CHAPTER - II

REVIEW OF THE LITERATURE
REVIEW OF THE LITERATURE

✓ Personality

✓ Academic achievement
The review of literature in research provides one with the means of getting to the frontiers in a particular field. **Borge (1964)**

For any worthwhile study in a field of knowledge a research needs adequate familiarity with related studies only then an effective research for specialized knowledge is possible. The research for reference material is time consuming but very fruitful phase of research program. Survey of related literature serves to show what is already available, solves the problem adequately without further investigation and also avoids the risk of duplication. It provides comparative data useful for the interpretation of results and contributes to the general scholarship of the investigator.

The importance of the review of the related literature is expressed in the words by **Billy Turney** and **George Robb** as follows “Identification of a problem, development of a research design and the determination of the size and scope of the problems all depend to a great extent on the case and intensity with which a researcher has examined the literature related to the intended research”

Any research needs support, verification and clarification by having thorough critical evaluation of the literature available to the researcher, as much as possible within the literature available to the research investigation. The present review of literature will consider the conceptual phenomena as well as the variables under study to assess empirical clarifications which have been presented as following.
PERSONALITY

Shikha Tiwari, (2009) Studied the relationship between learning difficulties in English and Achievement of boys and girls students. The further explored the relationship between learning difficulties in English and Personalities of boys and girls students. All the students of Class X studying in Schools affiliated to the CBSE Board during the academic session 2008-09 in Ballia, Azamgarh and Mau cities constituted the population for the study. A sample of 530 Class 10 students (184 Girls and 346 Boys) was selected randomly from six purposively selected Schools. The characteristics of the tools used for the study, namely, English Language Achievement Test and HSPQ have been well established. Data have been analyzed meticulously. Findings revealed that-

1. There is no significant correlation found between partial mispronunciation and achievement. Also the correlation between gross mispronunciation and achievement is found to be not significant. Comprehension has positive and significant correlation with achievement but reading rate has insignificant correlation with reading rate. The correlation between various components of composition which are considered in the present study are found to be not significant except for grammatical correctness which shows positive and significant correlation with prose, poetry, grammar, and total score of achievement, respectively. But in the case of dictation and achievement, there is no significant correlation found.

2. There are only four personality factors E, F, G and Q4 which are obedient vs assertive, sober vs enthusiastic, disregards rules vs conscientious and relaxed vs tense have significant correlations with the total errors of partial mispronunciation in reading English. Of this only factor E has positive
significant correlation and the rest of the three factors have negative significant correlation. In case of gross mispronunciation of reading English, personality factor C and Q4 which are- affected by feeling vs emotionally stable and relaxed vs tense showed significant negative correlation with the total errors of gross mispronunciation in reading English. Personality factors J, Q3 and Q4 which are zestful vs circumspect individualism, uncontrolled vs controlled and relaxed vs tense, respectively show positive significant correlation with comprehension. There is no significant correlation found between personality and reading rate. The data regarding personality and writing revealed that fluency has significant and positive correlation with those who have personality traits-sober vs enthusiastic, sociably group dependent vs self sufficient and negative significant correlation with personality factors G and Q4. Qualitative vocabulary shows positive significant correlation with those having sober vs enthusiastic personality traits. Spelling correctness is positively correlated which is significant for personality factor G, that is, disregards rules vs conscientious. Grammar shows significant positive correlation with personality factors F and Q4 and negative significant correlation with personality factors J and O, respectively.

Overall she has concluded that no significant correlation has been found between partial and gross mispronunciation and reading rate in reading English and achievement, whereas, comprehension showed positive significant correlation with achievement. In case of writing English, only grammar showed positive significant correlation with achievement in prose. Omitted words have been found
to have negative correlation with achievement in prose. This means that more the number of omitted words less is the achievement in prose and vice-versa. Logical thinking has been found to be positively correlated with comprehension and grammar. Reading rate did not show any significant correlation with logical thinking. Learning difficulties in English have been found to be related with the Personality factors. It is an interesting study probing into Psycho-Social Factors and English Language Learning Difficulties of High School Students.

