Chapter – II

Survey of Literature
Student's Scholastic achievement is most likely dependent on school environment, personal factor like reading habit, and personality factor like self-concept. The major thrust of this investigation was examined or isolated the predictors or factors influencing pupils scholastic achievement – a criterion or independent variable such a problem is witnessed to study scholastic achievement in a different combinations of other variable but in tune with the present nature of investigation has never been studied.

In the preceding Chapter - I, detailed description of the meaning and concepts of different dependent and independent variables were presented. The present chapter is aimed to describe and discuss the available research studies and theoretical papers, which are directly or indirectly related to different variables concerned to the present study. The presentation of the variable-wise survey of literature will follows the same sequence which was adopted in chapter-I describing the concept and meaning of each dependent variables and then of independent variables. Hence, the studies related to different variable follows.

**SCHOLASTIC ACHIEVEMENT**

Hixon, Jon E.(1993) had examined on assessing similarity
and middle-school students self-perceived academic competence. An index for similarity can measure absolute agreement between pairs on corresponding self-report items related to perceived academic competence. Differing similarly between pairs may affect middle school student's self-perception of actual scholastic competence and achievement. Caldas, Stephen J. (1993) In their study on re-examination of input and process factor effects on public school achievement. A study of 1,301 Louisiana Public School examined the contribution of input and process factors on school achievement. SES and minority status were the strongest predictors of school achievement in every model. The discrepancy between the achievement of while student and black students increased with grade level of school. School size did not have any meaningful effects of class size significant for every subpopulation. However, student attendance had a more substantial effect in every model on school achievement input factors accounted for as much as 68% of the variance of achievement where as process factors contributed no more than an additional 6.3% of explained variance. Alexander et al. (1993) had studied first grade classroom behavior, its short and long term consequences for school performance. The teacher's ratings clustered in 3 domains interest participation (IP), cooperation
compliance (CC), and attention span-restlessness (ASR). The IP and ASR ratings but not CC ratings, affected test score gains in the 1st grade and marks in all 3 years. Behavior ratings from year 1 also affected year 2 and year 4 performances, with indications that effects were understated over single year periods. The importance of assessing classroom behavior in a longitudinal framework that allows for lagged and cumulative effects is discussed. Brookhart et al. has examined determinant of student effort on school work and school based achievement and found that the student perceptions was twice as for any of the other term in the model except ability.

Wang (1998) has observed psychosocial maturity and school achievement in Chinese children of school age. A standard opened interview was used to collect verbalization school achievement, as measured by ordinary school examination was not linked with any of these psychological measures, the differences in measurement and the characteristic of Chinese culture might account for the findings, but blind scoring is advised. The implications of the independent development domains of psychosocial maturity and school achievement are discussed. Silliker et al. (1997) investigated the effects of extracurricular activity participation on the academic
performance of male and female high school students. Result show that school rank and ACT scores were the most effective overall predictors; demonstrated community service and preference for long term goals were significant psychosocial predictors for academic performance.

Quirk (1997) had conducted a study on “The effect of extracurricular activity participation on the academic performance of male and female high school students”. Participants were 123 high school students who participated in inter scholastic soccer. Data show participants had significantly higher GPAS in the season vs. out of season.

Richard Mc Lean (1997) had selected attitudinal factors related to student’s success in higher school finding from the study showed significant attitudinal difference between high and low achieving students on all 5 attitudinal factors comprising the research instrument. As well, 2 variables Locus of control and reference based academic self-concept, accounted for most of the difference between the upper or lower achieving groups.

S. Paul Wright et al. (1997) had taken teacher and classroom context effects on student achievement. Result of which showed that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of
heterogeneity among students and class sizes have relatively little influence on academic gain that is teachers can make a difference.

Frank M. Kline (1977) has examined the influence of the community on a student academic performance. It is observed that communal life make an individual more susceptible to academic failure. Specifically, the impact of weather culture identity of the family, parent support single parent families, mobility and school organization an academic achievement at the community level and on individuals in the context of the community are all interrelated.

Kathryn R. Wentzel and Kathryn Cald Well (1997) investigated the friendship, peer acceptance, and group membership relations to academic achievement in middle school. Finding of longitudinal analysis shows that aspect of peer relationships are related to classroom achievement indirectly, by way of significant relations with prosocial behavior.

