CHAPTER – II
REVIEW OF RELATED LITERATURE

Research in any field implies a step ahead in the exploration of the unknown concepts. One such preparation is the collection of appropriate knowledge of what has already been done in a particular field. A step towards unknown can only be taken after a thorough review of the related literature and researches conducted in that area. Any research without such a review of related literature is likely to be a building without any foundation. The review of related literature provides a clear picture of the study to be taken as a pre-requisite to the proper planning of the problem and conducting the research. The review of the past investigations in a particular field serves as a guide to the investigator as it helps her to avoid duplication of the work already done in that area. The knowledge that what has already been done in the area of researches regarding the methods used for data gathering and the results of their analysis, keeps the investigator systematic in his/her own endeavour.

According to John W. Best (1977), “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. Her constant adding to the vast store of knowledge makes possible progress in all area of human endeavour.”

According to Borg (2007), “The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else.”

According to C.V. Good (1963), “The survey of related literature may provide guiding hypothesis suggestive methods of investigation and comprehensive data for interpretive purpose.”
The review of related studies imply locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of Encyclopedias and Research Abstracts, study of pertinent pages out comprehensive books on the subjects and going through related manuscript if any. For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the work which has already been done in the area of her choice. She needs to acquire up-to-date information about what has been thought and done in the particular area. She has to build upon the accumulated and recorded knowledge of the past. She draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from the designs and procedure of previous researches, matches her conclusions with the conclusions drawn earlier and tries to add from her side a line or two to the existing store of knowledge. The preliminary survey of previous studies, literature, discussions and experiences related to the problem under investigation may accomplish a number of purposes.

Keeping in view the importance of review of related studies the investigator reviewed the related literature. It is based on the material like Survey of Research, Research Journals, Research Abstracts and Encyclopedias available in different national level libraries, universities, Educational Research Centres of the country and abroad.

On the basis of the review collected from different sources, the investigator divided the whole review into two parts: (1) Studies conducted in India, (2) Studies conducted Abroad, these studies have been presented under following paragraphs.

2.1 STUDIES CONDUCTED ABROAD

**Good (1973)** define the term study habits as: “The student’s way of study whether systematic, efficient or inefficient etc.” Good study habits are perceived to be the determinants of the academic performance. That is why efforts are made to develop and improve study habits in students. Secondary school students in public schools of Pakistan come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. They have poor study habits hence they show poor academic performance.
A great deal of evidence is present to show the positive correlation between study habits and academic achievement.

Crow & Crow (1979) a child’s attitude towards his work affects his worth-whileness in his activity. A child should not be permitted to do completely as he wishes. He should be stimulated toward desirable activity through the arousal of interest in worthwhile projects. Constructive, objective attitudes encouraged during childhood serve well during adolescence. The attitude of the teacher, group leader is important, in a child’s study habits.

Thomas (1981) conducted a study many scholars have studied the educational achievements of American Indian students, but the scholarship does not yet seem to have touched on one significant area which may have an important bearing on the success of the American Indian student in college. While numerous master’s theses, doctoral dissertations and articles have reported on intelligence testing of Indian students, vocational choices, achievements and values affecting achievement,’ none known has examined the Indian student’s study habits and attitudes. Knowledge of how Indian student’s habits and attitudes compare to the average college student’s should be helpful to teachers, administrators and counselors working with Indian students. Although Indian college students seem to differ from the average college students in a few areas, the school backgrounds may be more significant in their study habits and attitudes. One of the major objectives of the Special Services/Learning Center program at Northern Montana College in Havre, is to help Indian students succeed in college. Although Northern Montana College is a relatively small school (an enrollment of about 1,400), because of its location it enrolls a significant percentage of Indian students. The great majority of these Indian students reside on the four reservations in Northern Montana: Blackfeet, Rocky Boys (Chippewa and Cree), Fort Belknap (Assiniboin and Atsini) and Fort Peck (Assiniboin and Sioux). One service the Special Services/Learning Center Program provides for these students and all others is a study skills course. This course is often recommended for freshmen, many of whom are from rural backgrounds. The overall results of this study can produce some limited inferences about the study habits and attitudes of Indian college students. First, the motivation for male Indian students may not be clear and this can
affect how hard they study. On the other hand, male Indian students do not seem to suffer very much from test anxiety or study stress. Second, female Indian students may have some problems in budgeting time and some emotional problems related to worrying about studying. Third, Indian and white students from primarily rural backgrounds (and consequently small high schools) are probably not experienced or skilled in taking notes in lecture situations. However, this area needs more research and study before such conclusions can be definitely applied to all Indian college students because study habits and attitudes may vary widely from location to location or tribe to tribe.

Roslyn & Candida (1997) examined Super’s (1990) concept of recycling through the stages of adult career development in a sample of 226 Australian men and women who were approximately evenly distributed across the following four steps in the uptake of a second career: (a) contemplating a change, (b) choosing a new field, (c) implementing a change and (d) change fully completed. A group of adults of similar age, gender, education, occupation and career history who had no intention of switching careers was also included for comparison. Recycling predictions were supported by the finding that the three groups who were in the throes of career change displayed greater concern with Super’s first (exploration) stage than the non changing control group. In addition, the two groups who were most intensely involved in the change process (choosing field and implementing) scored higher in exploration concern than the group whose career change was fully completed. Satisfaction also varied as a function of the participant’s stage in the process of switching to a new career. Global satisfaction with the present job was highest in workers who had completed the change to a new career, but non changers were more satisfied than the three groups who were actively caught up in the change process. On the other hand, satisfaction with the overall pattern of career development was higher in the two stable groups (non changers and change-completed) than among the three groups still actively involved in making a change. Implications of these results for midlife career counseling were considered.

Davies (1998) explored that the parental encouragement and educational development were found positively correlated. Parental encouragement was found to
have a pervasive influence on the educational development of high-development group, regardless of gender, district and urban rural variations.

**Powell and Luzzo (1998)** demonstrated that there is no relationship between age or grade and level of career maturity. These authors suggested that a uniform program of career development activities at the school to contextual factors, such as occupational opportunity that influences individual choices and exposure to occupational alternative may be more influential in career development than age or grade. Thus, interacting with a changing environment greatly facilitates the career choice of an individual. Additionally, through the view of contextual perspective, engagement in alternative work environments helps an individual shape his career choice.

**Farrell and Horvath (1999)** investigated the components related to vocational choice certainty of undergraduate students. Results indicated that there was a statistically significant relationship between the vocational maturity and internal motivation as well as vocational choice certainty. Vocational maturity and internal motivation were the significant indicators of vocational choice certainty. The statistically significant relationship between the external motivation and vocational choice certainty as well as vocational decision-making was not found.

**Schwartz (2000)** explored that all the parents reported receiving help and support from their child, but perceived the satisfaction gained from fulfilling their parental duties and from learning about themselves. Their assessment of this satisfaction was entirely unaffected by the subjective and objective burdens on them and the severity of the child’s illness.

**Marika (2001)** researched that the mothers of disabled children had significantly lower extraversion, openness and higher neuroticism than the norms for Estonian women. The results demonstrated that fathers of disabled children were significantly lower in extraversion and openness, but significantly higher in conscientiousness than indicated in the norms.

