CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 Introduction

An essential aspect of a research project is the review of related literature. Though the search for related material is time consuming, it is a fruitful phase of any research programme. 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 his/her choice. The review of the literature is an exacting task, calling for a deep insight and clear perspective of the overall fields. According to Mouly (1964), “Review of related literature is a crucial step which invariably minimizes the risk of dead ends, rejected topics, rejected studies, wasted effort, trial and error activity oriented towards approaches already discarded by previous investigators and—even more important—erroneous findings based on a faulty research design”.

Man has the unique advantage of not having to “Begin now in every generation, but can take advantage of the knowledge, which has accumulated through the centuries. This fact is of even greater importance in research. The knowledge gained by previous research leads not only to greater understanding of the problem but also provides comparative data the basis of which the investigators evaluate and interpret new research. In order to benefit from previous research, a survey of previous studies in the field becomes imperative.

According to (Best, 1995), “effective research must be based on past knowledge. This step helps to eliminate the duplication of what has been done already and provides useful hypotheses and helpful suggestions for significant investigation”.

The review of the literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. In the light of the earlier research done, the problem was better understood and better viewed in different perspective.

In the following pages, the studies conducted related to the present study have been discussed.
2.1 Studies on Environmental Factors and Academic Achievement in India

Molia and Manganlal (2000) did a study on “A comparative study on Home environment of rural and urban students of secondary school”. The objectives were (1) to study the home environment of the class VIII students of the schools. (2) to compare the home environment of rural with urban students of the secondary schools; and (3) to study the language stimulation, physical environment, encouragement of social maturity, variety of stimulation and maternal attitude and disciplining on home environment of rural and urban students. The sample consisted of 300 boys selected from class VIII (150 rural and 150 urban) of secondary schools of Rajkot district. Mohite Home Environment Inventory (MHEI) by Mohite P. was administered for data collection. The data were analysed by ‘t’ test. Findings were (1) Urban students were found to be superior on home environment than the rural students. (2) The urban students were also found superior on language stimulation, physical environment and encouragement of social maturity than the rural students, but in variety of stimulation and maternal attitude and disciplining the differences were not found significant between the two.

Navang (2000) did “A comparative study of the socio-economic and home factors affecting the academic achievement of boys and girls in the rural and urban areas.” The objectives were (i) to study the effect of socio-economic status on the academic achievement of boys and girls in city, town and village areas, (ii) to study the relationship between the number of siblings and academic achievement. (iii) to study the relationship between home work and academic achievement. The study employed survey method. The tools used were (i) The socio-economic status scale, (ii) The exposure to mass media scale, (iii) An interview schedule. The statistics used were (i) Standard deviation (ii) Mean (iii) “t” test (iv) Product movement correlation. The major findings were (i) Socio-economic status did not affect academic achievement. (ii) The number of siblings seemed to affect performance. (iii) Regularity in doing home work helped achievement.

Patel and Minakshi (2000) did a study entitled “Perceived family environment: A study in relation to economic status of family.” The objective is to attempt to explore the impact of economic level of various dimensions of family environment. The sample consisted of 526 adolescents both girls and boys aged 13-16 years belonging to different socio-economic strata drawn from nine high schools of Rajkot city using stratified random sampling technique. Tools like personal data sheet and Hindi
adaptation of family environment scale developed by Moos (1974) and adapted and standardized in Hindi by Joshi and Vyas (1996) were used for data collection. The collected data were analysed using ‘t’ test. (1) It was found that economic level of the family was an important factor influencing the nature of various dimensions of family environment. (2) Families having low income were found to be less cohesive, allowed less expression of feeling, had more conflicts, permitted less independence, was less organized and exercised more control in comparison to the families having average and high income.

Jaga, Basanitha and Mukhonadhyaya (2001) conducted a study on the “Effect of Environment factors on Achievement of Rural students.” The objectives were (i) to study the effect of home and school environment on gender differences and achievement differences of rural students: and (ii) to study interrelationship among home environment, school environment and academic achievement of rural school students. The result showed that academic achievement of secondary school students was significantly related to their home environment, but the school environment was not significantly related to each other, Boys and girls were different in home environment and school environment. High achieving boys and girls enjoyed good home and school environment; high and low achievers differed significantly in their school environment.