Kusum Singh (1997) studied the part time employment in high school and its effect on academic achievement. Data on many educational, psychosocial, school and family background variables shows a small negative effect of employment on both measures of achievement when SES, gender and previous
achievement were controlled.

Lynn C. Richman and Tom Millard (1967) has presented brief report cleft lip and plate; longitudinal behavior and relationship of cleft conditions to behavior and achievement result of which shows the increasing level of social inhibition over age for girls with CLP, but less so far boy. These were also increasing levels of conduct problem for older girls with CLP with variable age fluctuation for boys.

Harrietee W. Richard and Burlew (1997) in his study on the academic performance among children with sickle cell disease: setting minimum standards for comparison groups. It includes whether 42 African-American children with prison group of 26 with two groups were similar by sex age race and socioeconomic status school data were collected for both groups. The difference between the two groups on academic performance were not significant.

Kenneth L. Nyberg et al (1997) has observed Ethnic difference in academic refracking. A four-year longitudinal study. And the strong data of it suggest that irrespective of race these average and the below average students can prosper in a more positive benefits to their academic performance. Where as mid range minority students are better than white students in a
modest curriculum reform that retracted general education students into a college-preparing curriculum.

David Gillborn (1997) studied the Ethnicity and educational performance in the United Kingdom: Racism, Ethnicity, and variability in achievement. And the study of which throws light on the improvement at the school level and is considered briefly within the context of national reforms that prioritize market principles and marginalize equality concerns.

Christian et al. (1998) have examined predicting kindergarten academic skills interactions among child care maternal education, and family literacy environment. With the help of different type of test the results reveals that family literacy environment had positive causal links with 4 to 5 academic measures. Greater number of months in childcare center was associated with higher mathematics scores among children from less educated mother who scored low on a measure of family literacy environment. In contrast, no effect of childcare was found for children from mothers with more education. Implication includes the need for strong potential involvement in children's development and subsidized childcare for children in need.

Bankston et al. (1998) in his study on Family structure,
schoolmates, and racial inequalities in school achievement the
data are drawn from the 1990 test results of 18,000 10th graders
who took the Louisiana graduation exit examination. The study
finds that being surrounded by schoolmates from female-headed
families had the second largest negative association with the
academic achievement of Africa Americans greater in effect than
the association of academic achievement with individual family
structure. It appears that the negative effect of concentration of
African Americans and in Schools why be largely attributed to
the association of majority concentration Schools with high
percentages of female-headed families.

Feldhusen (1998) has found talent in context: Historical
and social perspectives on giftedness. Giftedness is a concept
ingrained in our educational vocabulary. We often think of a
small, elite group of academically and intellectually bright
children, sitting in a classroom, hungry for bookish. Knowledge,
in fact, or giftedness is a narrow conception of a multifactor
phenomenon better described as “talent” This chapter promotes
the concept of a talent and talent development, first providing
some historical background information about the concept of
giftedness in American education, Including the nature-nature
debate. Next, Some of the myths surrounding gifted education are
debunked by identifying the figures of the system to recognize and foster talents. Finally, models are presented that explore the development of academic, artistic vocational and personal-social talents in schools and that delineate a developmental sequence of talent development.

Willson et al. (1999) has studied the factors effecting the assessment of student achievement. Findings show that early expectations and differential growth patterns were substantial contributors to differences in this students reported final grade. Results also show the pattern of achievement exhibited by Chris was also significantly related to the report card grade. If Chris seemed to improve, the grade improve even fell behind, the grade was unaffected.

Cherian et al. (2000) had studied the relationship between parental control and scholastic achievement of children from single and two parent families. It is suggested from the present study that there was a slightly positive relationship between parental control and scholastic achievement of children from 2 parent families. There was no statistically significant relationship between the two variables for single parent children.

STUDIES RELATED TO SCHOOL ENVIRONMENT

Academic institutions are social systems constituting
environment contributes to pupil's scholastic achievement. Environment provides the necessary sensory input stimulation and experimental base for the development of different types of skills. In view of Sinha (1977) environmental enrichment or deficiency produce variations or differences in the development and School achievement of students. According to Deutsch et al. (1976) the variable features of the environment play two roles: they set limitations, and afford opportunities. A number of studies have been conducted to demonstrate the effect of School environment on the achievement of students. Sharma (1971) reported that a higher level of pupil achievement was observed in those schools where teachers had high level social need satisfaction which may not be associated with task accomplishment.