**Bridge (2004)** opined that international comparisons show that many parents and their children do not benefit from the medical model of disability and that serious
consequences include the development of depressive illness among those who find that little help is available from public services. It has also been observed that the study reported experiencing grief in relation to their child’s illness as evidenced by intrusive thoughts and feelings and avoidance of behaviour as well as difficulties adapting to and distress associated with reminders of the illness. Parental grief appears to reduce over time, but only in some aspects of grief and after an extended period. Increased parental grief was related to lowered psychological well-being and health status and associated with an anxious/ambivalent and a negative affective parent-child relationship (Godress, 2005). Significant differences were found between the two groups when compared on mean hours spent per week by mothers in occupations involving child-care activities and recreational activities. Crowe (2006) explored that mother of children with disabilities spent significantly more time in childcare activities and significantly less time in recreational activities. In addition, mothers of children with disabilities reported fewer typical days and rated the quality of days as poorer. As children got older, the gap between the time mothers devoted to child care increased between the two groups.

Pieterse (2005) investigated the occurrence of possible differences in the time perspective and career maturity for learners of different grades (Gr. 11 and Gr. 12), genders (male and female) and school environments (advantaged, transit and disadvantaged). The second aim was to establish whether the time perspective of learners could be used to indicate a significant percentage of variance in their career maturity. The findings indicated that differences do exist in time perspective and career maturity for learners of different grades, genders and school environments. It was found that learners from disadvantaged schools are most focused on the future, while learners in advantaged schools are least focused on the future. Also, male learners in advantaged schools are less focused on the future than any other group. Learners from advantaged schools achieved the highest average in career maturity, while learners from disadvantaged schools achieved the lowest. It was also found that time perspective can be used to predict a significant percentage of variance in the career maturity of Gr. 11 and 12 learners.
Dellve et al. (2006) found high parental stress, physical and emotional strain among mothers, especially among single mothers. Fathers showed high stress related to incompetence, which decreased after the intervention. Decreased strain was found among full-time working mothers and fathers after the intervention. Parents’ perceived knowledge and active coping and mothers’ perceived social support were increased at follow-up.

Douma (2006) revealed that most parents (88.2%) needed some support, especially a friendly ear, respite care, child mental health care and information. Parents who perceived both emotional and behavioural problems in their child needed support the most. In addition, parents whose child had any of these problems before the past year, who worried most about their child and suffered from psychopathology themselves, more often, needed support. Parents of children with moderate ID or physical problems especially needed ‘relief care’, i.e. respite care, activities for the child and practical/material help. The need for a friendly ear was met most often (75.3%), whereas the need for parental counselling was met least often (35.5%).

Avidanetal (2006) investigated maternal and paternal parenting styles in adolescents, their associations with self-esteem, depression and life satisfaction. They found variations in adolescent adjustment as a result of maternal and paternal parenting styles. Authoritative mothering was found to relate to higher self-esteem and life-satisfaction and to lower depression. Paternal parenting style was also related to psychological adjustment, however, although the advantage of authoritative mothering over permissive mothering was evident for all outcomes assessed; for paternal styles the advantage was less defined and only evident for depression.

Rebecca (2006) conducted a study “Family Influences on Young Adult Career Development and Aspirations”. The purpose of this study was to examine family influences on career development and aspirations of young adults. Theories and research have examined the influence parents have on children's career development, but because of the multiple factors that influence career choices, understanding the family’s influence is complex. The current study utilized ideas from self determination, attachment and career development theories to develop a framework for understanding how families influence young adult career development and
aspirations. Rather than directly influencing career decisions, the family was proposed to influence processes within individuals that directly influence successful career development. This study used hierarchical regression analyses to test whether different aspects of family relationships and the family environment affect processes within young people, which in turn influence career development. A sample of 99 female and 34 male undergraduate students between 18 and 20 (mean age 18.67) completed questionnaires. Results support the idea that different aspects of the family influence diverse factors of career development and future aspirations. The achievement orientation of the family was predictive of career salience and extrinsic aspirations. Conflict with mothers was predictive of career salience, yet support and depth in the relationship with mothers and low amounts of conflict in the relationship with fathers were predictive of career maturity. High career salience was also predictive of career maturity. The hypothesis that factors play a mediating role between the family and career development variables was not supported. These findings suggest future research should assess multiple aspects of the family and multiple facets regarding career development to more fully understand this process. In addition, findings support the idea that career counselors should assess family functioning when helping young people in their career development journey.

Wolter (2006) viewed the relation between perceived parenting practices and achievement motivation in mathematics. In this study, perceived parenting styles and parental involvement were examined to determine children motivation. The findings indicated that perceived authoritative parenting was positively related to both a mastery goal orientation and higher relative autonomy. Permissive parenting was negatively related to a mastery orientation and positively related to a performance approach orientation only. Also, behavioral involvement was positively related to both performance avoidance and goal orientation. A study on perceived parental bonding, fear of failure and stress during class presentations. Results indicated that paternal caring and to some extent maternal caring was associated with lower levels of fear of failure, anxiety and depression. It was also found out that children reporting an overprotective parental style approached the task with significantly elevated fears; they had elevated stress during the task and lower task performance. Another salient
finding was that children’s perception of their fathers’ parenting style was highly predictive of the stress response (Georgios, 2008).

Zunker (2006) stated that characteristics of career maturity are decisiveness and independence, knowledge of occupational information and planning and decision-making skill. It appears that the reasons foreign students choose Malaysia are unlikely to be career-oriented, as such when international students graduate, they may not find a relevant job in their country and what they studied may not be useful in their country.

Parveen (2007) conducted a study “Effect of Home Environment on Personality and Academic Achievement of Students of Grade 12 in Rawalpindi Division”. The aim of the study was to examine the effect of home environment on the academic achievement and personality of students. Home environment has been identified as being an important contributing factor in child’s educational development. Very few researches have dealt with this dimension of education in Pakistan. The population of the study comprised 8533 Intermediate science male and female students of grade 12, who appeared in the Intermediate examination (part 1)2006, taken by the Board of Intermediate and Secondary Education Rawalpindi. The sample of the study included 724 students, 410 were female and 314 were male. Three research instruments were used for data collection. To determine the personality of students a Five Factor personality inventory developed by Dr. Tom Buchanan (2001) was used. The intra-familial environment as perceived by students was measured by using the Index of Family Relations (IFR). Researcher translated these instruments into Urdu and used them after pilot testing. A Demographic Variable Information Performa, developed by the researcher, was used to collect information relating to the demographic variables of the study. The information about the achievement was collected from the Result Gazette of the Board of Intermediate and Secondary Education Rawalpindi. Seventy null hypotheses were tested to find the effect of home environment, socio economic status, family relations, gender, parental education, income of the family, family size, birth order of the student and type of the family on students’ personality and achievement. Data was analyzed by using Analysis of Variance (ANOVA) and t-test. It was concluded from the study that with
the exception of birth order and family type, all the independent variables of the study had a significant effect on the academic achievement of students. However students’ personality was partially influenced by these variables.

Hervey (2008) investigated how graduate students described and understood the ways in which their vocationalized educational experiences influenced their aspirations, decisions and destinations related to work and higher education. Findings from qualitative data suggested that there was a significant relationship between participant perceptions of several components of school qualities—teacher, subject knowledge, teaching-skills and the availability of books and materials and their perceptions of the influence of their senior secondary schooling experience on their occupational aspirations.