Umer Farooque (2005) measured the achievement levels of students of Standard IV in English, Mathematics and EVS. Achievement Tests for Std. IV Students in EVS, English and Mathematics constructed by the investigator, Language Proficiency Test developed by the CIEFL, Hyderabad to measure English Language Competence of Teachers, and Interview Schedule developed by the investigator for identifying Transactional difficulties of the Teachers were well employed. The samples of 833 students from 13 schools in Kannur district of Kerala and 108 teachers from the same schools were drawn using suitable sampling techniques. ANOVA, and Karl Pearson Product Moment Correlation were also used to analyze the data. Finding revealed that gender wise comparison indicates that female students were found to have better learning ability than those of male students. This was found true in case of EVS, English and Mathematics.

Yagnik L.R. and Shah A.S (2004) investigated the effect of medium of instruction and gender on children's personality (CPQ). Result revealed that the boys are found to be more outgoing, emotionally stable, assertive, domin-
venturesome, tender minded, apprehensive, conscientious, controlled, tense, while girls are found to be more intelligent, emotionally less stable, Sober, Shy, Forthright and Phlegmatic. Further they revealed that students of English medium were found to be more sociable, emotionally stable, excitable, cheerful, moralistic, tender minded, Shrewd, whereas than the students of Gujarati medium were found to be more intelligent, assertive, shy, reflective.

**Martin and others (2004)** revealed in their study that socio-economic-status and gender differences in relation to personality is not significant. The study of **Rammaswamy**, as reported in Data base, Inflibnet 2003, also explored that English medium group scored higher than others in nonverbal intelligence. This higher performance may be due to effect of bilingual learning, using English and mothertangue as the medium of instruction, as suggested by Ramaswamy.

**D.J. Wilson and L. Panditji (1990)** investigated the relation between Eysenck's Psychoticism factor and the traits of Cattell's Children's Personality Questionnaire were examined among 698 girls and 568 boys in Zimbabwe. The major concomitants of Psychoticism among boys and girls included positive correlations with dominance, enthusiasm and shrewdness scores and negative correlations with self-control, conscientiousness, emotional stability, warmth and abstract thinking scores. Factor analysis of the Junior Eysenck Personality Questionnaire and the Children's Personality Questionnaire scales yielded a clear Psychoticism factor, characterized by positive psychoticism, dominance and shrewdness loadings and negative conscientiousness, self-control and abstract thinking
loadings among boys and by positive psychoticism, dominance, and enthusiasm loadings and negative tender-mindedness, conscientiousness, self-control and abstract thinking loadings among girls.

Helpen (1989) Kimball (1989) found that:

- There are significant differences in IQ scores between boys and girls.
- Girls perform better in reading verbal and spelling skills.
- Boys perform better in Mathematics and spatial relation skills.
- Girls make higher grades than boys throughout elementary grades.

**Frances S. O'Tuel (1989)** worked on "Sex Differences on the Structure of Intellect (SOI-LA) Gifted Screening Form". Results from scores on the Structure of Intellect (SOI-LA) Gifted Screening Form of approximately 300 gifted students in the 4th, 7th, and 10th grade showed significant differences by sex on five variables and by grade on each of the ten subtests. Boys scored significantly higher on CFU (visual closure) and CMU (vocabulary) Girls scored significantly higher on NSI (analysis), DMU (verbal-creative) and CMS (extended verbal systems).

**Scheibner-Herzig and colleagues (1984)** also did not find any significant correlation between extroversion and the second language performance in English of West German high school students.

**Peggy T. Ackerman, Roscoe A. Dykman and D. Michael Oglesby (1983)** revealed in their study that four groups of girls—hyperactive, reading disabled, hyperactive and reading disabled, or solely attention disordered—were contrasted with male counterparts on measures of intelligence, achievement, personality, and
cognitive style. Across groups, significant sex differences were found for WISC-R measures, WRAT arithmetic, parent-rated aggressivity, Children's Personality Questionnaire (CPQ) profiles. Children's Embedded Figures Test (CEFT) scores, and self-rated augmentation. For the girls, reading-spelling achievement was robustly associated with WISC-R Verbal scores, while for the boys Sequential Memory scores provided the stronger link. For the girls but not boys cognitive style measures formed a fairly cohesive cluster, as did measures of augmentation, impulsivity, and hyperactivity. The boys' but not girls' color-naming speeds and CEFT scores were strongly correlated with age. Within and across sexes, the groups could be discriminated by their WISC-R profiles, arithmetic scores, and ratings of aggressivity. Solely hyperactive subjects were unexpectedly the most sensitive to omissions of details (Leveling-Sharpening task), but groups did not differ on other cognitive style measures.