Young (1963) has also found significant effect of School environment on various aspects of students. The size of the School as an important environmental factor has been shown by Barker and Gump (1964) to affect the experiences of the students in high School. They found that in a small School each member of the group is given more personal responsibility because in such school the behavioural settings are undermanned. This results in the development of the feelings of being crucial in the
school. Ezekeil (1966) has found that a democratic organization of a school fasters creatively and initiative among teachers.

Rastogi (1967) and Chatterjee (1970) have found that well equipped and advantaged school affects creativity among students in a significant positive manner. Kranick (1972) has observed that perception of the organizational climate of the school has significant consequences on student’s attainment.

Ramoji Rao in 1976 studied the relationship of four factors on the academic achievement of secondary schools. The four factors were teaching condition factors, organizational climate factors, orientation factor and size factors. On the basis of the findings, he concluded that the more global approach to the environmental correlate of achievement, namely, teaching conditions in a school should be noted by all the heads of institutions and administrators. They should note that the school, the teacher, and the pupil are not three different entities. The comprehensive conceptualization of the environment of learning, which has been called the ‘teaching conditions’, a school-teacher-pupil trichotomy should be stressed. In this factor, school-teacher-pupil variables coalesce which is a unique environmental factor. This factor has highly predictive capacity. Of course, separately, the school teacher and pupil variables do
show correlation with achievement, but their combined predictive value is very high. Thus, the implication of this result seems to be that attempting to improve school academic performance by working with these variables in isolation may not be a highly rewarding endeavour. Shukla (1978) investigated the factors differentiating high and low academic performance of secondary schools. The study was made by the survey method. The findings revealed that the teacher population of high performance secondary schools was better in performance both quantitatively as well as qualitatively. Physical facilities such as school building, sanitation, library, equipment etc. are distinctly better in high performance schools. Greatest care and attention is given to individual coaching of students in high performance schools. Parental contacts are functional, effective and fruitful in high performance schools. High performance schools are distinctly superior to law performance schools both in curricular as well as in co-curricular performance. Vender (1988) has shown that students attitudes are affected by the school climate, whereas, Linney and Edward (1989) have found significant impact of school environment on students academic and socio-emotional development.

In one study Ghandhi (1982) investigated the relevance of
pupil control ideology to anxiety and alienation among students in 80 higher secondary schools of Gujrat. The pupil's control Ideology Inventory, Taylor's Manifest Anxiety Scale and Dean's Alienation Scale were administered. The results demonstrated a significant relationship between pupil control ideology of the school and the manifest anxiety among pupils as well as between pupil control ideology and pupil's level of alienation.

Singh (1983) in his study investigated the process and structural variables of educational environment in relation to students' achievement in geometry. The sample consisted of 474 tenth grade students drawn from 17 schools of Amritsar district. The instruments used were Geometric Concept Test, School characteristics Index, Raven's standard progressive Matrices, Teacher Attitude Inventory and varians forms for students information, teacher information and school information. Among other things the study revealed that teacher attitude and size of school contributed positively to achievement in geometry.

Shahni (1984) studied the effect of the differences in the facilities available to the student in the institutions managed by different agencies on the achievement of the students studying in class VIII. The results indicated that students achievement in Hindi was poorest in the municipal Schools, while central schools
and private schools showed better achievement.

Veerraghavan (1985) investigated the effect of schooling on educational achievement and vocational plans of students. The sample consisted of 100 students from 5 different types of schools of Delhi, who had appeared for their higher secondary examination. The result showed that the type of schooling a student had, significantly influenced his choice of subjects at the undergraduate classes and his marks in the school leaving examination as well as vocational plans. Better the school, better the performance, higher the vocational ambitions and more ambitions of subjects like medicine engineering etc.

Rao (1988) studied the quality of school as a determinant of student achievement. The sample for the study consisted of 630 students of fifth class from 26 primary schools representing government, cooperation, private aided and unaided schools of Bangalore. The instruments used in the study were Facilities and equipment checklist, Teacher’s Qualification scale, rating on teacher-pupil ratio and Achievement tests in language and arithmetic. The data were analysed by computing means, SDs and correlations. The results indicated hat a large number of schools obtained “good” rating on the Facilities and Equipment scale and that achievement mean score both in language ad arithmetic run
parallel to the weights on the overall school excellence.