Kostko (2008) analyzed career maturity of 722 students from private and public secondary schools. A significant relationship was found between school type and gender (F=4.806, P<0.05) in career decision-making self-efficacy as well as relationship between grade level and school type (F=5.733, P<0.01). Also it was found that private school students’ career decision making self-beliefs were not significantly different from their public school counterparts. The results also indicated a greater level of career decision making self efficacy for females than males though the differences between females and males were not significant.

Salami (2008) conducted a study, “Gender, identity status and career maturity of adolescents in Southwest Nigeria. This study investigated the relationship between identity status and career maturity of secondary school adolescents. Five hundred and eighty-one (male = 275; female = 306) senior secondary school adolescents completed the Career Maturity Inventory and the Ego Identity Status Scale. The results showed that the identity statuses significantly predicted career maturity of the adolescents but gender did not. Diffused identity status made the highest (negative) contribution to the prediction of career maturity followed by achieved and moratorium identity statuses in that order. Foreclosure identity status did not make significant contribution to the prediction of career maturity. No significant differences were found between the males and females in their career maturity and identity statuses. Implications for career counselling interventions were discussed.
Maryann Wu (2009) conducted a study “The Relationship Between Parenting Styles, Career Decision Self-Efficacy and Career Maturity of Asian American College Students”. The purpose of this study was to bridge a gap in the current literature by exploring the relationship between parenting styles and acculturation on the career development of Asian American college students. Career development was examined using the theoretical constructs of career decision self-efficacy and career maturity. Participants included 312 Asian American undergraduate students who completed an online survey consisting of demographic background information, the Parental Authority Questionnaire, the Career Decision Making Self-Efficacy – Short Form, the Career Maturity Inventory – Revised Attitude Scale and the Asian American Multidimensional Acculturation Scale. Results have suggested that both parenting styles and acculturation are important influences on the career development of Asian American college students. Authoritative parenting was significantly correlated with higher levels of career decision self-efficacy on all five subscales, including: Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving. Authoritarian parenting was correlated with higher levels of career decision self-efficacy on two dimensions, including: Self-Appraisal and Occupational Information. Acculturation to European American culture was found to be the most significant predictor variable for four out of five subscales of career decision self-efficacy, except for the subscale of Goal Selection, in which enculturation to one’s culture of origin was found to be the most significant predictor variable. Although authoritative and authoritarian parentings were not correlated with career maturity, permissive parenting was found to be significantly correlated with lower levels of career maturity. Permissive parenting was ultimately found to be the most significant predictor variable for lower scores on career maturity. Results of this study re-emphasize the importance of including familial and cultural variables when exploring the career development of Asian Americans. These findings also continue to lend support to the suggestion that authoritarian parenting may have different connotations for students coming from Asian American households and may subsequently have positive influences on certain aspects of career decision self-efficacy. Lastly, while acculturation was found to be one of the most important variables, enculturation was
also found to contribute to the career development of students, highlighting the important need for the use of a bi-dimensional acculturation model.

**Susran and Habib (2009)** conducted a study, “Career Decision Making Self-Efficacy, Career Maturity and Socioeconomic Status With Turkish Youth”. The socioeconomic status of the young people is one of the important factors which have effect on either their career decision making self-efficacy or their career maturity. This research was carried on by Survey method and it was tried to determine the effect of socioeconomic status on related variables by describing career decision making self efficacy and career maturity of young people who are at different socioeconomic status. The research was conducted with 346 Turkish young people who were determined by random sampling method. The research findings showed that there was a significant relationship between career decision making self-efficacy and career maturity with socioeconomic status. On the other hand it was observed that career decision making self-efficacy and career maturity of young people whose socioeconomic status were different differed in a significant level.

**Rev, Jude and Obiunu (2010)** conducted a study, “The interaction of sex with career day on the career decision making of secondary school adolescent students”. The study investigated the interaction of sex with career day on the career decision making of secondary school adolescents. It reviewed relevant literatures on and the process of making career decisions and also on career day outcome. Three hypotheses were developed for the study which was an experimental study that had an experimental and a control group. 120 students were randomly selected from two secondary schools in Uvwie Local Government Area of Delta State, Nigeria. The Career Decision Making Process scale which measures awareness of career indecision and commitment to make a decision, personal interests, needs and abilities of adolescent students, information about occupational prospects, making a career decision by arranging alternatives in an order of priority and implementing a career decision was used to collect data from the subjects. The treatment package was the career day. Analysis of data revealed that career day had significant impact on the career decision making of the adolescent students. However, sex was not a significant factor and had no effect on the decision making process of the adolescent students. It
was therefore concluded that whether one is male or female does not matter today in making a career choice. Therefore, career day remains a good intervention strategy for career information and awareness.

Quiteya Dawn Walker (2010) conducted a study “An investigation of the relationship between career maturity, career decision self-efficacy and self advocacy of college students with and without disabilities”. Although much has been written about the relationship between career maturity and career decision self-efficacy of college students, the literature review provided no studies that investigated the relationship between career maturity, career decision self-efficacy and self-advocacy; therefore the purpose of this study was to explore the relationship between career maturity, career decision self-efficacy and self-advocacy of college students with and without disabilities. An increasing number of college students with disabilities are attending postsecondary institutions and the figures are continuing to increase; however, students with disabilities earn lower grades in college than their peers without disabilities, take longer to complete their degrees, have higher dropout rates and are more likely to be unemployed after college. This quantitative study responds to recent calls in the postsecondary literature for individuals with disabilities to be better prepared when they transition from college. Participants included 347 postsecondary students, 89 of whom reported having a disability. Primarily focused on students with disabilities, this study gathered information regarding postsecondary students’ attitudes toward careers, beliefs in their ability to pursue careers and their self-advocacy knowledge in order to investigate the relationship among them. This study provides empirical support that there is a relationship between career maturity, career decision self-efficacy and self advocacy. The results of the correlation, MANOVA, ANOVA and hierarchical regression analyses provided four major findings and implications. First, there was a positive correlation between career maturity, career decision self-efficacy and self-advocacy of college students with and without a disability. Second, the results of the study indicated that students without a disability had higher levels of career maturity and self-advocacy than students with a disability; however, the self-efficacy scores were similar for students with and without a disability. Third, the results of the study focusing specifically on students with
disabilities indicated that the career maturity of students who had a high level of self-advocacy was higher than for the students who had a low level of self advocacy. However, there was no difference in levels of self-advocacy and career decision self-efficacy of college students with disabilities. Fourth, the results of this study focusing specifically on students with disabilities indicated that self-advocacy and career decision self-efficacy were the only variables that positively affected career maturity.

Hassanbeigi, Askari, Nakhjavanic & Shirkhodad (2011) conducted a study, “The relationship between study skills and academic performance of university students”. The purpose of the present study was to investigate the relationship between various study skills and academic performance of university students. A total of 179 male and female junior and senior medical and dental students participated in the present study. The instrument was "Study Skills Assessment Questionnaire" taken from counseling services of Houston University. The content validity of this questionnaire was approved by ten psychologist and faculty members of Shahid Sadoughi University of Medical Sciences. The data were collected and analyzed using Kruskal-Wallis test. The findings of the study showed that the study skills scores of university students with a grade point average (GPA) of 15 or more (out of 20), were statistically higher than that of those students with a GPA of less than 15 in all of the 7 skills of time management and procrastination (P<.01), concentration and memory (P<.01), study aids and note taking (P<.02), test strategies and test anxiety (P<.01), organizing and processing information (P<.01), motivation and attitude (P<.04) and reading and selecting the main idea (P<.0001). Teaching of study skills to university students can play an important role in the improvement of students’ academic performance.

