement motivation were found to be negatively related though not significantly, but the organizational climate in
different types of schools did not significantly affect the achievement motivation of children. (3) Children of co-educational schools had more achievement motivation than children of boys school.

Singh (1986): Investigated into the Relationship between Achievement – Motivation, Intelligence (General Mental Efficiency), Introversion-Extroversion, Achievement in Mathematics and a Comparison thereof between Haryana and Delhi Students Belonging to Various Socio-Cultural Strata.

Objectives: (1) Whether the students studying in two different states (Delhi and Haryana) differed in their achievement motivation. (2) Whether there was any relationship between achievement motivation and (a) intellectual efficiency, (b) introversion – extroversion, (c) socio-cultural status and (d) mathematics achievement of students studying in Delhi and Haryana schools. (3) Whether there was any difference in achievement among the students belonging to high and low achievement motivation groups. (4) Whether there was any difference in school achievement of Delhi and Haryana students belonging to the same socio-cultural strata.

Tools: The sample comprised 184 students from schools in South Delhi and the same number from Haryana schools. B.N. Mukherjee’s Sentence Completion Test (SCT) to secure measure of achievement motivation, Raven’s Progressive Matrices Test to provide a global measure of intelligence, Kundu’s Introversion-Extroversion Inventory (KIEI), Daba’s Socio-Cultural Scale and Objective Based Achievement Test in mathematics constructed by the investigator. Statistical Techniques: To analyse the data and to draw conclusions, product-moment correlation coefficient, t-test, multiple regression analysis and analysis of covariance were used.

The major findings of the study were: (1) The difference between the n-Ach scores of students of Delhi and Haryana schools was not significant. (2) Correlations between n-ach and (a) intellectual efficiency, (b) introversion-extroversion, (c) socio-cultural status and (d) mathematics achievement were found significant. (3) The difference in mathematics achievement was significant for low and high groups on n-ach in case of Delhi schools but in case of Haryana schools it was not significant.

Tripathi (1986): Examined the Achievement Motivation and its Correlates of High School Students of East U.P.
Objectives of the study were that: To make a comparative study of achievement motivation of boys and girls. (2) To compare the scores of boys and girls on the socio-economic status, intelligence, level of aspiration and adjustment. (3) To compare the scores of students belonging to different academic streams and localities in the above variables. (4) To study the relationship between achievement and intelligence, socio-economic status, adjustment, level of aspiration and academic attainment on the basis of scores of boys and girls separately. (5) To determine the amount of effect of intelligence, socio-economic status, adjustment, level of aspiration and academic attainment on achievement motivation scores of boys and girls separately. (6) To predict the n-achievement of students on the basis of their scores on the independent variables.

Sample: The study was confined to East UP including nine districts, namely, Asamgarh, Basti, Deoria, Gorakhpur, Ballia, Ghazipur, Varanasi, Jaunpur, Mirzapur, placed in two divisions, Gorakhpur and Varanasi. In all, 500 high school students (300 boys and 200 girls) were selected for sample.

Tools: The Test of General Mental Ability by Joshi, the test on level of Aspiration (Dwivedi, C. B.), Achievement Values and Anxiety Inventory (Mehta Prayag), Vyaktitva Parakh Prashnavali (Saxena) and A Questionnaire on Socio-economic Status was used.

Statistical Techniques: The mean, percentiles, product moment and multiple correlations, and critical ratio were applied to analyse the data.