Haynes et al. (1989) have examined the effects of a school improvement programme on the perception of school climate by the students, and the teachers as well as on students' achievement and attendance. They have found that experimental school had greater improvement in student's perception of school climate as compared to other schools. The experimental school had also significantly greater improvement in students' achievement and attendance.

Roy et al. (1994) conducted a study to highlight the impact of head-ship style upon social-emotional climate, academic achievement and campus activities of the students. The sample comprised of 200 male and female students drawn from five high schools under private and public managements and located in rural and urban areas. Interview schedule, objective test and observational techniques were employed for data collection. It was found that social emotional climate was better under nurturant task leadership followed by democratic and authoritarian headship. Similarly, students' academic achievement was better under nurturant headships and favorable social-emotional climate. It was also observed that frequency of mischievous activities of the students was higher under authoritarian headship.
and more studious activities of the students was higher under nurturant task headship.

Wangu and Thomas (1995) studied the attitude towards and achievement in mathematics of 300 class IX students from three different types of schools (government, deficit or aided and mission). An Achievement test of Mathematics and Attitude towards Mathematics scale were completed by students. Correlational analysis revealed a significant positive correlation between the two various sex and type of school had a significant effect on achievement but not an attitude towards mathematics.

In a study Panda, Sahoo and Sahoo (1995) examined the influence of school organizational climate on student's academic achievement. A random sample of 200 secondary school teachers and 400 students of central, public, government aided and unaided schools were administered the organizational climate Descriptive Questionnaire (OCDQ) (Helpin and Craft, 1963). The results revealed that organizational climate was different in different types of schools and this difference influenced the academic achievement of the students. More specifically a friendly and happy atmosphere was found to be more conducive for better performance on the part of the students. It was also noticed that while high percentage of marks was secured by the
students of the open climate schools, lowest percentage was found in the school having closed climate. The results as such demonstrated that the school climate have an effect on the academic achievement of the students.

A study conducted on achievement difference and school effect by Singh and Saxena (1995) examined the effects of school related variables on pupils' achievement using data from Baseline Assessment Studies conducted in 8 states of India. A total of 25 indicators both for pupil and school levels were used in the hierarchical linear model, separately for each state. The contribution of factors like teacher quality, school resources and school academic climate was examined after adjusting for pupils' background and school context variables. A synthesis of the results of the 8 states revealed gender and SC/ST differences in achievement. Parents' education and the occupational level of the father were positively associated with pupils' achievement. The school level factors of academic climate (test and feedback, homework, etc.) and teacher quality (teacher's stay, teaching experiences etc.) were significant contributors as compared to those of school resources (educational and physical facilities). Rath and Saxena (1995) in their study on the effect of school level variables on the achievement of Scheduled Caste and
Scheduled Tribe students, examined mathematics and language achievement differences between SC/ST and non-SC/ST students. Subjects were 5,292 SC/ST and 1777a non-SC/ST students from grades 4 and 5. Hierarchical linear regression model and meta-analysis is revealed that SC/ST students scored lower than non-SC/ST students on both the subjects. Father’s education contributed to higher achievement level of SC/ST students, While the achievement gap did not vary significantly across the schools in mathematics, it varied in language in Karnataka and Kerala. Gupta and Gupta (1995) having investigated the effects of the differences between the achievement of students having facilities provided under the Operation Black Board scheme and the schools devoid of these facilities. Pupil’s achievements in mathematics and language were studied in 1,746 schools of which 175 schools were covered under the Operation Black board Scheme. Hierarchical liner model and meta-analysis revealed a positive and significant impact of OB in Assam, Kerala and Madhya Pradesh. The average impact on states was found to be positive and significant. Facilities provided under the OB scheme also contributed significantly in states like Haryana, Karnataka and Madhya Pradesh. The provision of free text books and midday meals have
had a positive and significant impact on pupils achievement in Madhy Pradesh. Scholarship for regular attendance has had a significant impact on language achievement in Kerala.

Hanushek (1998) in one of the research, endeavours examined the effect of school resources on school performance. It was described that there is not a strong or consistent relationship between student performance and school resources, at least after variations in family inputs are taken into account.