Rana and Kausar (2011) conducted a study, “Comparison of Study Habits and Academic Performance of Pakistani British and White British Students”. The present study was conducted to compare Pakistani British and White British students on study habits and their academic performance. The sample comprised of 200 science students of 10th class recruited from four multiethnic schools of England, UK. Survey of Study Habits and Attitudes (Brown & Holtzman, 1955) was used to assess students’ study habits and their last year academic grades were used to assess
academic performance. Statistical analysis revealed that although White British students had significantly better study habits than the Pakistani British but no significant difference was found in their academic performance. Country of origin and schools had significant interactive effect on study habits of students but did not have an interactive effect on academic performance of the students. The study has important implication for the educationists.

Moses C. Ossai (2012) conducted a study, “Age and Gender Differences in Study Habits: A Framework for Proactive Counselling against Low Academic Achievement”. This study, therefore, sought to project a proactive counselling approach for tackling this academic menace. Two hundred and eighty nine (289) students including prospective May/June 2012 WAEC SSCE candidates attending a Study Skills Improvement Therapy Workshop organized by Firm Family Foundation, an NGO in Nigeria, were used for the study. Their responses to a Study Habits Inventory were analysed on the basis of age and gender using t-test statistics. Results showed significant differences in the study habits of the students on the basis of age and gender. Study habits seem to improve with age and female students reported better study habits than males. This implies that proactive counselling against poor study habits should start at the basic level of education and diligent attention should be given to male students. How target-oriented counselling techniques should be utilized to help students improve their academic achievement was discussed.

Ayodele and Adebiyi (2013) conducted a study of “Study Habits as Influence of Academic Performance of University Undergraduates in Nigeria”. This study examined study habit as a determinant of academic performance of undergraduates in Nigeria. It also investigated how faculty and gender influence their study habit. The study employed a descriptive research survey type. The research instrument was titled” Study habits determinants Questionnaire”. The face and content validity was ascertained by psychologist and Guidance and Counselling experts. A reliability coefficient of 0.85 was obtained using split half method. The population of the study includes all faculties in the university. Samples were selected through stratified and random sampling techniques. Two hypotheses were generated and were tested using
student t-test and ANOVA at 0.05 level of significance. The descriptive analysis revealed that self concept was very strong determinant of study habit, so also was method of study, family background, socio-economic status, peer group and course of study. Again, gender was found to have no significant difference on undergraduates’ study habit while on the other hand faculty of undergraduates had a significant difference on their study habit. The outcome of this study would be of immense help to undergraduates, helps to improve their study habits skills and in turn facilitate students’ performance. Improvement in students’ academic performance will therefore lead to national development as qualitative manpower will be produced. It was recommended based on the findings that home-front factors should be thoroughly addressed such that students will be able to manage other determinants. Also, the school, government and all stakeholders should make facilities and materials that facilitate studying available to students.

Tekke and Faizal (2013) conducted a study, “Examining the Level of Career Maturity Among Asian Foreign Students in a Public University: Gender And Academic Achievement.” This study examined the level of career maturity of international students in a public university in Malaysia by analyzing gender and academic grade point average by using the Career Maturity Inventory. Two hundred and twenty nine (Male=106, Female= 123) international students studying in various semesters completed the Career Maturity Inventory and the scores of the female international students on the CMI suggested that they had greater compromising their desires with reality and knowledge about their career. Results indicated that female students are fairly high in career maturity than male students on the CMI. The results also showed that the higher the career maturity, the higher the grade point average. However, the level of significance is slightly weak; this result should be viewed with caution. These findings suggest that level of career maturity of international students needs to be considered in relation to variables such as culture and academic grade.

2.1 STUDIES CONDUCTED IN INDIA

Ansari (1980) found that study habits and study attitudes are both significant variables which determine the academic performance of the students. Russell and
Petrie (1992) have cited a research study aimed to find out the relationship between study habits and student attitude and academic performance (cumulative GPA) of college students. Findings of this study indicate a positive correlation between study attitude, study habit and academic achievement.

**Homchaudhuri (1980)** examined correlates of academic performance of college students (tribal) of Mizoram. The investigation aimed at surveying the levels of self-concept, anxiety, family influence and socio-economic status and studying the relationship of these factors with academic performance. Results showed that self-concept emerged as the most significant correlate of academic performance. Socio-economic status also came out as a significant correlate of academic performance. Anxiety had low positive significant relationship with academic performance. The high achievers were significantly more anxious than low achievers. The high achievers showed quite a high level of expectation with regard to their performance in the examination. The low achievers showed an abnormally high level of expectation and great judgment discrepancy with regard to performance.

**Sharma (1988)** explored that children of working mothers had a greater feeling of rejection than differed significantly from the children of working mothers. The study aims to comparing the children of working and non-working mothers regarding their self-concept, socio-economic status and adjustment.

**Gupta (1991)** explores that study the effect of deprivation on certain cognitive and non-cognitive behaviours of adolescent’s. The non-deprived children were more intelligent, creative and more high achieving than deprived children.

**Stella and Purushothaman (1993)** examined the study habits of underachievers. The mean value showed that urban students had better study habits than rural students. But no significant difference was found between boys and girls. The various studies have been conducted on psychology of the children e.g. intelligence, personality, adjustment, study habits etc of students but hardly any study has been undertaken on study habits of working and non-working mother’s children of the age group 16 to 18 years.

**National Assessment of Educational Progress (NAEP) (1994)** conducted a study to find out the relationship between study habits and academic achievement.
Findings of the study revealed a positive correlation between study habit and academic achievements of elementary and secondary school students.

**Shrivastava and Chandiramani (1995)** also revealed that students from structured and independent family showed better performance than other children. Another study reported that family may act as a substratum variable that influences the relations between children’s attitudinal and cognitive attributes and their academic performance.

**Yazar (1997)** investigated the relationships between parental attitudes, school type, gender, grade level, socioeconomic status and vocational maturity levels of public high school students and vocational high school students. According to findings, there were statistically significant relationships between democratic parental attitude, gender in favor of female students, scores of vocational high school students and vocational maturity levels. Besides, there was significant relationship between vocational maturity scores and lower socioeconomic status.

**Bal (1998)** investigated the relationships between vocational decision making maturity and self-perception, academic achievement, grade level, parental educational level, whether having vocational guidance services in the schools or not and attending to the private or public schools. Moreover, the increasing effect of the Vocational Decision-making Education Program on the vocational decision-making maturity was explored. According to the findings, there was a significant relationship between vocational maturity scores and self concept scores. While increasing the unity and togetherness relations in the family, vocational maturity levels of students increase; on the other hand, while parental control increases, vocational maturity levels of students decrease. Furthermore, there were significant relationships between academic achievement, parental educational level, grade level and the vocational maturity level. There were significant differences between the vocational maturity level and gender in favor of female and school type in favor of private school. Also, a positive effect of the Vocational Decision-making Education Program on the vocational maturity level was observed.
Bhatnagar and Gupta (1999) are of the opinion that for better student achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programs must include this aspect of student aid. Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students.

Kochhar (2000) considers guidance necessary to help the pupil with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits and defective methods of learning and poor motivation.