Results: (1) The average level of achievement motivation and aspiration of boys and girls was found to be low. (2) Girls showed better average scores in intelligence and belonged to a higher socio-economic status but boys were better adjusted. (3) The scores of boys and girls in Hindi revealed a moderate level of attainment in the subject. (4) Intelligence appeared to be influenced by the difference in sex, academic streams and localities. Urban science girls generally secured better scores on the intelligence test. (5) Urban science students, particularly females, belonged to a higher socio-economic status. (6) Urban science boys were generally better adjusted. (7) The level of aspiration of students of different sex and academic streams, showed no significant difference. (8) Students belonging to different sex, localities and academic streams showed more or less equal average scores in Hindi. (9) The boys’ scores in achievement motivation appeared to be significantly related with intelligence, socio-economic conditions, adjustment and Hindi achievement. (10) Socio-economic background, adjustment and level of aspiration did not appear to have a significant relation with achievement values
and anxiety. (11) Achievement made a remarkable contribution to the variance in the achievement values and anxiety scores. (12) Achievement in Hindi appeared to be the main variable responsible for making a major contribution to the variance in scores. (13) Achievement values and anxiety level of boys and girls could be predicted successfully from achievement marks alone. (14) It was found that achievement motivation of boys and girls was highly correlated with intelligence and achievement. Among the five correlates of achievement motivation, academic achievement proved to be the most dominant factor.

**Khanapuri (1986): Studied Academic Achievement, Motivation – Assessment, Validation and Development.**

**Objective:** The major objective of the study was to develop a psychological education course and to evaluate its effectiveness.

**Tools:** The researcher developed two tools for studying the academic achievement motivation of students, with reliability values of 0.91 and 0.82 respectively. PEC included three units consisting of lessons on cognitive, motor and affective domains. The treatment was given in 90 periods each of 45 minutes duration. The effective means of PEC was found by Administering the Achievement Motivation Tool before the treatment, immediately after the treatment, and six months after the treatment. Also, the students’ performance in School subjects was studied in relation to the PEC. For this purpose the results of the Annual Examinations of class VIII and class IX of the experimental group was collected. The non-parametric Wilcoxon Matched – Pairs Signed-Ranks Tests were used for analysis of data.

**Sample:** The sample consisted of 35 standard IX pupils of the Rotary High School, Hubli.

**Results:** (1) The psychological education course was effective in raising the level of academic achievement motivation of the pupils and improving the performance of pupils in school subjects. (2) The pupils sustained the academic achievement motivation level raised by the psychological education course even for six months after the training. (3) The psychological education course was effective in improving the performance of pupils in school subjects.

**Mansuri (1986): Examined the Achievement Motivation of Students of Std. V, VI and VII in relation to Some Psycho-Socio Factors.**

**Objectives of the study were:** To prepare a reliable and valid verbal achievement motivation scale and to study and compare the achievement motivation of pupils of classes V, VI and VII and to establish norms.
To study the achievement motivation of pupils of classes V, VI and VII with regard to their psycho-socio factors such as SES, anxiety, motivation towards school and general ability. **Methodology:** The Achievement Motivation Scale was constructed and standardized by following the usual method of scale construction. The construct and concurrent validity were established. The data of other variables were collected by using the Socio-Economic Status Scale constructed by B.V. Patel and I.A. Vora, the J-Scale for measuring motivation towards school, the Anxiety Scale by K.R. Nijhawan and the General Ability Test of J.Z. Patel. The factorial design was adopted and analysis of variance was used for testing significance of differences between means and to study interaction effects. **Findings of the study were that:** (1) Grade was an effective variable on achievement motivation. The differences among means of grades V, VI and VII were significant and in favour of successive grades. The students of successive grades showed successive advancement in achievement motivation. (2) The students with high socio-economic status level were found significantly higher in their achievement motivation than those with low socio-economic status level. The interaction effect between grade and socio-economic status was not significant. (3) The students with low anxiety level and more achievement motivation than those with high anxiety level. The interaction effect between grade and anxiety was not significant. (4) The students having high-level motivation towards school were better in achievement motivation than those with a low level of motivation towards school. The interaction effect between grade and motivation towards school was not significant. (5) The students having good general ability also had a high level of achievement motivation. The interaction effect between grade and general ability was not significant. **Srivastava (1988):** Researched on a study of Aggression in Adolescent Boys and Girls in Relation to their Self-Concept, Achievement Motivation and Performance. **Methodology:** The sample consisted of 564 male and female students of Classes XI and XII of higher secondary schools of Allahabad and Baroda, selected by stratified random sampling technique.
**Tools:** The tools used included “Who am I” test to measure self-concept, and A Forced Choice Type Sentence Completion test. Academic performance was measured by the marks obtained in Public Examinations and non-academic performance was measured by Teacher’s Rankings.