Weinberg et al. (1998) had studied the impact of school on academic achievement. They found that the kind of impact schools will have on their students on academic achievement, depends on adequate, safe facilities, trained teachers, supportive and informed administrators who encourage problem identification and problem solving adequately trained support personnel and national policies that recognize and value diversity.

Louis et al. (1999) had examined that, does professional community affect the classroom teachers work and student experiences in restructuring schools? Both professional community and social support for achievement had positive relationship to student performance, but the strength of their association with authentic pedagogy account for that effect.
Fisher et al. (1998) had conducted a study on Associations between teacher personality and classroom environment, both student and teacher perceived greater student cohesiveness in the classes of extraverted teachers. Generally, students and teachers shared perceptions of the learning environment in association with the personality type of the teacher.

Wenz et al. (1998) in his study on stress, social support and adjustment of adolescents in middle school. They found that, higher academic stress and less emotional support from the family were related to lower academic self concept higher peer stress and less companionship support from peers were associated with lower social self concept. Emotional support from the family moderated the influence of peer stress on feelings of depression problem solving support from adult outside the family moderated the effect of teacher/rules stress on adolescents liking of school. The importance of identifying the linkages between type of stress, social support and adjustment, using a developmental prospective is discussed.

On the basis of the studies on the impact of school climate on pupil achievement it may be inferred that type of school climate (open, closed) material facilities available in the school, type of management (government, public, aided, un-aided)
responsibilities given to students, and headship style are the factors that affect the students’ academic attainment in different school subjects. The findings as such testify importance of school climate visa-vis pupil achievement.

There are some studies pertaining to school climate and teachers effectiveness that follows:

Researchers have tried to ascertain the relationship between school climate and teacher’s efficiency. Earlier studies by Santhanam and Sharma (1972) found that teacher behaviour changes as a function of school organizational climate. Similarly, Sharma (1975) reported that school climate as a global concept is related to teacher satisfaction and principal effectiveness.

Sharma and Quarishi (1973) studied teacher’s morale in relation to organizational climate. The results of an univariate analysis of variance revealed that teacher morale was highest in an open climate than in a control climate school.

Pillai (1975) examined the relationship between different types of school climate with faculty morale and found that there was high relationship between the two. That organizational climate and teacher morale are positively and significantly related, has also been found in the studies by Choksi (1976), Darji (1975), Franklin (1975), Mehare (1976), Mehta (1977).

Desai and Dekhtawala (1979) have noted significant relationship between teacher morale and school climate. There was a positive relationship between level of achievement of the school and teacher morale but it differed in different regions. The size of the school and rural urban differences did not produce any change in teacher morale. Leadership pattern was also related to teacher morale.

Gandhi (1981) examined the relationship between closeness of the organizational climate of schools and work alienation experienced by teachers. The Organizational Climate Development Questionnaire (OCDQ) (Halpin & Craft, 63) and Work Alienation scale were used. Using analysis of variance and Scheffes test the author found a difference in work alienation among open climate and closed climate schools but not between open climate and intermediate schools. Meaninglessness of work was greater among teachers from closed climate schools as compared to those from open climate schools.

Varshneya (1981) explored the relationship between organizational environment and teacher effectiveness and found significant positive correlations between the two variables.

Srivastava (1982) studied job satisfaction amongst private
and public secondary school teachers. He found that the
difference between the two schools in terms of job satisfaction
was statistically significant. Private school teachers were more
interested in the teaching profession than the public school
teachers.

In a study of the relationship between school climate and
teacher absenteeism, Gandhi (1983) used a sample of 1250
teachers teaching in 125 secondary schools of Gujarat state.
Results indicated that absenteeism level of teachers of closed
climate schools was significantly higher than that of open climate
schools, and of intermediate climate schools, but the last two
types did not differ between themselves.

Gakhar et al. (1984) found that significant differences exist
in job-satisfaction of teachers belonging to different types and
levels of educational institutions. Sex, which is considered to be
an important variable accounting for job-satisfaction differences,
was not found to be accounting for any differences.

An attempt was made to find out the relationship between
job satisfaction among teachers and organizational climate of the
institutions by Agarwal (1986). Organizational Atmosphere
Questionnaire and Job-satisfaction Inventory were administered
to 110 male teachers of technical and non-technical institutions.
It was found that perception of organizational climate had moderate positive correlation with job-satisfaction.