Mathur and Sharma (2001) studied Career Maturity among adolescents. The study was undertaken to achieve the following Objectives: (a) To study the “Decisiveness in career decision making” among boys and girls. (b) To study the “career planning ability” among boys and girls. (c) To find out the level of “Career Maturity” among boys and girls at intermediate level. Method: The study was conducted on a sample of 100, 12th grade students of both scores (50 boys and 50 girls) randomly selected from four English medium colleges of Agra city. Tools: A standardized questionnaire was used for the data collection viz. “Career Maturity Inventory (CMI). Attitude and competency test, originally prepared by Crites (1974) letter on Indian adaptation by Gupta, Nirmala (1989). Findings: It is find that boys have a more favourable attitude towards career choice in comparison with girls. Boys have better career competency than the girls. It is find that most of the students have an average level of Career Maturity.

Dhillon and Kaur (2005) examined the career maturity among the students of public and government schools. Dense samples of 500 high school students were the subjects of this study (250 males and 250 females). The Crites’ career maturity inventory (CMI), self concept scale (SCS), achievement motivation test (ACMT) and Lumpkin’s locus of control scale (LOC) were administered to the students to study the relationship between career maturity and self concept, achievement motivation and locus of control. On comparison of public and government schools, the results clearly indicate that the students of public schools possess a higher career maturity.
attitude (CMA), career maturity competence (CMC), as well as self concept and achievement motivation. Significant relationships have also been obtained between CMA and CMC, internal LOC and ACMT in case of boys in public schools and between CMA, ACMT and SCS in case of girls in public schools. On the other hand significant relationship has been found between CMA and external locus of control, achievement motivation and self concept in case of boys in government school and between CMC and achievement motivation in case of girls in government schools. The obtained results indicate that personality characteristics play a significant role in the development of career maturity. In the light of above results, it may also be inferred that the environment of the public schools promotes career maturity and the students of public schools are better informed about career opportunities than the students of government schools. The public schools promote a healthy environment that not only lays stress on academic curriculum but aims to develop the child’s overall personality by encouraging their students to participate in debates, declamations, seminars, dramatics and games etc. The students are motivated to engage in learning activities to move towards desired goals and objectives which is reflected in their career attitude and competence. On the other hand the government schools lack such an effective learning environment, which needs to be further strengthened in this direction.

Sharma, Mathur and Dube (2005) conducted a study “Assessments of vocational interests in high school adolescents” to study vocational interests of adolescents boys and girls. Sample: The sample consisted of 120 adolescents aged 13 to 15 years from L.C.M. Public School Jaipur. 60 students from class 9th and 60 from class 10th were taken in which 60 were boys and 60 were girls. Vocational Interest Record (VIR) by S.P.Kulshreshtha was used in the study. The main purpose of the Vocational Interest Record is to measure vocational interests to enable the pupils to select subjects in schools, which are according to their preferred vocations. It is found that 50.8% of the adolescents show above average interest in `Enclave jobs like Mayor of corporation, City Magistrate, Principal, School inspector and Judge etc. He finds that they did not show high interest in any of the professions. It was observed that only 7.5% of the total sample showed high interest in executive jobs. While in the
scientific, artistic and social jobs, more than 20% adolescents have shown average interest. These include jobs like civil engineer, doctor, science teacher, singer, dancer and guide etc.

**Lakshmi and Arora (2006)** conducted a study, “Perceived Parental Behaviour as Related to Student’s Academic School Success and Competence”. The present study is an attempt to investigate the perceived parental behaviour and its relationship with academic school success and academic competence. The sample comprised of 500 High School students (250 male and 250 female). The subject was administered Adolescent’s Perception of Parental Behaviour Questionnaire (APPBQ) developed by Arora, Sinha and Lakshmi. A School Success was assessed by marks obtained in High School Board Examination. Academic Competence Scale was also developed by Arora and Lakshmi. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. However parental control (psychological and behavioral) showed negative relationship with academic success and competence. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence. We can conclude that adolescents who perceived their parents as loving, accepting, encouraging and less controlling (behavioral and psychological) less hostile perform better in school and feel more competent. There are some obvious reasons behind it. If parents who employ noncoercive democratic discipline and encourage to their adolescent children to express individuality within the family and they do not snub their ideas then adolescents are more involved in their studies and perform well as compared to those adolescents whose parents always give adverse remarks on what ever they do and they are not allowed to express their ideas. Therefore, they are more concerned with their parents say rather than what they want. Lack of loving, accepting and affectionate behaviour of parents develops feeling of insecurity and low self confidence. Therefore, it can be stated that parents who are perceived as being more acceptant and using less hostile psychological control tend to have children with higher academic achievement traits.
Hasan (2006) conducted a study “Career Maturity of Indian Adolescents as a Function of Self-Concept, Vocational Aspiration and Gender, Pt. R.S. University”. Originated from the developmental theory of vocational behaviour, career maturity has been defined as the maturity of attitudes and competencies pertaining to career decision making. It has been found to be influenced differentially in different culture, race and gender groups by certain psychological, educational and demographic factors (Lawrence and Brown, 1976; Pound, 1978). The aim of the present piece of research work is to examine empirically that whether or not self-concept, occupational aspiration and gender work independently or in interaction with each other are capable of generating variance in career maturity in case of Hindi speaking Indian adolescents studying in class X. Employing a (2)3 ex-post facto, non-experimental factorial design (fixed model) the two levels of self-concept, i.e. high and low, the two levels of occupational aspiration, i.e. realistic and idealistic and the two levels of gender, i.e. male and female were manipulated in the study. Employing the stratified random sampling technique, finally 480 students of class X (240 males and 240 females) within the age range of 14 to 16 years were drawn randomly from different Hindi medium schools of Raipur City of Chhattisgarh State to serve as subjects in the present study. All the three independent variables were found to be potential enough in generating variance in career maturity. Barring few exceptions, the first order interactions were not found significant whereas the second order interactions were found significant for almost all the components of career maturity. The male subjects whose primary goal is to choose a suitable career for themselves and whose total view about themselves are high and who know to tap their real abilities, potentialities and capacities, involved themselves in career exploration, sought career related information and developed proper attitude about their career. Consequently they displayed significant variance upon career maturity. It may be concluded that under Indian cultural setup, the self-concept, occupational aspiration and gender are important factors that can influence career maturity of class X students.