**Statistical Techniques:** The statistical techniques used included product-moment correlation, and analysis of variance.

**Major findings of the study were:** (1) There was no correlation of aggression with self-concept, achievement-motivation and performance (both academic and non-academic). However, there was a curvilinear relationship of aggression with self-concept and academic and non-academic performance, but no correlation of this sort was found between aggression and achievement-motivation. (2) The girls showed a curvilinear relationship between achievement-motivation and aggression while the boys showed no relationship between these two variables. (3) Both academic and non-academic performance did not contribute anything to aggression wither interdependently or in combination. (4) Boys were higher on aggression scores than girls and more high aggression subjects had more frustration as compared to low aggression subjects.


The study addresses a scientific enquiry into the relationship between socialization practices at home and school and development of personal achievement-motivation among the secondary school pupils of Assam belonging to different social backgrounds, socio-economic strata, schools and different types of management.

**Objectives of the study were:** to survey the strength of personal achievement motivation among tribal and non-tribal high school boys and girls classified on different cultural and economic factors and belonging to urban and rural areas.

To relate the socialization processes at secondary schools and home of secondary school pupils with their levels of personal achievement motivation and to study the relationship of personal achievement motivation with socio-cultural and economic factors like race, area of residence, socio-economic factors, and school variables.

**Methodology:** The study was confined to classes IX pupils of some secondary and higher secondary schools of Assam, with a representative sample of 460.

**Tools:** The tools used included a set of sex. Thematic Perception Test pictures adapted by Mehta Questionnaire on pupils’s perception of School Climate and School Socialization,
Interview Schedule on Family Socialization Practices, and Socio-Economic Status Scale, Descriptive and inferential statistical techniques were applied for analyses. Mean, SD, t tests were used to find out the significance of the difference between means.

**Findings:** (1) There was no significant difference in the levels of Personal Achievement Motivation (N P Ach) of boys and Girls, and of tribals and non-tribals. But there were significant differences in the mean n p Ach scores of urban and rural residents and of many of the different caste/tribal groups (U>R). (2) The mean n p Ach scores of the pupils from government, provincialised and missionary schools were found to be higher than those of the pupils from the private schools. (3) On home socialization, the high group in Individual Achievement Orientation (IAO) and Development of Independent Behaviour (DIB) showed higher levels than their corresponding low groups. (4) P.Ach motivation was positively related to earlier socialization at the home level. (5) On school socialisation the high groups on achievement orientation, general achievement orientation and overall energy strength showed higher means of P.Ach scores than the low groups. (6) Comparison of high and low groups on each of the factors of school socialization subdivided on the basis of sex, area of residence, SES, social background and type of school management revealed significant mean differences between certain sub-groups in their levels of Personal Achievement Motivation (PAM). The findings suggested that home and school socialisation practices probably caused such differences in Personal Achievement Motivation.

**Frans, Prins, Jan Elshout and Christian Hamaker (2000): Investigated the Intellectual Ability, Learning Style, Personality, Achievement Motivation and Academic Success of Psychology Students in Higher Education University of Amsterdam.**

**Objective:** This study is directed towards an integration of intellectual ability, learning style, personality and achievement motivation as predictors of academic success in higher education.

**Sample:** Correlation analysis partly confirmed and partly disconfirmed our expectations in a sample of 409 first – year psychology students.

**Results:** Consistent with the literature, intellectual ability and achievement motivation were associated positively with academic success. For the meaning directed, reproduction directed and application directed learning style, no positive association with academic success could be detected. The undirected learning style, however, appeared to be a consistent negative predictor. For the Big Five personality factors (extraversion, agreeableness, conscientiousness, neuroticism, and opened to experience), a consistent, positive association
for conscientiousness with academic success was found. The very first examination at the university came out as the most important predictor for academic success, even after two and three years of study.