The subjects in the study by Cathcart, Strong and Wong-Fillmore (1979) were twelve kindergartners and eight first and second grade pupils, all of whom were learning English as a second language. Assessment of the subjects' language proficiency included not only standard tasks, but also observation of the natural unelected classroom language of the subjects. Outgoingness was found to correlate with language proficiency for the first and second graders.

Suter's work in 1977 measured the influence of a large group of variables on the accuracy of English pronunciation of non-native speakers of English. Among the many variables tested were age of taking up residence in an English-speaking country, amount of conversation carried out with native speakers of English, native language, sex, and total number of years of formal classroom training in the
second language. The one personality factor examined was extroversion / introversion. This study found that the most important predictor variable of accuracy in English pronunciation was native language. Extroversion was not found to be a factor at all in achieving better English pronunciation.

Gender differences of any kind often begin with the conclusions from Maccoby and Jacklin's (1974) landmark review of sex differences in cognition, temperament, and social behavior. Maccoby and Jacklin used the formerly popular narrative method of review: Studies were grouped by area, the significance or nonsignificance of each sex difference was noted by study, and conclusions were drawn subjectively from both the number and the consistency of significant gender differences. Maccoby and Jacklin's review of temperamental gender differences— which mixed studies that used personality inventories with studies that measured behaviors thought to reflect personality traits—found males to be more assertive (dominant), more aggressive, and less anxious than females. No sex difference was found for self-esteem. Gender differences in locus of control were concluded to vary by age, with a gender difference (greater male internality) emerging only in the college years.

Gender differences in personality have been subjected to only limited meta-analytic scrutiny. Meta-analysts Eagly & Steffen, Hyde (1986, 1984) have examined the findings of sex differences in aggression and confirmed Maccoby and Jacklin's (1974) conclusion of greater male aggressiveness. Meta-analysis has also found that females score higher than males on ego development but that the advantage fades with age (Cohn, 1991), which suggests that the sex difference may be a result of earlier female maturation in ego development. With
the exception of Hyde's meta-analysis, findings of sex differences in personality from research conducted in the 1960s and early 1970.

**Hall (1984)** conducted a meta-analysis of findings from later (1975-1983) research by retrieving studies from four journals (Journal of Personality, Journal of Personality and Social Psychology, Journal of Personality Assessment, and Sex Roles) and quantitatively combining sex differences for several personality dimensions, including traits examined narratively by Maccoby and Jacklin. Hall found that there was essentially no sex difference in either self-esteem or assertiveness but that females were more anxious and less internally controlled than males, although the effect sizes were small for both of these gender differences.

**Vaghuta's (1965)** study was concerned with investigating the relationship role identification and egostrength in sex differences. Road frame performance (A total of 160 subjects, 80 males and 80 females) from Sain Louis University were given RFT. It was concluded that within the general population males were more field confidant than females.

Four meta-analyses were conducted to examine gender differences in personality in the literature (1958-1992) and in normative data for well-known personality inventories (1940-1992). Males were found to be more assertive and had slightly higher self-esteem than females. Females were higher than males in extraversion, anxiety, trust, and, especially, tender-mindedness (e.g., nurturance). There were no noteworthy sex differences in social anxiety, impulsiveness, activity, ideas (e.g., reflectiveness), locus of control, and orderliness. Gender differences in personality traits were generally constant across ages, years of data collection, educational levels, and nations. **Alan Feingold(1994)**
**Academic Achievement**