Kang and Jaswal (2006) undertook the relationship of educational level of parents with parenting patterns used by them on their children was vital. Results showed that parenting patterns used by parents vary with their level of education.
Bailur (2006) conducted a study “Influence of Relations of Family, Peers and Pressures of PUC II Year Students’ on their Adjustment and Academic Performance”. Study on “Influence of Relations of Family and Peers and Pressures of PUC II year students’ on their adjustment and academic performance” was undertaken during 2005-06. The study aimed firstly to study the perception of family and peer relations and pressures of students, secondly to study the adjustment and lastly to know the influence of family and peer relations, pressures and adjustment on academic performance of students. The present study was conducted by drawing the sample of students from science colleges studying in PUC II year. A preliminary survey was carried out to collect information regarding the total number of colleges that were offering science courses. There were only 4 colleges offering science course at PUC level. Among them 3 colleges were selected namely JSS college, Karnataka College and Kittle College. A sample of 15 per cent of strength of the students from each division was randomly selected. Thus the total sample for the study constituted 254 students. But as 23 students did not provide complete information the final sample was 231. To study the family and peer relations and pressures of students, a questionnaire was developed and pre-tested. This questionnaire consisted of 114 items with 9 components, namely (a) relation with parents (b) relation with siblings (c) relation with relatives (d) relation with friends (e) pressures related to physical health (f) curricular activities (g) relation with friends of opposite gender (h) home and economic related issues (i) opinion of the students. To study the adjustment ‘Bell’s adjustment inventory’ (1934) was used. To know the academic performance of the students, the final exam marks in I and II year PUC were considered. Socio-economic status of the students was assessed by using socio-economic status scale developed by AICRP-CD (2002). To compare boys and girls and levels of socio-economic status on perception of family relation, peer relations, pressures, adjustment and academic performance students ‘t’ test was used. Coefficient of correlation and ANOVA were employed for knowing the influence of socio-demographic characteristics on family relations, peer relations, pressures, adjustment and academic performance of PUC II year science students. Step-wise regression was used to know the extent of influence of the selected factors on academic performance of the students at PUC II year. The
findings of the study are: (i) Majority of students (48.5%) had normal or favourable family relations while 34.6 per cent perceived to have poor relation with family members; (ii) The perception of family relations of boys and girls did not differ significantly different; (iii) Majority of boys and girls perceived to have favourable relations with parents and siblings; (iv) Students perception of family relations did not differ by socio-economic status; (v) Majority of students (57.6%) had normal or favourable peer relation while 12.5 per cent had poor relations; (vi) The perception of peer relations of boys and girls did not differ. Majority of boys (85%) and girls (90%) had favourable relations. While 14 per cent of boys and 9 per cent of girls had poor relations; (vii) Perception of peer relations of students did not differ by levels of socio-economic status; (viii) Nearly half of the students (54.56%) experienced low level of pressures during II year; (ix) PUC. About 22 per cent experienced high pressures; (x) There was no significant difference between gender in pressures. But 25 per cent of boys and 18 per cent of girls experienced high level of pressures; (x) Perception of pressures of students did not differ by levels of socio-economic status.

Mehta, Bajaj and Kumar (2006) conducted a study on effect of personality Intervention and Career Invention programmes on vocational indecision among adolescent boys. An unrelated sample of 1000 male students belonging to class 10th from 14 public schools in Delhi were administered the vocational indecision scale (VIS) by Kathuria (1974). Results revealed that undecided groups subjected to career invention or personality intervention programmes, either separately or in combination showed significantly greater decrease in vocational indecision as compared to groups who were given no intervention similarly, personality intervention programmes were found to be more effective than career intervention programmes in term of reducing vocational indecision among students. The effect of these intervention programmes as measured immediately after inventions were found to persist even after one month indicating the long term effects of the intervention.

Sud, Anup & Sujata (2006) conducted a study “Academic performance in relation to self-handicapping, test anxiety and study habits of high school children”. Self handicapping refers to placing obstacles in the way of one's task performance, so that one can furnish oneself with an external attribution when future success is
uncertain. The present study investigated the relationship of academic performance with self-handicapping, test anxiety, worry, emotionality and study habits of high school children (n=200) from 2 government senior secondary schools of Himachal Pradesh. Children were similar in age and socio-economic background. It was observed that academic performance was significantly and negatively correlated only with self-handicapping for the total sample as well as for boys and with worry for total sample as well as for girls but not with any other variables. It had also been observed that on self-handicapping boys reported higher mean scores than girls and with regard to study habit scores, boys reported poorer study habits than girls. Only worry turned out to be significantly and negatively related to academic performance. It was observed that males were more willing to make ability attributions and were less confident of their ability with regard to test anxiety and its worry and emotionality components. Only worry had been found to be negatively and significantly related to academic performance for total sample as well as for girls. It reflects that it was worry and not emotionality that strongly relates to academic performance. It was found that females experience more worry than their male counterparts. Lack of relationship between academic performance and study habits (regardless of gender) highlights that perhaps negative striving factors have greater impact on academic performance. The study habits scores of children in the present study were found to be average and the mean score was 59 for boys and 63 for girls. It was recommended that much research is needed in future to reveal the causes of gender differences in academic achievement and self-handicapping.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. The results revealed that boys were poorer in study habits than girls.

Nuthanap (2007) conducted a study “Gender Analysis of Academic Achievement among High School Students”. The study was carried out to analyze the study habits of boys and girls studying in 8th, 9th and 10th classes and to know the influence of study habits, self-concept, socio-economic status on academic achievement. The study was carried out in two schools each of rural and urban areas
of Dharwad taluka and Dharwad city. One hundred and fifty (150) students from each of the schools were selected of the 150 students 50 each were selected from 8th, 9th and 10th class. The total sample for the study was 600 students. In order to know the academic achievement level of the students the average of the final exam grades of two previous consecutive years were considered. To measure the self-concept, self-concept scale developed by Singh and Singh (1988) was used. The findings of the study are: (i) There was no association between boys and girls on study habits; (ii) Boys and girls did not differ significantly on overall study habits. But they differed significantly on two dimensions of reading & note taking habits & preparation for examination; (iii) 8th, 9th and 10th standard students differed significantly on study habits. Mean of overall study habits of 8th standard was higher compared to 9th and 10th standard; (vi) There was significant association between study habits and academic achievement of girls. There was no significant difference between study habits and academic achievement of boys; (v) There was significant relation between study habit and academic achievement; (vi) Majority of boys and girls belonged to the category of excellent academic achievement and significant association was fund between academic achievement with boys and girls; (vii) There was no difference between boys and girls’ academic achievement; (viii) The socio economic status of the family had significant influence on the academic achievement of the boys and girls; (ix) There was significant difference of boys and girls between rural and urban students with respect to academic achievement.

Sharma and Kumar (2007) conducted a study of vocational interests of rural and urban students. The objective of the study was to measure and compare the vocational interests of senior secondary students of rural and urban areas. The sample of the present study consisted of 120 senior secondary students (60 rural and 60 urban students) studying at the 12th level. The sample was randomly selected from 10 senior secondary schools. The subjects were administered vocational Interest record (developed by S.K. Kulshreshtha) which measures vocational interest in 10 areas. It was found that there was no significant difference between the vocational interests of secondary students of rural and urban areas on ten different vocational interest areas.
Siwach (2008) conducted a study, “Impact of Home Environment on the Scholastic Achievement of Children”. The present study is based on a sample of one hundred twenty students drawn from senior secondary schools of Panipat. It was planned to assess the effect of home environment on the scholastic achievement of children of class VIII. Misra’s Home Environment Inventory Scale was used to assess the quality of home environment and scholastic achievement was ascertained with the help of report cards of students and other school records. The data revealed that boys of high home environment group achieved significantly greater mean score than the boys falling in the group of low home environment. The impact of home environment has also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. But the difference was not significant at 0.05 level of significance. Results also showed that good quality of home environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls. It was found that as the quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines in boys.