Sheri Coates Broussard (2002): Studied the Relationship between Classroom Motivation and Academic Achievement in First and Third Graders.

Objective: The purpose of this study was to examine the relationship between classroom motivation and academic achievement in first and third graders. The subjects included 122 first grade children and 129 third grade children from a mid-sized, southern city. The total sample was comprised of 251 children, 59% non-white and 57% female.

The finding from the current study were consistent with the literature reviewed in that higher levels of mastery motivation and judgement motivation were found to be related to higher grades in third graders. It is important to note, however, that only higher levels of mastery motivation, not judgement motivation, were found to be related to higher grades in first graders.


Objectives of the study were: (1) To work out the effect of achievement motivation, instructional design and personality type on students’ achievement in taxonomic categories of knowledge, comprehension, application & total of taxonomic categories. (2) To study the interaction effects of instructional design, achievement motivation & personality type on the achievement of students in various & total of taxonomic categories. (3) To study the intercorrelations among the instructional design, achievement motivation, personality type & academic achievement in three areas of Bloom’s taxonomic categories & total academic achievement.

Methodology: The study was Experimental in nature. A Factorial Design of 2x2x2 (achievement motivation, personality type, instructional design) was replicated four times by taking scores on each of three taxonomic categories & total academic achievement scores as dependent variable for each replication.

Sample: The sample consisted of randomly selected 120 students from three Technical Colleges of Northern Region of Thailand.
**Tools:** Achievement Motivation Test by Deo & Mohan, Personality Trait Eysenck Personality Inventory, Software Programme produced Autodesk and Achievement test developed by researcher were sued for data collection. The data were analysed by mean, correlation and ANOVA techniques.

**The major findings of the study were that:** (1) There are significant differences between CAI & OHP in the area of application and no significant differences in the areas of knowledge, comprehension & total academic achievement. (2) There are no significant differences between extrovert & introvert in the areas of knowledge, comprehension & total academic achievement. (3) The academic achievement is affected by interaction of instructional design & personality types in the area of comprehension & total academic achievement. (4) CAI & OHP are equally effective for achievement in area of knowledge & comprehension. (5) High achievement motivation group is better than low achievement group in areas of comprehension & application but no significant difference in the area of knowledge & total academic achievement.


**Objectives:** Studied the role of need for cognition, achievement motivation, and conscientiousness on academic underachievement was investigated.

**Sample:** Forty-seven male and 46 female students in Grades 7 to 10 participated in the study.

**Tools:** Student attributes were assessed by Self-Report Measures, school performance by Academic Grades and intellectual abilities by a Standardized Structure of Intelligence Test. A regression analytic model (prediction of grade point average by general intelligence) was used to operationally define underachievement.

**Results:** A categorical cutoff definition as well as a continuous definition was investigated. All relationships between underachievement scores and need for cognition, achievement motivation scales, and conscientiousness showed linearity. This warranted the use of a continuous definition of underachievement. Results revealed that need for cognition as well as facilitating anxiety contributed the most to the explanation of underachievement.

Adedeji Tella (2007): Studied the Impact of motivation on Student’s Academic Achievement and Learning Outcomes in Mathematics among Secondary Students in Nigeria.
Findings: There is no significant difference found in the impact of motivation on academic performance of male and female students in mathematics and there is no significant difference found in the academic performance of highly motivated and lowly motivated students in mathematics achievement test.

ATTENDANCE

Kirby and Milton (1969): A Study to Compare the Scholastic Attendance and the Scholastic Achievement of First Grade Students Who’s Parents Participated in the Adult Basic Education Program with the Scholastic Attendance and the Scholastic Achievement of First Grade Students Who’s Parents did not Participate in the Adult Basic Education Program.

Objective: To determine the effects of parent participation in the Adult Basic Education (ABE) Program on the attendance and achievement of the children.