Mukesh Kumar and Rajan Dixit (2009) compared over and under achievers of English medium as well as Hindi medium students on study habits and personality in their study. The data have been subjected to a differential analysis by applying ‘t’-test and the hypothesis were tested at 0.05 level by using two tailed test. Results revealed that The over achiever English and Hindi medium students differ from under achiever English and Hindi medium students. Male and female over achievers exhibit better study habits as compared to under achievers. They found that study habit scores have direct and significant relation to academic achievement. The mean scores for overachievers on study habits were more as compared to underachievers. Hindi medium male over achievers possess highest score on this variable. Over and under achiever groups of English and hindi medium students differ on personality factors. English medium male over achievers exhibit significant differences. on eleven personality factor as compared to under achievers. English medium female over achievers revealed significant differences on thirteen factors than under achievers. Hindi medium male overachievers nevated difference on eight and hindi medium female achievers on ten factors, overachievers of both the sexes score higher on two factors intelligence and controlled. Thus, high achievers tended to be more outgoing intellectually superior, emotionally stable enthusiastic and undrstrated.

Fakeye, David O and Yemi Ogunsiji (2009) examined the extent to which Nigerian secondary school students’ proficiency in English predicted their overall academic achievement in Oyo and Osun States of Nigeria. From the population of students in the two states, 400 students were proportionately sampled from eight
randomly sampled secondary schools. Two Research questions guided the study in which two Research Instruments namely, English Language Proficiency Test (ELPT) was used. The performance of the respondents in the ELPT was correlated with the students’ annual scores in cores school subjects Mathematics, Biology and English using Pearson Product Moment Correlation and Linear Regression Analysis at .05 level. The results showed that English language proficiency of the students has a significant positive relationship with their overall academic achievement and that there is a significant impact of English language proficiency on students overall academic achievement.

In an expost-facto research by MALAVIKA. V. MOKASHI (2007) identified the relationship between anxiety and scholastic achievement of residential school students conducted on a purposive sample of 330 students comprised of 165 boys and 165 girls from VIII, IX and X standards of two residential schools. Their age ranged between 14-16 years. Marks obtained in the previous final examination were considered for assessing scholastic achievement. Cattel's (1963) Anxiety Scale Questionnaire was used to measure anxiety and Raven's (1956) Standard Progressive Matrices Scale was used to measure intelligence. The results revealed that there was no significant relationship between personal characteristics of the respondents with anxiety and scholastic achievement. Among the boys income of the family and age were negatively related with anxiety and scholastic achievement respectively. Where as among the girls arts and music, sports and intelligence were positively related with scholastic achievement. Among the personal characteristics gender alone contributed to the extent of 9 percent variation in the level of anxiety and 13.4 percent variation in the level of
scholastic achievement. Majority of the respondents were definitely above average in intelligence. The results showed that majority of the respondents were high in their anxiety level and also in their scholastic achievement. Boys were significantly higher in anxiety while girls were higher in scholastic achievement and were definitely above average in their intelligence. There was no significant difference between the boys and girls of VIII, IX and X standards on anxiety, where as a significant difference was observed between boys and girls of VIII, IX and X standards on scholastic achievement. Results also revealed a significant negative relationship between lack of self sentiment development, guilt proneness and anxiety with the scholastic achievement of the respondents. Thus the results revealed that as anxiety increases scholastic achievement of the respondents’ decreases.

Mark E. Thompson (2005) has done study on "The prediction of academic achievement by a British study habits inventory". The purpose of his study was to determine the prediction of college success can be improved with the Student Attitude Inventory (SAI). This inventory was developed in Britain and contains 47 items which attempt to identify students in higher education on the basis of: (1) motivation, (2) study methods, (3) examination technique, and (4) lack of distractions toward academic work. Students in six Kentucky community colleges were asked to express their attitudes toward study habits on the Student Attitude Inventory. There were 996 students in the sample population (413 males and 583 females). A measure of ability (composite American College Test score) and academic performance (cumula grade-point average) were obtained for each student sampled. The result revealed that Student Attitude Inventory did
contribute a statistically significant amount of variance beyond an ability measure for males and females.