Pant (2002) did a study entitled “Understanding talent in science classroom: An exploratory study.” The purpose was to study the attitude of the talented students in science towards their subject. The population consisted of 205 students from classes IX and X of two reputed public schools. Out of which only fourteen students were selected as talented in science on the basis of criterion test. Five inventors were used to focus student’s attitude towards science and other aspects. The findings revealed that the identified talented students possessed positive attitude towards science. Although these students reflected a very favourable attitude towards science, most of them did not want to become a scientist.

Apartha and Malathi Latha (2003) studied the relationship between schools discipline, student behaviour and student achievement. The objective was to understand the relationship among school discipline, student behaviour and student achievement. Tool employed was multilevel analysis on data from the national education longitudinal study; 1988. Result shows that stringent discipline has some beneficial effects when it is perceived as moderate mean to improve minor misbehaviour.
Branda Carol, Adams and Cumming Ham (2003) conducted a study on the relationship between school culture and student achievement. The objective was to conduct a study on the relationship between school culture and student achievement. Sample were taken from 61 elementary schools. Tool employed was survey instrument to 102 elementary schools. Results showed that there was a relationship between the overall culture of collegiality and the self-efficacy of the elementary school in this study and the reading achievement of students in those schools.

Edward (2003) conducted a study on the effect of family structure, family income and home environment on graduation rates of special education students in three urban high schools. The objective of the study was to determine whether the present methods being used to teach the specific learning disabled students will enable them to graduate with the standard high school diploma and prepare them for some form of post high school education. The finding is that parents of the ESE children regardless of socio economic status aware of the interest in their child’s success.

Mary Joise and Arockiasamy (2003) did a study. The study has been conducted on a sample of 450 first generation learners studying higher secondary course in Kanyakumari district. An attempt has been made to find the level of educational aspiration against a few selected psychological factors and home factors of first generation learners. A comparison of these factors between first generation learners and subsequent generation learners has also been made. Educational aspiration of first generation learners is found to be very high. Significant relationship between the educational aspiration and psychological factors such as self concept, independence, frustration and anxiety as well as home factors of first generation learners with reference to certain background variables has been established.

Venita Singh (2003) conducted a study on “Achievement motivation and parental background as the determinants of students’ academic achievement.” The study was to determine the achievement motivation and parental background as the determinants of students’ academic achievement. The study was to find out the relationship between students’ academic achievement and their achievement motivation. The sample consisted of 100 students of class 10th from 4 English medium schools of Abonar and Malour (Punjab) and achievement value and Anxiety inventory for achievement motivation by P. Mehta (1989) was used as a tool.
The findings of the study were i. Academic achievement and achievement motivations are positively correlated. ii. Children of both parents working group have better academic achievement. iii. There is no difference in the achievement motivation of children due to parents working. iv. Academic achievement of students is not affected by parents education. v. Parents education does not affect achievement motivation of students.

Arati, Ratna and Prabha (2004) studied the influence of family environment on emotional competence of adolescents. The main objectives are (1) to study the family environment (2) to study the emotional competence of the adolescents (3) to study the relationship between family environment and emotional competence of the adolescents. The sample is consisting of 120 adolescents including equal number of 13-16 years studying in different high schools of twin cities Hyderabad and Secunderabad. The Family Environment Scale developed by Bhatia and Chadola (Adaption of Moos scale, 1974), and Emotional Competence Scale developed by Sharma and Bharadwaj (1995) were used for data collection. Findings revealed that in family environment dimensions, majority of the adolescents perceived average cohesion, expressiveness, conflict, acceptance and caring active recreational orientation organization and control except independence. In family environment in general two-third of the adolescents perceived average, 16.60% perceived low and 18.34 perceived high about their family environment.

Chin and angels (2004) studied the pupils’ classroom environment perception attitudes and achievement in science at the Upper Primary Level. The study examined the relationship between pupils’ perception of their science classroom environment and their achievement and attitude in science. The findings revealed the existence of positive association between the nature primary science class environment and pupils attitudinal and achievement outcomes. Girls held more favourable perception than boys.