Sample: The experimental group was composed of 160 children from low income; Spanish-speaking families in which at least one parent had participated in the ABE program conducted by the Brownsville consolidated independent school district. A control group of 160 children was selected from families in which neither parent had participated in the ABE program.

Findings: Findings of the study were that the attendance rate of the experimental group was higher than that of the control group during the 1967-68 school year, and the experimental group attained a higher average score on a standard achievement test than did the control group.


Objective: The relationship between school racial composition and college attendance black achievement test score performance and survival rates for blacks is analyzed.

Results: It is proposed that the advantages of predominantly white schools in producing high achieving, college bound black students occur only because highly motivated black students choose to attend them.


Problem: The study investigated the problem of absenteeism in junior high school students and its relation with some social variables and academic achievement.
Objectives: To find out the relationship of absenteeism with social climate (SC), Social Development (S.D), Socio – Economic Status (SES) and Academic Achievement (ACH), in terms of dimensions, sub-dimensions and indices.

Methodology: Using the incidental sampling, 867 students (347 males and 520 females) of ten junior high schools were selected as sample. In this sample 433 students were absentees and 434 regulars.

Tools: The tools used were School Climate Scale by M.P. Uniyal and A.R. Bisht, Social Development Scale developed by A.R. Bisht and the investigator and Socio-Economic Status Scale by M.P. Uniyal and A.R. Bisht. The academic achievement was measured by Total Marks of students in Schools Examination. The students whose attendance percentage was below the median of total students’ attendance percentage, were treated as absentees and those whose attendance were above the median were treated as regulars. The data were analysed by mean, SD & t-test.

Findings of the study were that: (1) The regular students perceived SD and its dimensions more satisfactory than absentees. (2) Significant differences appeared in absentees and regular students of age groups 10-12 and 12-14, male and female, classes VI to VIII were higher in their mean scored on SC and its dimensions than the absentees of age-groups 10-12 and 12-14, male and female and classes VI to VIII respectively. (3) The regular student of age group 10-12, 12-14 male and female classes VI to VIII were higher in social development, its dimensions & indices, than their absentees counterparts. But the absentees and regulars of Class VIII were similar on SD. Bye age, sex and class, very rare differences appeared between absentees and regulars in their socio-economic status and achievement. (4) The absentees of age group 10-12 and 12-14 years were slightly different on socio- economic status but not different on SD, SC and achievement. The male and female absentees were different on achievement and slightly different on socio-economic status but similar on SD. The absentee males perceived better co-operative orientation than females, whereas absentee females had better perception in liberal orientation than males. (5) The absentees of class VIII perceived SC better than absentees of Class VI and VII. The absentees of class VI and VII did not differ on SC except in order orientation dimension of SC. The class wise absentees were not different on SD and socio-economic status. (6) The absentees of class VI were different in achievement from absentees of classes VII and VIII. (7) The absentees of class VII and VIII were not different in achievement. (8) The regulars of age group 10 – 12 and 12 – 14 years
were not different on SC, SD and its dimensions but slightly different on socio-economic status and significantly different on achievement. The male and female regulars were different on achievement and socio-economic status but similar on SC and SD. (9) The regulars of Class VI, VII and VIII were not different on SD but slightly different on socio-economic status and significantly different from each other in achievement. Regarding SC the regulars of Class VI, VII & VIII were different but the regulars of VI and VII were not different on SC except on one or two sub-dimensions.

Craig, Ford (1990): Examined the Relationship between Absences and Grades at McCook College.

Objective: To determine whether there was a significant relationship between absences and grades in freshman composition classes.

Methodology: Data were drawn from the grade and attendance books of one instructor for three English 101 sections taught during full semesters 1987, 1988 and 1989. Final semester percentage grades were calculated for those who missed class from one to three times and for students who missed classes from four to seven times. Students who had no absences or more than seven absences were excluded.

Findings: The major conclusion derived from the study was that an MCC composition student who was absent from class one to three times would receive a final semester percentage grade that was significantly higher than a student who missed from four to seven classes. Based on study findings, it was recommended that faculty take regular attendance and reduce grades for more than three absences.