Reichel et al. (1986) studied organizational climate and work satisfaction of male and female teachers of elementary schools. The results revealed that, organizational climate was represented by two dimensions: relations between the Ss and school principal and negative feelings about the atmosphere in the school. Job satisfaction was also related to two dimensions: job or tasks issues and interaction of people on the job. Grade and number of classes taught was related to task satisfaction in female Ss. Negative feelings influenced task and human relation satisfaction in male Ss and only human relation satisfaction in female Ss.

In their study Biswas & De (1995) investigated the effectiveness of secondary teachers in Tripura in relation to sex of the teacher, location of school (rural and urban), management (government and private), type (boy's, girl's, and co-educational), and organizational climate of school. A stratified random sample of 345 secondary teachers (197 males and 148 females) using the School Organizational Climate Description Questionnaire (Sharma 1978) classified the schools as having open, autonomous, controlled, paternal, and closed climate. Ss
were administered the Teacher Effectiveness Scale (Kumar & Mutha 1985). Results revealed (a) female teachers were more effective; (b) location and management of school had no significant influence on teacher effectiveness; (c) girl's school teachers were more effective, and (d) teachers of schools with an open climate were most effective while those in schools with a closed climate were least effective.


The survey of studies on school environment-pupil achievement relationship revealed that a good number of studies (e.g. Shukla 1978; Linney and Edward 1989; Rao 1988; Singh and Saxena 1995; Gupta and Gupta 1995; Panda et al 1995; Wangu and Thomas 1995; Singh 1983; Shahi 1984; Veeraghavan 1985 etc.) have found a relationship between school climate and pupil achievement. However, these studies have either considered the
social climate of the school or the material provisions. Moreover, rarely a study has been conducted in this part of the country. The second problem of the study, therefore, was related with the comprehensive study of many aspects of school climate on student’s achievement.

School climate does not only affect pupil achievement, but it also influences the efficiency of the teachers. This is borne out by the studies of Santhanam and Sharma (1972), Sharma (1975), Gandhi (1981), Pillai (1975), Desai & Dekhtawala (1979), Srivastava (1982), Gakkar et al (1984), etc. These studies have only considered one or the other aspect of school environment and have been conducted in other parts of the country. To make a comprehensive study the third problem of the present study was related with the determination of the effect of academic and socio-emotional school climate on teacher effectiveness.

READING HABIT

There are numerous literatures on reading-habit available. Ryan (1993) had done research on reading processes and reading disabilities: The relationship to reading instruction. It is evident that student’s abilities at manipulating were segments can be measured and that these skills are essential for reading success.
Moeller et al. (1993) had examined the influence of a second look at grading and classroom performance: Report of a research study. The research revealed that in class at each level directed, oral classroom activities were graded, in the other, no grades were assigned for directed oral activities. As measured by an oral proficiency interview the American Association of teacher of German Achievement Test, and the final course grade, grading did not affect foreign language proficiency.

Law et al. (1993) had done paired reading: An evaluation of a parent tutorial program. Whose results indicate that parents were able to implement the PR procedures with relatively high accuracy. A significant improvement in the children. Reading skills however was not observed. At the completion of the intervention parents and children reported having a positive perception of the PR program parents reported that they observed the greatest change in the children’s self confidence and attitude toward reading. Bowers (1993) had found the relationship between text reading and rereading: Determinants of fluency beyond work recognition. Such independent relationship to fluency suggest that current theories stressing the role of phonemic sensitivity influential as well as accurate reading need to be modified to include the role of processes indexed by simple
symbol-naming speed. Meyer et al. (1993) had studied the effects of ability and settings on kindergartners reading performance. There were also substantial and significant differences among districts on the end of year measures length of school day (half vs. full day) did not contribute significantly to end of the year reading performance among process variables studied, conforming feedback was most frequently significant at the teacher level. Teacher in a single district collectively accounted for 60% of the significant findings with respect to classroom instruction.