Goel (2004) studied the effect of gender in home and environment on Educational aspiration. The main objectives were to study the relationship between certain factors related to the homes of pupils and levels of their educational aspirations and also whether there was a significant gender difference in the levels of education aspirations,. The sample of the study comprised of 100 students (50 boys and 50 girls) of intermediate classes, ranging the age of 16-20 years. K. S Mishra’s Home Environment Inventory (HEI) and V.P.Sharma’s Educational Aspiration Scale (EAS)
were used. The results revealed that girls had a much higher educational aspiration than boys. Boys feel more rejected with the autocratic atmosphere at home in comparison with girls who experience more nurture than boys.

**Vijya Avinashilingam and Upayana Singh (2004)** conducted a study on Identification of Factors Influencing the Student’s Academic Performance. This study attempted to find an answer to the variation between students who perform well and who don’t. The present study was conducted to find out the factors influencing the students academic performance, It was found that classroom factors, environmental factors, hostel factors, developmental factors, extracurricular factors and library factors are the factors motivating students academic performance.

**Webster and Bertha (2004)** conducted a study on the Effects of Adolescents Classroom Perceptions on Motivation and Achievement in the Classroom. The research examined whether there existed any interaction between classroom perception and gender. Students’ perception is influenced by a variety of factors like student’s abilities, self-efficacy, intrinsic goals, learning strategies, interests and also the qualities of teachers. A quasi-experimental design was used to study the multiple variables of classroom perception. Results indicated no sex differences in motivation and classroom perception.

**Amruth Kumar (2005)** studied emotional balance of secondary school students in relation to their home environment. Objectives are to estimate the relationship between Home Environment and Emotional Balance of secondary school children for the total sample and for the relevant sub samples and to test whether the correlations obtained for the comparable sub samples differ significantly. A representative sample of 180 secondary school children was selected randomly for the present study. The investigator constructed two tools for the present study. Home Environment Rating scale and emotional Balance Inventory for secondary school students were used for data collection. The results showed that (1) the relationship between home environment and emotional balance was positive and significant (2) This relation was not influenced by sex, locale and parental occupation of the students.

**Mehra and Mondal (2005)** conducted a study on “Effects of Peer Tutoring on Learning Outcomes of High School Science Students”. The objectives are (1) to determine the effect of peer tutoring and traditional instruction of learning outcomes, viz achievement in science of students with high and low intelligence. (2) to compare learning outcomes in science of high and low intelligence groups of students. (3) to
study the learning outcome of students in science at knowledge and comprehension category of objectives. (4) to study the interaction effects of the instructional treatments intelligence. A sample of 108 students (54 high intelligence and 54 low intelligence) was randomly selected. This study employed a pre test / post test control group with one experimental group design. The 2 x 2 x 2 factorial design and ANOVA were employed for analyzing the data. The Findings were peer tutoring exhibited better gain in achievement in science compared to those taught through traditional instruction. It was found two important aspects. The study cites thirty one references.

**Jeba Sheela and Arockiasamy (2006)** the present study aims at finding out the differences in the perceived level of school environment and academic achievement by higher secondary students in matric and non-matric schools. A sample of 1100 higher secondary students has been selected for the study. The findings of the study clearly indicate significant differences in the perceived school environment and academic achievement between matric and non-matric higher secondary students. Significant relationship also has been observed between perceived school environment and academic achievement of non-matric students.

**John Louis Manoharan and Christie doss (2007)** attempted to find the relationship between home environment and adjustment of higher secondary students. The study aims at finding out the relationship between home environment and adjustment of higher secondary students. The sample of 305 students consisted of 169 boys and 136 girls. Data were collected using appropriate tools and analyzed by ‘t’ test and Karl Pearson product moment correlation. The results indicate that there is a significant relationship between home environment and adjustment.