Kim T. Morris and Joan Jackson (2005) investigated the relationship between peer popularity and academic achievement in low-socioeconomic status urban black children, a population in which the literature suggests that popularity may have different correlates depending on the ethnic, racial, and/or socioeconomic characteristics of the peer group. This study therefore investigated the relationship between peer popularity and academic achievement in low-socioeconomic status urban black children, a population in which this relationship had not previously been examined. Two hundred ninety-six children in grades 4, 6, and 8 completed three socio-metric rating scales, indicating the popularity of each of their same-sex classmates as a workmate, playmate, and best friend. These ratings were subjected to a multivariate analysis of variance in which gender and academic achievement (high vs. low achievement test scores) were factors. Consistent with previous research, high achievement was associated with greater popularity as a workmate for an academic task at all three grade levels examined. Popularity as a playmate and as a best friend, however, was inversely related to achievement among fourth graders and unrelated to achievement among eighth graders. These findings suggest that, although high achievement may be recognized for its adaptive value in a work-related context, it may actually be something of a social liability among younger children choosing partners for social and athletic activities. The results support a conceptualization of popularity as a multidimensional construct and highlight the importance of the use of multiple measures.
Sucharita Parida (2003) conducted the study on the topic “Effect of Socio-Economic Status, School Environment and Medium of Instruction on the Mental Abilities and Academic Achievement of School Children.”. The study was ex-post-facto causal comparative type. The random sampling technique adopted by the investigator for drawing the sample of 325 boys and girls from two types of management in government schools and nongovernment schools of Oriya and English medium schools is quite appropriate. Findings of the Study was-

• The distribution of scores of the respondents on mental ability test reveals that there is negligible difference in the measures of central tendencies due to sex variation whereas wide disparity in mean and median is observed in case of management variation.

• Wide disparities in the measures of central tendency on academic achievement were observed in case of high SES and low SES sub-samples, boys and girls and government and non-government schools.

• The mental abilities of the respondents have been found homogeneous in case of sex and medium of instruction variation, but heterogeneous in case of schools under different management and different school environmental conditions.

• There existed significant difference in academic achievement of the respondents, of the sub-samples due to management, medium of instruction and school environmental conditions. But there did not exist any difference in the academic achievement of boys and girls.

• In differential analysis of the data on mental abilities and academic achievement with respect to SES, it was found that both mental abilities
and academic achievement of the respondents differed significantly due to SES variation.

- The schools having high level of teacher input, material input, and process input along with adequate schooling facilities were found to contribute significantly in the development of mental abilities and academic achievement.

- There did not exist any difference in the mean mental ability scores of the respondents due to medium of instruction variation. But academic achievement of the respondents was influenced greatly due to medium of instruction.

- The SES of the whole sample was found to have significant relationship with mental ability and academic achievement. The relationship between SES and academic achievement was found significant but the relationship between SES and mental ability was not found significant.

- The SES was found to contribute 54% to mental abilities and 29% to academic achievement. Both SES and mental ability were found to contribute 51% to academic achievement.

Pomerantz et al. (2002) conducted study on making the grade but feeling distressed gender differences in academic performance of internal distress. The sample consisted of 932 elementary school children (466 girls, 466 boys) in two lower to middle-class school districts in the Midwest. For assessing academic performance, Children’s grades in four subjects, language, social studies, science and maths were obtained. Internal distress was assessed with a measure
designed by the researcher. Results reported that, girls out performed boys across all 4 subjects and were more prone to internal distress than boys.

Chittaranjan Nayak (2002) examined the achievement status of the students in relation to gender, intelligence, and attitude towards schooling process. Further he has explored the relation between the different predictor variables and the criterion variable, namely, school achievement. The stratified random sampling technique has been well employed to draw the sample of 500 students (307 boys and 193 girls) spread over all the six zones of the State. Result revealed that-

- The girls have been found to demonstrate superiority over boys in respect of their achievement in all the four levels of Intelligence. It is further noticed that at the highest level of Intelligence the achievement variation between boys and girls is marginal.

- No significant interaction effect of gender and intelligence has been found on the academic achievement of secondary school students.

- Intelligence, gender, attitude towards school subjects, school and teachers have been found to have significant independent effects on academic achievement of students of Secondary level.

- There has been found significant interaction effect of gender and attitude towards school subjects on academic achievement which indicates that at low attitudinal level gender variation in achievement is marginal, whereas, the girls have been found to outsmart the boys at high attitudinal level.