Kumar, Ansari & Shukla (2010) conducted a study “Reading Habits of Senior Secondary Students at Allahabad City, U.P., India. The objectives of this study is to find out the mother tongue, motives of study, reading materials borrowed from library, time spent for the serious reading, use reference materials, languages of newspaper that read daily, sections of newspapers read, place of reading and to develop some suggestions for solution of the problem. This study will help to establish whether senior secondary schools are on par with their peer in other countries in the acquisition of intellectual skills. The findings of the study are: (i) The result of the present study revealed that a majority of the student’s mother tongue is Hindi; (ii) The result of the present study revealed that a majority of the students their reading motives is getting the information and to improve the general knowledge; (iii) The result of the present study revealed that a large majority of the students study between 3 to 4 hours daily; (iv) The result of the present study revealed that most of the students borrow reading materials from their school library; (vi) The result of the present study revealed that a large majority of the students reading
materials related to their subjects; (v) The result of the present study revealed that most of the students proffered reading materials in Hindi and English languages; (vi) The present study most of the students used reference materials like dictionary as well as encyclopaedia; (vii) The result of the present study revealed that a majority of the students reading newspapers daily published in English as well as Hindi; (viii) The present study revealed that most of the students like sports sections of the newspapers daily; (ix) A large number of students are reading magazines like reader digest and competition success review; (x) The result of the present study revealed that a majority of the students reading place are their home and school library; (xi) The result of the present study revealed that most of the students getting reading materials from their school library; (xii) The result of the present study revealed that a majority of students getting newspapers and magazines by individual subscription.

Muola (2010) conducted a study of the Relationship between Academic Achievement Motivation and Home Environment among Standard Eight Pupils. The objective of this study was to investigate the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupil's levels of academic motivation and home environment. A significant (p less than 0.05) positive relationship was found between six of the home environmental factors, that is fathers' occupation ($r = 0.22$), mothers' occupation ($r = 0.26$), fathers' education ($r = 0.15$), mothers' education ($r = 0.14$), family size ($r = 0.26$) and learning facilities at home ($r = 0.23$) and academic achievement motivation. Parental encouragement was the only factor that was not significantly ($r = 0.03$) related to academic achievement motivation. Although these correlations are low, they showed that pupils' motivation to do well in academic work is to some extend dependent on the nature of their home environment. It was recommended that parents need to be aware of the importance of their role in their children's academic achievement motivation so that they can provide the necessary facilities at home.
Dhillon and Kaur (2010) conducted a study “Career Maturity of Adolescents In Relation To Intelligence, Punjab University”. The present study investigates the career maturity in relation to intelligence among the adolescents of plus one stage. Random stratified sampling procedure was used to select the sample. Six hundred and forty students studying in government schools (Academic and Vocational groups) of Amritsar district formed the sample. There were 320 boys and 320 girls varying in age from 16-18 years. The career maturity scale and intelligence test were administered to the sample. Data were analysed by using product moment coefficient of correlation and t-test of significance for mean. The findings revealed that academic group students had higher career maturity and intelligence as compared to their vocational counterparts. Girls, in the present sample, possessed greater career maturity and intelligence as compared to boys.

Kumar & Dixit (2011) conducted a study “An Investigation Into Study Habits & Personality Related to Achievement in English & Hindi Medium Students”. The findings of the study reveal that overachievers are those, whose achievements are higher than the level of their abilities. These overachievers of English and Hindi medium have better study habits and they are propertied by positive personality traits. Under achievers have faulty study habits also they lack enthusiasm and are emotionally instable.

Rani and Gupta (2011) conducted a study, “Multivariate Analysis of Career Maturity for Academic Performance and Dependence Proneness Among 10+2 Level Students”. In the present study an attempt has been made to examine empirically that whether or not academic performance and dependence proneness independently or in interaction with each other are capable of explaining variance in career maturity of adolescents studying in class XI. Employing an ex-post facto, non-experimental factorial design with two level of academic performance: high and low and two levels of dependence proneness, high and low were considered in the study. Employing the stratified random sampling technique 600 students of class XI were drawn from different schools of U.P. Board of Meerut district. The results indicated the significant main effect of academic performance and dependence proneness on career maturity. The two interactional effects could not turn out to be statistically significant.
Matoo, M.I. (2011) conducted a study of Vocational Interests and Academic Achievement of Secondary School Students at Different Levels of Creative Thinking Ability. The study was carried out with an attempt to find out how a particular age group with a fibre of high creative potential are differentiable from the ones who possess low level of creative ability on certain areas of vocational interests and academic achievement. A sample of 1000 students (700 boys and 300 girls) was selected from 26 secondary schools of Kashmir valley. Baquer Mehdi’s Verbal Test of Creative Thinking Ability and Chatterji’s Non-language Preference Record were used to collect the data. Following the criteria of top 25% (Q3) and bottom 25% (Q1), two extreme groups (high and low) were identified. Two way analysis of variance was used to find out the differences between these two categories. The findings revealed that the two groups have been seen to differ significantly on variables under investigation excluding academic achievement. Besides, gender differences could not be established.

Singh (2011) conducted a study, “Academic Achievement and Study Habits of Higher Secondary Students”. This study was conducted on a sample of 100 students randomly selected from Higher Secondary Students of Akola District. The result indicates that Girls and Boys difference significantly in their study habits and Academic Achievement. It also clear that good co-relation in study habits and Academic Achievement.

Thakur (2011) studied career maturity of secondary school students in relation to their school environment and reported a significant difference between some dimensions of career maturity (i.e. attitude, occupational information, goal orientation and planning) of eleventh grade students of government and private secondary schools. Also no significant difference in school environment of eleventh grade students of government and private secondary schools was found. Findings also revealed no correlation between career maturity and school environment of eleventh grade students of secondary schools.

Kaur, Parwinderjit (2012) conducted a study “Career Maturity Among Adolescents In Relation To Their School Climate”. The present study was undertaken
with the purpose of studying career maturity of adolescents in relation to their school climate. This study was conducted on a sample of 800 adolescents studying in secondary schools of Amritsar District. The results indicates that out of six dimensions of career maturity, only three dimensions namely self appraisal, occupational information and problem solving show significant difference with high, average and low levels of school climate.

**Mishra and Bamba (2012)** conducted a study, “Impact of Family Environment on Academic Achievement of Secondary School Students in Science Subject. The present study was aimed at investigating the impact of family environment on academic achievement of a child. It is well known fact that the school performance is not an independent phenomenon, rather it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning takes place i.e. school an family. Early beginnings to knowledge originate within the family, on a simple level in early years and are then further built on in the school. Family sets the stage for interactions and learning at school later. Families vary greatly in structure and functioning. Variations exits also in school and in children understand how children's experiences within the family contribute to their educational outcomes.

**Rajakumar & Soundararajan (2012)** conducted a study “A study on higher secondary students’ study habits in Tirunelveli District”. The aim of this study is to find out the study habit of higher secondary students in Tirunelveli District. 1060 Higher secondary students were taken as sample. The tool used to find out the study habit is Study Habit Inventory, by Patel (1975). The mean value of Study habit scores 142.12 (63.16%) indicates that the higher secondary students are having good study habit. There is no significant difference between male and female, rural and urban higher secondary students with respect to their Study habit. There is significant difference between day scholar and hostel staying, government and aided higher secondary school students with respect to their study habit.

**Saini, Rita (2012)** conducted a study “Career Maturity of Adolescents in Relation to their Emotional Maturity”. The present study attempts to study the relationship between career maturity and emotional maturity of adolescents. It also
purports to find out difference between male and female, urban and rural in terms of career maturity and emotional maturity. The simple random sample consists of 240 students selected from twelve schools of Faridabad district. The results revealed a negative relationship between career maturity and emotional maturity. It was also found that male adolescents were better than female adolescents and urban adolescents were better than rural adolescents with regard their career maturity and emotional maturity.