**Meers and Prathapan (2008)** did a study, ‘Classroom learning Environment and self esteem as correlates of Achievement in social studies’. The objectives are (1) to study the main effect of classroom learning environment and self-esteem on achievement in social studies for the total sample and sub samples. (2) to study the interaction effects of classroom learning environment and self esteem on achievement in social studies for the total sample and sub samples. The study was conducted with the sample of 600 students from 16 schools of Thrissur districts in Kerala, the tools used are Scale of classroom learning environment (Usha and Suchitra, 2002), Self esteem inventory (Usha and suchitra, 2002) and Achievement Test in social studies (Meer and prabhitha, 2007). Statistical techniques used are Two-way analysis of variance with 3X3 factorial design. The achievement in social studies varies with
regards to difference in their classroom learning environment, the achievement in social studies varies with regard to difference in their self esteem, the achievement in social studies of boys varies with regard to difference in their classroom learning environment, the achievement in social studies of boys varies with regard to difference in their self esteem and the interaction effect due to classroom learning environment and self esteem on achievement in social studies for boys is not significant.

Selvaraj Gnanaguru and Suresh Kumar (2008) found the relationship between home environment and attitude towards teaching. The present study aims to find out the relationship between underachievers’ home environment and their attitude towards teaching. For this purpose a sample of 892 B.Ed students was randomly selected from Cuddalore and Nagappattinam Districts of Tamil Nadu State. The researchers identified the underachievers by regression equation method. In the sample 252 were identified as underachievers. The study reveals that the underachievers have satisfactory home environment and unfavourable attitude towards teaching. There is no significant relationship found between the underachievers’ home environment and their attitude towards teaching. Male and female students differ significantly in their home environment and attitude towards teaching but not in their achievement score and intelligence score.

Amutha Ranjini and Sivakumar (2008) found out the relationship between classroom environment and academic achievement in biology of XI standard students in Thoothukudi educational district. The sample of 235 students consisted 130 boys and 105 girls. Data were collected using appropriate tools and analyzed by two- tailed “t” test and Pearson product moment correlation. The results indicate that there is a significant relation between classroom environment and achievement.

Subramanian and Sivakumar (2009) found the impact of environment factors on academic achievement of higher secondary biology students in Tirunelveli district. The aim of the present study was to find out the relationship between environmental factor and academic achievement of higher secondary students. The sample consisted 325 higher secondary students of whom 162 were male and 163 were female. The data were collected using appropriate tool and analysed by ‘t’ test and product moment correlation. The results indicated that there was significant relationship between environmental factors and academic achievement of higher secondary students.
2.2. Studies on Environmental Factors and Academic Achievement Abroad

Tonglet Jenifer Philips (2000) did a study “Influences on math homework completion and achievement attitudes towards teacher-related factors student motivational factors, and environment-related factors in fifth and eighth graders.” The present study examined fifth and eight grade students math related attitudes and perceptions which potentially influenced the frequency of math homework completion students attitudes and perceptions were divided into three major categories. Teacher-Related components (encouraging teacher and evaluative teacher) Students-Related components (Mastery orientation) consisted of an incremental view of ability, student learning orientation, and utility value: Ego orientation consisted of an entity view of ability, student performance orientation, and anxiety: the third factor was self-efficacy and environment-Related components (time spend on math home work, homework environment, and time spent in competing activities). A questionnaire was developed specifically for this study and completed to 83 fifth graders and 106 eighth graders in the greater New Orleans area. The results indicated that when students completed more homework assignments, they earned higher grades, particularly if they adopted an ego orientation. Both encouraging teachers and evaluative teachers fostered mastery, orientation in the students and positive feelings of self-efficacy. Students who indicated adopting a mastery orientation reported awareness of increased time needed to do math homework and a homework environment conducive to studying.

Acosta Esther (2001) did a study “The relationship between school climate, academic self concept and academic achievement.” To examine the relationship among school climate, academic self concept and academic achievement, the tool used was students self report of their last recorded grades. The findings of the study provided support for the concept the school climate and academic self-concept influence students perceptions of themselves as learners as well as their academic achievement.

Jewell and Jeremy Dean (2001) did a study “The family environment of conduct disordered children and adolescents with depressed parents”. It is hypothesized that the depressed family environment and erratic discipline style of families with depressed parents will be related to externalizing behaviours in their children. This study examined family environment variables that were related to depressive symptoms in parents of youth with conduct disorder. Participants came from a larger study of adolescents who were receiving treatment at a residential treatment facility. Also youth from these families endorsed an ambivalent or chaotic family style, while endorsing
items from both the authoritarian and Laissez-Faire family styles with the findings from this study, it was hoped that the treatment of parent depression, as well as externalizing behaviour disorders in their children, were better informed.