In an effort to encourage the growth and maturity of its students, Broome Community College in New York abolished its attendance policy. For the past 7 years, both Attendance Rates and Grade Point Averages (GPA’s) of students at the college had been dropping.

Objective: A study was conducted at BCC to determine if there was a measurable relationship between attendance patterns and final grades in courses.

Sample: Participants in the study were 78 students enrolled in three sections of Business Law II during the spring term of 1990. Attendance was recorded for each class, and students’ attendance was classified as either excellent (less than 3 classes missed out of 29), good (3 to 6 missed classes), or poor (more than 6 missed classes). During the semester, students were tested four
times, with each test accounting for 25% of the final grade. Grades of A, B, C, D, and F were awarded to students, with A representing the highest grade.

**Findings and Conclusions:**
(1) A total of 18 students had excellent attendance, 32 had good attendance, and 28 had poor attendance. 
(2) Of the students with excellent or good attendance, all received final course grades of at least A, B, or C, and there were no students in these groups receiving grades of D or F.
(3) Of the 28 students with poor class attendance, 17 received grades of A, B, C, while 11 received grades of D or F.
(4) A chi square analysis revealed that there was a statistically significant positive correlation between poor attendance and low grades. 
(5) Based on study results, it was recommended that the college implement an attendance policy.

**Berenson, Carter and Norwoods (1992): In an attempt to control attendance** put in place a ‘compulsory attendance policy’ that combined reward and punishment protocols in which college students in America were allowed three unexcused absences, with additional unexcused absences possibly resulting in dismissal from the course.

**Methodology:** Eventually, students with no more than one absence between exam dates were awarded five points for that exam score. Consequently, there was improvement in attendance rates, and the study showed that increased attendance rates correlates with increased achievement.

**Results:** With this results in mind Berenson, Carter, and Norwood (1992) therefore concluded that ‘it is highly likely that group policies such as enforced attendance, will have an impact on students grades’.

**VanBlerkon (1992): Studied the Relationship between Academic Perseverance, Self Efficiency, Class Attendance and Course Grades.**

**From that research,** it was reported that the most frequent reasons given by the students were: pressure from other courses, becoming discouraged, and believing attendance have little effect on a grade. He found fairly low correlation between academic perseverance, self-efficiency, class attendance and course grades.

**OREA Report (1993): A Comparative Study of Attendance among General Education and Special Education Students.**

**Hypotheses:** General education students show a higher rate of attendance than do special education students.

**Methodology:** To shed light on this discrepancy, the office of Research, Evaluation, and Assessment (OREA) of the new York City Board of Education conducted a three-part study focusing on students in both groups who are truants or in danger of truancy. Part 1 of the study
was a national mail survey of attendance policy and procedures in 34 cities. Part 2 is a statistical 
summary of attendance data for special education and general education students in New York 
City public schools. Part 3 is the report of a field study in five community school districts (five 
elementary schools and two middle schools in each district and two high schools in each 
borough). For the most part, initial attendance intervention was quicker and more follow-up 
services were comparable. Districts and schools showed a wide range of variability in services, 
resources, and types of staff, both nationally and in New York.

Results: In general, the OREA found that special education students receive as good, or slightly 
better, attendance intervention as do general education students.

Marie, Mora (1998): Investigated the Influence of the Opportunity Costs of School 
Attendance, Educational Quality Attributes and Household Socioeconomic Status on the 
Educational Demand.

Objectives: To study the influence of the opportunity costs of school attendance, educational 
quality attributes and household socioeconomic status on the educational demand of Mexican 
Americans, African Americans, and non-Hispanic whites.

Methodology: Using the 1988 – 1990 surveys of the National Education Longitudinal Study 
Implementing a utility – maximizing framework, educational demand assumes the form of 
schools’ average daily attendance rates and student dropout decisions between the 8th and 10th 
grades.