**Sharma and Gaur (2012)** conducted a study of “Parental Model as Correlates of Vocational Maturity in Adolescents”. The present study aims to study the impact of parental modelling on the vocational maturity of the adolescents. The sample of 60 adolescents (30 boys and 30 girls) were the students from various streams studying in high school. The study revealed that there is no significant impact of various aspects of parental modelling and vocational maturity of adolescents. Now a days the education has become industrialised and it appears that adolescents vocational maturity is not affected by the parental modelling as they attain much of the information from the professionals outside their families. Also, the gender biasness has decreased to a great level.

**Badola (2013)** conducted a Study of Home Climate and School Environment of Senior Secondary School Student in relation to their Decision Maturity. The study is an attempt to compare the home climate and school environment of senior secondary school students in relation to their career decision maturity. It also tries to reveal the effect of home and school environment of secondary student on their career decision maturity. For this purpose, a sample of 800 senior secondary students was selected randomly. Sampling was done in terms of high, middle and low career decision maturity technique. Home climate inventory and school environment inventory developed by Dr. K. S. Mishra and career decision maturity inventory developed by Dr. (Mrs.) Nirmala Gupta was used to collect the data. Collected data was analyzed using mean, S.D. and ANOVA. The analysis of data revealed that the dimensions of home climate namely-control, protectiveness, social isolation, deprivation of privileges and rejection differ significantly on their career decision.
maturity where as the effect of school environment dimension namely-only rejection differed significantly of senior secondary students on their career decision maturity.

**Chand (2013)** conducted a study of Study Habits of Secondary School Students In Relation to Type of School and Type of Family. The present study was conducted on 200 secondary school students to find out the study habits of the students studying in government and private schools as well as students belonging from nuclear and joint family. Study habit inventory (Hindi version) constructed by Dr. B.V.Patel (1975) was used to collect the relevant data. Mean, S.D.and t-test was used to analyse the data. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

**Hamilton and Joy (2013)** examined influence of home on study habits of secondary school students. This study investigates the home and its influence on students’ study habits. Simple random sampling technique was used to obtain 200 out of 660 SS2 students in Kolo-Creek Development-Centre of Bayelsa State. Four research questions were posited, data were collected using Student Study Habit Questionnaire, (SSHQ) which was analyzed using percentages, mean and standard deviation. It was found that 134 (67%) of the respondents agreed that motivation from parents like provision of the recommended books influences them to read at home. Also some independent variables like parent income, education, living abode influence their wards’ study habits. The study went further to investigate some practical steps that parent could take in order to improve their wards’ study habits: which include making home a miniature of schools (that is homes should be
conducive for reading), drawing up reading time table for their children and encouraging them to follow through every evening as well as devote their time to teach their children, although, parents level of education could be a set back to the latter. Finally, it was recommended that parents should be more responsive to their children’s education by providing learning facilities as well as conducive and motivating learning atmosphere at home.

**Sandhu and Aggarwal (2013)** conducted a Study of Vocational Maturity of Commerce Stream Adolescent Students in Relation to Personality and Academic Achievement”. The present research was an attempt to study Vocational Maturity of Commerce Stream Adolescent Students in relation to Personality and Academic Achievement. The descriptive survey method was used in the study. The study was delimitied to the 200 senior secondary stage students. In order to conduct the study, schools were randomly selected from Punjab and U.T. The tools used for the study was Career Maturity Inventory (CMI) John Crites, Indian adaptation by Nirmla Gupta, 1989 and Kundus introversion- extroversion inventory. It is found from the analysis that there will be no significance relationship between vocational maturity and personality of commerce stream students whereas there is positive relationship between vocational maturity and academic achievement of commerce stream students.

**Sirohi, Vineeta (2013)** conducted a study, “Vocational guidance and career maturity among secondary school students: An Indian experience”. This study is focused on the stage of secondary education which is a critical period for the development of career maturity, when students are faced with ongoing academic and occupational decisions over the course of their study and these educational and vocational decisions pave the way for future decisions to be taken by any individual in the world of work. The present study aimed to examine the career maturity of secondary school students, by gender, type of school and vocational guidance provisions and know the perception of students about vocational guidance services in their schools. A sample of 160 students was drawn from eight secondary schools through stratified sampling technique. The quantitative and qualitative analysis of data revealed that females are found to possess higher career maturity than their male
counterparts. Students of private schools show higher career maturity attitude as compared of students of government schools. Moreover, students in schools with vocational guidance and counseling provisions show high career maturity in self awareness and occupational information as compared to none from those schools which are deprived of these provisions, similarly in choosing a job, the students who are privileged to be exposed to the guidance and counseling programmes show much higher career maturity than their underprivileged counterpart. The findings of the study have strong implications for the policy makers and educationists for institutionalizing the vocational guidance and counseling programmes in secondary schools and delivering planned and systematic counseling interventions to increase the career maturity of secondary school students.

Parveen Noor-Ul-Amin and Nazir (2013) conducted a comparative study of the academic achievement of 10th class boys and girls studying in different high schools of District Pulwama of (J&K). The study attempts to determine whether there are significant gender differences in academic performance among high school students of District Pulwama of (J&K). The study was carried out among 300 students (150 male and 150 female) high school students drawn randomly from 26 institutions of District Pulwama of (J&K). The instrument used for data collection was the Information Blank developed by the investigators. The data was subjected to statistical analysis by computing Mean, S.D. and test of significance. The results showed that the boys and girls have not shown any significant difference in academic achievement in General Science. Boys and girls have not shown any significant difference in academic achievement in Urdu. Boys and girls have not shown any significant difference in academic achievement in Maths. The academic achievement of boys is significantly higher than that of girls in General English. The academic achievement of boys is significantly higher than that of girls in Social Studies. In aggregate, the academic achievement of boys is significantly higher than that of girls.

Shakya and Singh (2013) conducted a study, “Career Preferences among Degree College Adolescents in Kanpur City”. Present study was conducted in Kanpur city on 300 adolescents (137 boys and 163 girls) randomly selected from 6 degree
colleges to assess their carrier preferences (science and technology, commerce and management, tourism and hospitality, mass media and journalism, art and designing, medical, agriculture, defense, law and order and education) using standard carrier test. Data revealed that adolescents were in age group between 16-19 years and in the sample 45.33 % were male and remaining 54.33 % were female. Higher number of respondents belonged to business (23.66%) and service class (24.00%) families, while lowest number of adolescents belonged to families working in factories (16.33%). Data on carrier preferences revealed that education and science and technology were the most preferred carrier of adolescents and agriculture as least preferred carrier. Girls preferred medical, mass media and journalism and art and designing than boys while later had more preference to science and technology and commerce and management than former. Over time, preferences of adolescents changed more for art and design, science and technology and medical in 1 month to 6 month. It is evident from the results that science and technology and education are the most preferred carriers, while agriculture and defense are the least preferred carriers among adolescents. Preference of adolescents for carrier also changes with time.

2.3 OVERVIEW

Though innumerable researches have conducted in the field of career maturity, but the problem of career maturity in relation to study habits, family environment and academic achievement is still unexplored. Thus, proper investigations are needed to throw light on this topic and therefore, researcher has to go through the review of some more studies related to academic achievement of students.