Rashid and Fontina Louise (2001) found the influence of home literacy environment on reading achievement in children with reading disabilities. The relation between parent and child home literacy activities and the child’s academic outcomes were investigated with a sample of 65 children with reading disabilities. The potential role of parental beliefs about education was also examined as was the relation between home literacy environment and improvement in reading during a reading intervention. To provide support for the findings, the relation between child home literacy environment and academic achievement was cross validated with a sample of children from Canada. The results indicated that child home literacy activities were not significantly related to any of the academic outcomes while parent home literacy activities were a significant predictor of the child’s passage comprehension and spelling scores. There was not a significant relation between parental beliefs and home literacy environment, and the home literacy environment did not predict reading improvement during an intervention. Surprisingly, child home literacy activities were a significant predictor of arithmetic scores for the Canadian sample.

Robinson-Health and Deborach (2001) compared African-American achieving and underachieving students”. The focus of this investigation was to determine if urban, low socioeconomic status, African-American students who were classified as academic achievers demonstrated higher levels of achievement motivation than students from a similar background who were classified as academic underachievers. Gender and grade levels were explored to determine their impact on the students reported levels of achievement motivation as measured by Schultz’s Achievement Motivation Inventory (AMI). The study’s 277 participants were elementary-school students (intermediate grade levels 5-6, upper grade levels 7-8), from one large urban, inner city, low-income community. This study revealed that urban, low-socio economic status, African-American students classified as academic achievers attained significantly higher total AMI scores than students who were not classified as academic achievers. Female students attained significantly higher total AMI scores compared to male students. However, gender interacted with grade levels. Intermediate females, whereas in the upper grades, there was no significant difference between male and female students on total AMI scores. Intermediate female students
scored significantly higher on total AMI scores than upper grade female students. There was no significant difference between male students in the grade levels. The finding of this investigation illustrates that intra-group similarities and differences on achievement motivation exist in low income, inner-city African-American elementary-school students and are linked to academic achievement. Further research is needed to fully understand this phenomenon.

Roderiques and Adrienne Blunt (2001) did a study “A comparison of ability-achievement discrepancy models for identifying learning disabilities.” Three ability-achievement discrepancy methods for identifying learning disabilities were compared. The first methods used simple standard score difference calculation; the second method a regression equation; and the third, a variation of the second, took the standard error of estimate into account. These three methods were examined using varying significance criteria, producing five individual models: the simple difference models (1A and 1B) used 16 and 23-point discrepancy criteria, respectively; the basic regression models (2A and 2B) used 16 and 23 points; and the regression variation model (3) used a 95% confidence level. The five models were applied to 145 student’s IQ (Wechsler Intelligence Scale for children-Third Edition) and achievement. (Woodcock-Johnson Achievement Tests-Revised) scores; all students had been referred for psycho-educational testing. Mean diagnostic proportions produced by each model yielded no significant distinction between simple difference and basic regression methods; however, within methods, models using less stringent. Criteria identified significantly more students (p<.05). Of the students identified by Model 1A, 17% were declassified by model 1B; 24% of those identified by 2A were declassified by Model 1B; 24% of those identified by 2A were declassified by 2B. Model 3 functioned much like model 2B. Student’s classification across models was dependent on their age and ability level. These findings suggest that the criterion chosen for significance has more impact on eligibility outcomes than the discrepancy method.

Cakiroglu, Jale, Telli and Sibel (2003) did a study entitled “Turkish High school student’s perceptions of learning environment in biology classroom and their attitudes toward biology”. The purpose of this study was to examine student’s perceptions of learning environment in biology classrooms and to investigate relationships between learning and students attitudes toward biology. A total of 399 from nine and tenth grade students participated in the study. Data were collected utilizing an adapted version of the WIHIC instruct and biology attitude scale. Data
analyses indicated that Turkish high school students generally had positive perceptions of biology classroom environment and there was a positive perception of biology classroom association between the nature of the biology classroom environment with respect to teacher support, involvement, task orientation, equity and the students’ attitudes to ward biology. In addition, result of the study revealed that there were significant differences in the perceptions of biology learning environment by gender.