Results: The basic results suggest that a school’s attendance rate is sensitive to educational 
quality and student characteristics. Moreover, the demand for education measured by student 
attrition inversely relates to unexplained school attendance, and is positively, affected by 
household socioeconomic status.

Plecha and Michelle (1998): Investigated the Influence of Study Group Attendance and 
Students’ Perceived Helpfulness on Expected Grade.

Objectives: To study the association between the number of study group sessions a student 
attends, the student’s attitude toward these sessions, and expected grade for the class.

Methodology: Seven hundred and two students participated in the study, 30% of whom never 
attended a study group session. Of the remaining 70% who did participate, 24% attended five 
or more sessions, 27% attended three to four sessions, and 17% attended one to two sessions. 
Out of the twenty-eight classes that were surveyed at Oakland Community College (Michigan)
over a 2-year period, introduction to Psychology had the highest participation rate in the study group (18%).

**Results:** At the end of each semester, students were asked to fill out a questionnaire regarding the study group sessions. Fifty percent of the students who attended the sessions said that they were “extremely helpful”, and 33% responded “very helpful”. “Somewhat helpful” and “not helpful at all” accounted for 3% combined. Data from the attendees and non-attendees were compared, and overall, students who attended the study groups and perceived their group leader as effective expected higher grades.


Compulsory attendance policies have been instituted in higher education with the expectation that academic achievement would improve. The empirical research findings of the relationship between class attendance or attendance policies and academic achievement were equivalent. Pintrich’s Theoretical Model of Motivation in the college classroom proves that student’s motivational beliefs, classroom context and student’s behaviour are important variables in academic achievement. A case against compulsory attendance policies which was based on evaluation of the empirical research and the application of Pintrich’s model of the question of the value of compulsory attendance policies in higher education was presented. This study attributed low achievement to low attendance or to assume that higher attendance will result in higher grades.

Randy Moore (2002): Helping Students Succeed in Introductory Biology Classes: Does Improving Students’ Attendance Also Improve Their Grades?

**Methods:** The course and students. This study was done during 2002 in a large introductory biology course at the Twin Cities campus of the University of Minnesota. Both sections of the four-credit course (GC 1131: Principles of Biological Science) were taught by the same instructor, in a similar way (e.g., same syllabus, textbook, sequence, pedagogical techniques), and in the same large lecture hall. The study included two sections enrolling a total of 301 students having an average age of ~20 years, an average ACT composite score of 20, an average high school rank of 51%, and an average course load of 15 semester-hour credits. The composition of the classes was, on average, 53% male and 47% female, and was ethnically diverse: 17% African American, 2% American Indian, 16% Asian and Pacific Islander, 4%
Chicano/Latino, and 61% Caucasian/other. These traits did not vary appreciably in either of the sections of the course. Both sections were taught near mid-day.

**Results:** In one section of an introductory biology course I stressed the value of class attendance for academic success, and in another section I did not. The section in which attendance was stressed was characterized by higher average rates of attendance and higher average grades in comparison to the section in which attendance was not stressed, despite the fact that students received no credit for attending class. The correlation between higher attendance and higher grades was also strong for individual students, regardless of the section in which they were enrolled. These data are discussed relative to students’ expectations, attitudes, and performance in the course.

**Caviglia-Harris (2004): Examined the Impact of a Mandatory Attendance Policy on Student Grades.**

**Objective of the study was:** to investigate the impact of a mandatory attendance policy on student grades. One of the focus of the present study therefore is to find out if class attendance and gender could have a significant effects on academic achievement in social studies.

**Results:** He reported that Grade Point Average (GPA) prior to taking the course and Scholastic Aptitude Test (SAT) scores are consistent predictors of student’s performance, even after accounting for student withdrawer; and that attendance rates are not found to be significant indicators of exam grades after accounting for simultaneity.

**Kelly, Rocca (2004): Studied College Student Attendance: Impact of Instructor Immediacy and Verbal Aggression.**

**Objective:** To examine the attendance behaviours of undergraduate students. Main focus is on student variables in determining attendance in the classroom. In the present study, the focus was on students' perceptions of instructor behaviours instead.