- The main effect of attitude towards schooling process has also been found significant on the achievement of the students at four levels of Intelligence.
Intelligence has been found to have substantial correlation with academic achievement.

- The attitudinal variables have been found to correlate very highly among themselves showing homogeneity in attitudinal structure of secondary school students.

- The order of the importance of variables in determining achievement for all the participants is Intelligence, Attitude towards school subjects, Attitude toward school, and, Attitude towards teachers with gender playing negligible role.

- In case of boys the order of the importance of the variables predicting their academic achievement is Intelligence, Attitude towards school, and, Attitude towards teachers with Attitude towards school subject playing an extremely negligible role.

- In case of girls the order of the importance of the variables for predicting their academic achievement has been found Intelligence, Attitude towards school subjects, Attitude towards teachers with Attitude towards school reduced to unimportance.

- The students’ academic achievement could be predicted through the four selected independent variables to the tune of 36% out of which Intelligence was found to account largely for the prediction of student achievement.

David Yun (2001) conducted a study to investigate gender differences in verbal and mathematics skills among Chinese adolescents. The study involved 208 tenth graders from a regular and a key school in China. The males at both schools
scored higher than the females at the schools. Although males at the regular schools scored higher than the females at the schools when compared to key schools.

Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The total sample of the study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. Malin’s intelligence scales for Indian children, study habit inventory, multidimensional assessment of personality inventory were used for data collection. The results showed no significant differences among boys and girls with respect to IQ dimensions. Boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habits inventory and also in all the dimensions of MAP series except in self-control and tension.

Joshi (2000) conducted a study on neuroticism, extraversion and academic achievement as related to gender and culture. The sample chosen for the study was 400 students of VIII class belonging to urban and rural area. Eysenck’s personality inventory was used for data collection. Results revealed a significant difference between boys and girls of rural area on academic achievement, neuroticism and extraversion.

Kirk A. Johnson, (2000) investigated the effect of student's peer group have on academic achievement. Most academics recognize that a child's peers can have an impact on achievement, but the extent of that effect has been an open
question. Further, few studies have focused on quantifying the academic outcomes associated with the peer effect. Center for Data Analysis Report will briefly discuss the findings of current academic research on the effects of peers and social interaction on academic achievement. It will then analyze some of the most recently released national data and compare the results to the existing academic literature. In analyzing the 1998 National Assessment of Educational Progress (NAEP) data on reading, this report concludes that:

- The peer effect is a particularly strong influence in academic achievement, especially for fourth graders.
- The peer effect is independent of other factors such as race, ethnicity, gender, income, and other background variables.
- Family background factors such as household environment and parental education also play an important role in explaining achievement in both the fourth and eighth grades.

**Hirom and Mitchell (2000)** focused on working habits, and student and parental aspirations. A survey of 14 to 15 year old students (n=250) and their parents (n=160) in one school revealed some marked gender differences. Girls spent a greater proportion of their free time in academic study (cf Barber, 1994), they watched less television and they had higher educational aspirations than boys. It was found that the parents' expectations of their children's educational attainment paralleled the aspirations of the children. Overall, boys' parents had significantly lower expectations than girls' parents.
Ahmed (1998) carried out a study on “Achievement Motivation differences among adolescent boys and girls of various ordinal positions. A study on achievement motivation differences among adolescent boys and girls of various ordinal birth positions. The study was conducted on a sample of 120 students belonging to age group of 13-18 years studying in coeducational English medium institutions confined to the suburbs of Mumbai city. Shafi’s achievement motivation scale was used for data collection. Results revealed that the influence of sex on achievement motivation was statistically non-significant.

Fan and Chen (1997) conducted a study on gender differences in mathematics achievement. They investigated students from eighth, tenth and twelfth grades. Results showed that a small gender gap is observed among males and females in eighth grade and this gap expands in the tenth grade and also in the twelfth grade in their mathematical achievement. They also found that male tend to have better visual and spatial abilities than that of females.