**Skinner and Amy Danielle (2003)** perceived autonomy support in alternative academic environments: Implications for the academically delinquent study. The purpose of this study was to examine the relationship between perception of autonomy support in alternative educational environments and its impact on study motivation and goal commitment, as well as the relationship between perceived autonomy support and academic outcomes. Data were analyzed using correlation analysis, ANCOVA and stepwise multiple regression analysis. The findings provide evidence that the self-determination theory is a viable tool in predicting the academic outcomes of an academically delinquent population. Results also support the claim that perception of the alternative school climate plays a determining factor in the academic success of students remaining in the alternative environment, as well as those who have returned to their mainstream school setting.

**Sueh-Fang, Chuarag and Yeong-Jing cheng (2003)** did “a study on attitudes toward biology and learning environment of the seventh grade students”. The purpose of this study was to investigate the relationships between student’s attitude toward biology and classroom learning environment of the seventh grade students in Taipei area. The tools used were Attitudes toward Biology Scale (ATBS), what is happening this class (WIHIC) and learning out questionnaire. Statistical techniques were used to analyze the data. The findings showed that there was no significant change in attitude toward biology of the students at the end of the first semester. However, the subjects exhibited negative changes in attitude towards biology after the end of second semester. It is due to the increasing differently of the content of the biology text bode volume II. Associations between attitudes toward biology and perceptions of learning environment were significant. Further more, the findings also showed that significant correlations existed between attitude towards biology and variables related to students interest in learning biology and teacher’s instructional management and teaching strategies.
Chen, Jennifer and Jun-Li (2004) did a study “Academic support form parents, teachers, and peers Relation to Hong Kong adolescent’s academic behaviour and achievement.” Research has substantiated that parents, teachers, and peers are important sources of academic support to students’ achievement. The participants were 270 students (range 13-15 years, range 14-20 years) from three grade levels (forms 3-5, equivalent to grades 9-11 in the vs) in a Hong Kong secondary school. Date were collected using a self-report questionnaire, including a demographic profile and four scales assessing students perceptions of the availability of (1) parental support, (2) teacher support, (3) peer support and (4) their own academic behaviour. Academic achievement was measured by self-reported grades in Math, English and Chinese. Findings of this research are interpreted with respect to four main areas: (i).Socio-cultural values, (ii) relationship dynamics with parents, teachers and peers (iii) gender socialization and bias; and (iv) development influences suggestions for enhancing, home-school partnerships are discussed recommendations for improving pedagogical practices and parental involvement by considering gender as well as developmental differences of students is also provided.

Hill and Jennifer Lynne (2004) found the impact of learning styles and high school learning environment on student’s decisions regarding higher education. The purpose of the study was to identify the learning styles of students at non traditional college and then examine whether the match or mismatch between their learning styles and their high school learning environment influenced their decisions regarding higher education. It was also hoped that the results of the study would indicate whether or not students with non-traditional learning styles select non-traditional higher education because of their impression that the learning environment will be different than their traditional high school learning environment and whether students with non-traditional learning styles and preferences would attend non-traditional colleges, but not traditions colleges.

Birdwell and Angela Denise (2005) found students’ achievement in relation to poor factors in a district experiment hyper growth. This study included data collected from 1,400 student subjects, 193 teachers and 10 principals. Additionally the models were designed to examine relationships among qualities of individual trajectories and covariates. The growth models were analysed with the software program plus, a statistical package designed to deal with structural equation modeling. The finding of this research reflected a correlation between the covariates of mobility teacher
experience and certification and principal experience. A significant correlation was found between fine-independent covariate of ethnicity. In the math model the covariates were found to be significantly related to the latest factors. Ethnicity was significantly related to the intercept in the negative direction indicating that non-Caucasian children scored on average 27-38 points lower than Caucasians children.