Hagborg (1998) had observed the influence of School membership among students with learning disabilities and non-disabled students in a seminutural high school. Students with LD and ND high School students were compared on 5 dependent variables, grades, time spent on homework, scholastic competence global self-worth, and school membership. School membership was assessed by C, Goodenow’s (1993) psychological sense of school membership (PSSM) scale and S. Harter’s higher grades and more favourable rating of scholastic competence, while group did not differ significantly on time on home work or global self worth also contrary to the hypothesis, the groups did not differ on the PSSM.
Nation et al. (1997) investigated assessing reading difficulties: The validity and utility of current measures of reading skill. The findings show that different reading tests measure different aspect of the reading process and that caution should be exercised. When selecting tests for the assessment of reading difficulties. Tang (1997) studied the relationship between reading comprehension processes in L1 and L2 reading psychology. The findings suggest that Ss used similar strategies, when they read in Chinese and in English. Ss also processed the text similar in both languages. The result are supported by the common underlying proficiency hypothesis (J. Cummins 1984, 1991, and the universal hypothesis (K.S Goodman, 1970, 1971,1973). Coffman (1997) had investigated the influence of narrative text and prediction on written recall. Finding indicated that the differences in what students identify as important may be due to the story rather than the question treatments.

White (1998) In his study on the motivating students to become more responsible for learning found that student performance, measured by exams, term projects, and class participation was notably improved compared with the performance of students taught in traditional ways.

Study conducted on teaching middle school students with
learning disabilities to recruit positive teacher attention by Alber (1999) whose multiple baseline across students design showed that recruitment training increased (1) the rate of recruiting by the students, (2) the rate of teacher praise received by the students, (3) the rate of instructional feedback received by the students and (4) the accuracy with which students completed their workbook assignments. Practice implications are discussed.

Hook et al. (1999) have shown that parent tutoring for student with Attention-Deficit/Hyperactivity Disorder: Effects on reading performance at home and school. A multiple baseline across Ss design was used to evaluate the effects of the parent tutoring procedure whose findings suggest that (1) reading performance in the home setting improved for all Ss (2) reading performance in the School setting showed improvements, but data should be interpreted with some consideration, and (3) peer comparison data revealed that although two Ss reached average level of performance, at least on time during the study. Ss did not catch up to these levels of performance: In addition, Ss’ attitudes toward reading remained stable or improved, and favourable acceptability ratings were obtained from teachers, parents and students.

In a study Crone et al. (1999) examined age and schooling
effect is on emergent literacy and early reading skills. Children who began school a year earlier than same age peers outperformed these peers on measures of both emergent literacy skills on early reading skills. The impact of a year of schooling on emergent literacy skills was 1.7 times greater than impact of other processes associated with age. The impact of a year of schooling on early reading was 4.3 times stronger than the effect of age.

SELF CONCEPT

Self-concept related studies are mentioned in the fore-going pages, William Sterin (1993) studied the influence of advances in research on academic self-concept: implication for school psychology. The findings of the research suggests that the adverse effects of social comparison could be mitigated by the increased use of educational practices that recognize students individual differences. These might include flexible grouping for short-term focus on particular skills, a decreased emphasis on traditional letter grading in favour of mastery-oriented learning and evaluation, and cooperative classroom environment.

Chung-Leung Luk (1997) et al. had find out the role of self-concepts of technical school students in their learning of a
second language. Findings of this research suggests that high intellect and law emotional stability could jointly predict better English test result. Replicating C.L. Luk and M.H. Bond’s (1992) result, global self-esteem could be jointly explained by the SAPPs (Sino-American Person Perception Scale) factors of Application, Intellect, Extroversion, and Emotional stability. However global self-esteem was not related to any English test result. Results are discussed in relation to personality dynamics.

Gari Aitraterini et al. (1998) in their study demonstrated the influence of traditional values of education on Greek student’s real and ideal self-concepts. The result of which showed the great importance of academic performance and type of high school education to the students real and ideal self-concepts overall, the students internalized the majority of the traditional education values associated with the importance of education goals at both the secondary and the university levels, especially for boys rather than girls who are taught that they should devote themselves to family duties.

Blatchford et al. (1997) analysed students’ self-assessment of academic attainment: Accuracy, and stability from 7 to 16 yrs. And influence of domain and social comparison groups. The examined result shows that an overall lowering in self-assessment
from 7 to 16 yrs. was accompanied from 11 yrs. By greater accuracy, systematic differences were found between domains; overall ability ratings were higher in reading/English and there was more stability in rating from 11 to 16 yrs. There was a marked drop in self-assessments from the general to the aim class social comparison group. But again there were domain differences. There was a greater drop at 11 to 16 yrs. in reading English. Hay et al. (1997) had investigated the influence of achievement of self-concept – using an Intra-class design and a comparison of the pass and SDQ-1 self-concept tests. Findings based on this problem suggest that a comparison between the PASS and the SDQ-1 demonstrated concurrent validity across self-concept domains. The findings support the notions that the social environment is a significant agent that influences self concept, and that teacher rating and standardized tests of achievement and the PASS the SDQ-1 are valid measures for self concept research.