**Methodology:** Students completed questionnaires and reported their own attendance in class, as well as their perceptions of their instructor's nonverbal immediacy and verbal aggression.

**Results:** Results indicated that perceived teacher immediacy was positively related to student attendance in class, whereas perceived instructor verbal aggressiveness was inversely related to attendance. This study implies that teachers have the power to improve student attendance patterns by altering certain of their communicative behaviours.

**Chung, Carl Spring (2004): Studied the Impact of Attendance, Instructor Contact, and Homework Completion on Achievement in a Developmental Logic Course.**
**Objective:** The impact of attendance and other factors upon student achievement in a developmental logic course.

**Methods:** Participants were 51 at-risk college students. Achievement was correlated with attendance, total contact hours between instructor and student, homework, mini-quiz, ACT-mathematics, and ACT-composite scores. Average differences between male and female students were also compared for all variables.

**Results:** Significant correlations were found between achievement and attendance, homework, and mini-quizzes. The author concludes that although attendance does play a role in achievement, other factors need to be considered. Based on the author's experience teaching at-risk students for six years in the same institutional setting, students who miss too many classes end up doing poorly, withdrawing, or requiring significant help in the form of one-on-one meetings or tutoring in order to catch up. Of course, there are students who do attend regularly and still struggle, just as there are students who regularly miss class and succeed, but overall, anecdotal evidence strongly suggests that attendance matters.

**Steven, Gump (2005): Explored the cost of Cutting Class: Attendance as a Predictor of Student Success.**

**Objective:** To study the attendance as a predictor of student success.

**Sample:** A study of three hundred undergraduates enrolled in a general education course at the large Midwestern state university revealed.

**Results:** A strong negative correlation between absences and final grades has been found. Students who wish to succeed academically should attend class, and instructors should likewise encourage class attendance.

**Ajiboye, and Adeyinka Tella (2007): Explored the Class Attendance and Gender Effects on Under Graduate Students’ Achievement in a Social Studies Course in Botswana.**

**Sample:** The whole group of seventy six, year three undergraduate students of the department of primary education, university of Botswana who registered for the course constituted the study sample.

**Methodology:** The record of student’s attendance in the course taken from the beginning of the semester was completed and compared with their overall score in the course.

**Tools:** Multiple comparisons, Analysis of variance and t-test were used to analyse the data to determine the relative and interaction effects of the independent variables on the dependant.
**Hypotheses:** There will be no significant effect of class attendance on students’ achievement in social studies. And there will be no significant effect of gender on students’ achievement in social studies.

**Results:** The results indicate that students’ level of attendance has a significant influence on their academic performance in social studies. It was also found that gender has a significant effect on the subjects’ performances with male students performing better than their female counterparts.

**Stephen, Dollinger, Anna, Matyjaa and Jamie, Hubera (2007): Investigated the Factors that Account Best for Academic Success: Those Which College Students Can Control or Those They Cannot?**

**Objective:** To determine the extent to which “control” and “no control” variables predict academic performance.

**Methodology:** With N = 338, measures of verbal ability, the five-factor model, GPA, academic goals, and study behaviour were used to predict exams, attendance, and independent projects completed. Uncontrollable factors accounted for 37% of the variance in exam scores; controllable factors accounted for an additional 6–10%.

**Results:** This study integrates research linking academic performance with individual differences and class attendance. Whereas individual differences (ability, traits) are not controllable by students, students can control their attendance, study and work. It was found that an interaction such that, relative to low-ability peers, high-ability students’ attendance most enhanced their exam performance. Attendance was best accounted for by GPA, study and work. Projects were best predicted by low verbal ability and by personality traits.

Hence from the review of the related literature it is clear that there are number of Cognitive and Non-Cognitive variables which affect the Scholastic Achievement of the child and Personality Factors, Achievement Motivation, Emotional Intelligence and Attendance certainly are important amongst all these.