Laibach and Colleen (2006) found the relationship between social support and academic achievement in registered nursing education students. The population of this study was limited to 200 culturally diverse first and third semester nursing students. This study used a survey with 33 questions in a Likert scale that measure the students’ attitude towards the importance and actual existence of social support in 5 dimensions. This study revealed that there were no relationships between each of the social support dimensions and students grade point average. In addition, there was a significant difference of actual nursing peer support for white students above non-white students. There was no significant difference for white and non-white nursing students on the dimensions of intimacy, social integration, social affirmation, faculty support, and grade point average. When nursing students whose grade point average was 3.0 and above or below 3.0 for 20 or more semesters were compared, their attitudes were not significantly different on the five dimensions of social support.

Zuhdi and Mohammad (2006) found the political and social influences on religious school: A historical perspective on Indonesian Islamic school curricula. As the most populous Muslim country in the world, Indonesia has a unique experience in dealing with Islamic education, a system that was established years before the country’s independence. This dissertation focuses on the development of Indonesian Islamic schools in facing the challenges of modernization and globalization, with special reference to their challenging curricula. Using the social constructionist perspective as an approach, this study examines the significance of political and social changes to the development of Islamic schools curricula throughout the century’s history. This study finds evidences of a reciprocal relationship between the changing curricula of Indonesian Islamic schools and the changing social and political circumstances.

Anderson-Jeffrey (2007) found “Effect of perceived success for children with individual education programs (IEP) in reading and persistence and comparison with peers”. Reading ability is central to academic success, vocational success, and everyday functioning. Yet there is a significant percentage of the population that strongly with reading. Problems attaining reading skills in early schooling affect not only initial
academic success, but perception of self, perseverance in difficult tasks, and the degree to which the student sees him or herself affecting his or her external world. Analysis of variance was used to assess the differences between the high and low perceived success groups with the IEP and the non IEP groups. Results showed significantly higher persistence in IEP children with high perceived success compared to those with low perceived success. These results level support for the need to provide opportunities for non readier success for children who struggle with reading.

Davis and Joy (2007) did “An exploration of the impact of family on the achievement of African American gifted learners originating from low-income environments”. The purpose of this study was to determine what, if any, impact families have on the academic achievement of African American gifted learners from low income environments. This study was designed to explore family and student perceptions of a complex set of variables related to families and home environments. Study participants were junior and senior level high school students and their parents.

The most pronounced findings were the role of the mother as nurturer and encourager; the emphasis within the house holds on positive achievement orientation, and certain family traditions which taken together form a cohesive, supportive family environment, even in the midst of challenging life circumstances. Provide the educational practice include improving professional development for educators’ family and parent educational programes and enhancing guidance and counseling programes for African American and other culturally diverse gifted learners.

Harris and Arthur (2007) did a study “Analysis of teacher, curricular, parental, and support influence on study achievement in an urban district”. The main focus of this study is on the analysis of teacher, curriculum, parental and support influences on student achievement in an urban school district. The achievement levels of groups of students by race, gender and special services were analyzed. The findings indicate that although all groups of students made progress in all areas. The achievement gaps among them still persisted. For The findings showed that 30% gap separate white and Black students, while 35% between Asian and Hispanic student. The level of students’ performance in terms of the percentage passing the high school assessment exams, graduating, and dropping out of school was analyzed in relation to the percentage of certified teachers.
Phelps and Kenyatta Danielle (2007) conducted a study “Partners, parents, and peers effects on African American youths school achievement”. Thus using data from the Toledo Adolescent Research study, the researcher asked whether romantic relationships variables influence school grades and school engagement. In addition, are these relationships conditional or race? Finally do separate models examining the influence of romantic relationships on the dependent variables produce different results for African Americans and Anglos. The major findings from this study suggest that partners school grades, perceptions of partners as caring and trusting as certify and trusties, partners’ academic orientation, and sex with the partner predict school grades and school engagement. However, sex with the partner predict school engagement for African Americans; whereas partner, grades, partners academic orientation, sex with partner, and the perception of the partner as caring and trusting predict school engagement for Anglos.