Sandra L. Hanson (1996) examined the effect of gender and family resources on achievement in multiple areas of science. Science experiences are measured using longitudinal science trajectories. Findings showed that young women are less likely than young men to persist in science, whether it is science achievement, access, or attitudes. Large numbers of women permanently exit the science pipeline after their sophomore year of high school. However, results from the science trajectory models showed that among men and women who are equally qualified, women are not necessarily less likely to persist in science. Results also showed that young men have more family resources than young
women and some of the total effect of gender on science experiences involves an indirect effect through family resources. In addition overall results revealed that gender interacts with family resources with the effects of many resources being stronger for women than for men.

Kaur and Gill (1993) revealed that achievement in English and total achievement was independent of sex, but boys scored higher than girls in achievement in Punjabi, mathematics and science subjects.

Vijaylaxmi and Natesan (1992) conducted a study on factors influencing academic achievement. The sample comprised of 100 students studying in XI standard of Coimbatore city. To assess socio-economic status of the subjects, Vendal’s (1981) socio economic status scale was used. To assess academic achievement of the subjects, the total marks obtained in quarterly and half yearly examination was taken. Findings showed that girls had a higher mean academic achievement compared to boys. On an average, girls had greater achievement motivation than boys.

Lubinski and Benbow (1992) reviewed gender differences in mathematical reasoning as well as cognitive and non-cognitive attributes. Data was presented on abilities and values of students tested through the study of mathematically precocious youth at Iowa state university from 1988-91. Results revealed that males are tended to have more ability and preference profiles in mathematical reasoning than the females.
Bridgeman and Wendler (1991) conducted a study on gender differences as predictors of college mathematics performance and in college mathematics course grades. The sample consisted of boys and girls enrolled in first year mathematics course from 9 universities. Grades and placement test scores of these boys and girls were obtained and combined with scholastic aptitude test scores and self-reported information on mathematics courses. Results showed that, boy’s average scores on mathematical score of SAT were above the girls average scores but girls grades were slightly higher than the boy’s average grades.

Pandey (1981) and Puri (1984) studied the influence of environment as a factor to promote academic achievement among students. The former concluded that an urban atmosphere was more conducive to better achievement than a rural environment. The latter brought out that the effect of environmental facility on both general academic achievement and achievement in English language was significant.

Ojerinde, Adedibu (1982) Investigated the effect of the medium of instruction and examination on the achievement of 597 Nigerian primary school pupils. Ss were either instructed and examined in Yoruba (Y), instructed in Y and examined in English (E), instructed and examined in E, or instructed in E and examined in Y. result revealed that Ss instructed in their mother tongue performed better than the remaining other language groups.

According to the study of Sharma (1981), poor academic motivation, poor linguistic ability, poor planning of study work, poor adjustment, and emotional
insecurity contributed to under-achievement of rural girls in secondary schools of Haryana.

Sujatharani (1981) explained in her study made an attempt to relate Masculinity – femininity in adolescents to their adjustment to parents at home, school and community and academic achievement. The sample for study was drawn from Trivendrum education district. It consisted of 1164 adolescent's boys and girls studding in class X in twelve schools of the district. The study showed that masculinity scores were low. Age was not found to influence the masculinity – femininity scores. Religion did not appear to influence the masculinity – femininity trait but economic status and sibling relationship influenced the masculinity – femininity trait. Girls possessed significantly higher empathy than boys. There was significant relationship between sibling relationship and empathetic ability. Superiority was identified as masculinity trait. The trait of superiority was found to be related economic status. There was significant relationship between economic status and interest in masculinity literature. Mechanical mindness was related to age and religion. Boys were interested in masculinity jobs as compared to girls. Vocational interest was more significantly related to economic status, religion, and presence of both parents. Home adjustment of boys was higher than girls. Adolescent boys belonging to high economic status were better adjusted at home than girls school adjustment of adolescents below the age sixteen was higher than that of their older counterparts. Adjustment with community was higher in the case of boys than in the case of girls. Community adjustment was not influenced by age, religion, and economic status. Academic achievement of boys was higher than that of girls Adolescents belonging to higher economic status had better
achievement than those belonging to lower economic status. Achievement was positively related to masculinity femininity trait. The relationship between masculinity – femininity and achievement was not influenced by adjustment.

Singh (1984) made a survey of the study habits of high, middle and low achieving adolescents in relation to their sex, intelligence and socio economic status and found that study habits of boys and girls differed significantly at different levels of academic achievement.