Eccles et al. (1999) had examined school and community influences on human development. The study focuses on the ways in which schools either promote children’s developmental competence or reinforce developmental difficulties. The author described the school as a multilevel context that influences
children's socioemotional and behavioural development through organizational and social, instructional processes that operate at several different levels. O'Deg et al. (1999) studied the association action between self-concept and body weight gender, and pubertal development among male and female adolescents.

The self-concept subscale ranked as most important by male and female students were close. Friendship, scholastic competence and job competence, Female rated their ability to form close friendship significantly higher and of greater importance. Than did males, standard body weight was related to students' physical Appearance Subscale Scores, with higher weight student. Burnett et al. (1999) had studied the relationship of children's self-talk and academic self-concept. It is suggested by this finding that teachers' positive statements made by teachers were found to be directly related to reading self concept through positive self talk. Negative statements made by teachers were not predictive of self-talk or self-concepts for the total sample but were not predictive of maths. Self-concept for girls and negative self-talk for boys. Kablaovi et al. (1991) had studied the effects of part-time work experience on high school students. Positive effects found include increased personal responsibility and earning power, development of social skills,
improved grades and participation in school-related activities lower unemployment rate after graduation and better jobs after graduation.

Van Kraayenoord. et al. (1997) examined Australian students’ self appraisal of their work sample and Academic progress. Later it was found that the total work samples interview scores were correlated significantly with scores on measures of strategic reading, school attitudes, and literacy habits outside school. Thus the interview assesses meta-cognitive abilities related to strategic and motivated learning.

Chapman et al. (1997) had done a longitudinal study of beginning reading achievement and reading self-concept. It’s observed that initial reading related experiences in school are associated with the development of reading self-concepts within the first two and a half years of schooling. This period may mark the time during which negative “Mathew effects” develop for those who experience initial difficulties in learning to read.

Whitherspoon et al. (1997) examined the relationship between racial identity attitudes, school achievement and academic self-efficacy among African American high school students. The findings show that the majority of student indicated support from both peers, and parents for their academic work.
Multiple regression analysis indicated that GPA is best predicated by immersion racial identity attitudes and academic self-concept. Findings suggest that a variety of racial identity attitudes actually exist within the high school student population.

Mini Bang et al. (1997) had studied generality and academic self-efficacy judgments. Evidence of hierarchical relations. The generality of academic self-efficacy partly depended on the degree of perceived similarity owner tasks. When asked to rate their efficacy towards 8 pairs of isomorphic algebra and physics problems, students reported more comparable strengths of self-efficacy, as they perceived greater similarity between the problems.

Mboya et al. (1998) had observed self-concept of academic ability as a function of sex, age and academic achievement among African adolescents. By this a significant positive correlation was found between self-concept scores and academic achievement for boys and girls and in all age groups, but the magnitude of the correlations with achievement in mathematics was stronger among boys than among girls.

In the preceding writings, a detailed survey of available literature have been given and it is evident from the description that there are none of the researcher which have studied the
present problem of investigations earlier, hence, the present piece of research will be a significant work filling the void of knowledge.

Moreover, it is also warranted to highlight the hypotheses, which were framed for empirical testing which will also clarify the objective of the study. The hypothesis are given below:

\( (H_1) \) School environment as whole and its various facets will significantly and positively influence on scholastic achievement of boys and girls irrespective of medium of instruction and class.

\( (H_2) \) Reading habit as a whole its various components will positively and significantly influence stochastic achievements of boys and girls irrespective of medium of instruction and class.

\( (H_3) \) Self-concept as a whole its various determinants will positively and significantly influence scholastic achievements of boys and girls irrespective of medium of instruction and class.

The afore-mentioned hypothesis would have certainly clarified the objective of the present endeavour and moreover, would have determined the course of action taken in carrying out the study and reaching to the outcomes or results.