Smith Kath Leen (2007) found the impact of district and school climate on students achievement. This was a quantitative correlation study that examine the possible relationships between district climate, school climate and students’ achievement of the 2007 standards of learning assessments for grades 3, 4, and 5 English (reading, research and literature) and mathematics in 25 low-and 44 high poverty elementary schools in 36 Virginia districts. A Pearson γ was used to determine the relationship between the constructs and was computed procedure compared the means for school climate and district climate in low and high-poverty schools and the means for mean scale scores on SOL assessments in low-and high poverty schools. Significant relationships were found between district climate and school climate and between constructs of district climate and school climate in all schools and in high poverty schools. No significant relationships were found between district climate and students achievement however, relationships were found between school climate and student achievement and the constructs of school climate and student achievement.

Mihaly and Kata (2007) prepared “Essays on peer effects” This study considers the relationship between peer and individual student interaction. The central finding is that self reported friends play a crucial role in individual behaviours, a role that is more significant than other students in their school. Also, using the network of friendships within a school it is possible to construct new peer effect measures and account for endogenous peer group formation. It is however important to distinguish
these measures from an observed individual characteristic that may also influence behaviour peer.

Francis, Adesoji, Segun and Olatunbosun (2008) did a study “student, teacher and school environment factors as determinants of achievement in senior secondary school chemistry in Oyo state, Nigeria”. The study constructed and tested an eight-variable model for providing a causal explanation of achievement of secondary school students in chemistry in terms of student variables - attitude to learning chemistry, background knowledge in Integrated Science, teacher variables - attitude chemistry teaching, attendance at chemistry workshop and school environment related variables-class size, laboratory adequacy and school location. The study adopted an ex-post facto research type the population was made up of 621 senior secondary III chemistry students and 27 Senior Secondary III chemistry teachers in Oyo State, Nigeria. Four sets of instruments were used; These were chemistry Achievement Tests (SACS), Teacher Attitude Towards Chemistry Teaching Scale (TATCTS) and Laboratory Adequacy Inventory (LAI). The results revealed that 7.20% of the total effect on achievement in chemistry was accounted for by all the seven predictor variables when taken together. It was also revealed that only four variables - school location(X1) laboratory adequacy (X3), teachers’ attitude towards chemistry teaching(X5) and teachers’ attendance at chemistry workshop(X4) had direct causal influence and also made significant contributions to the prediction of achievement in chemistry (X8) (the criterion variable).

2.3. Studies on Study Habit and Academic Achievement in India

Kumaran and kamala (2001) conducted research ;which deals with the study habit of the variables such as study habits, study involvement, science interest and scientific attitude on the successful and unsuccessful learning of science subjects by higher secondary students. The sample consisted of 319 students drawn from six different types of higher secondary schools in the city of Chennai. Four standardized tools were used to measure the variables. The achievement scores in the science subject on the basis of which the students in the sample were classified as successful and unsuccessful learners were collected from the school records. The data were subjected to statistical analysis such as descriptive differential the discriminate.
Patel (2002) made an investigation into the “Study Habits of the Adivasi students of secondary schools of Panchamahals Districts in relation to some psycho-socio variables”. Objectives of the study were (1) to construct and standardize an inventory to measure study Habits of the Adivasi students of secondary schools. (2) to study the study habits of the Adivasi students in relation to area, sex, I.Q., vocational aspirations and socio economics status. (3) to investigate the interaction effects of selected psycho-socio variables on study habits of the Adivasi students of secondary schools. The Methodology to study was descriptive in nature. Survey method was employed. 1035 Adivasi Schedule Tribes students of IX standard from the semi-government secondary schools of Panchmahals district were selected randomly. The tools used for measuring the variables were Desai-Bhatt’s Group intelligence Test, Vocational Aspiration measurement by Dr. A.K. Shrivastav, scale of Socio-Economic Status by Patel and a Study Habits Inventory constructed and standardized by the investigator. For data analysis, Critical Ratio and Analysis of Variance were used as statistical technique. The findings are that (i) there is significant effect of Area, I.Q., and interaction between Area and IQ on study Habits. (ii) there is significant effect of area on the Adivasi Students’ study habits whereas there is no effect of vocational aspiration and interaction between area and vocational aspiration on study habits of Adivasi student. (iii) there is significant independent effect of area and socio-economic status on the study habits of adivasi students where as there is no significant effect of interaction between area and socio-economic status on the study habits Adivasi students. (iv) there is significant effect of Sex, I.Q, and interaction between sex and IQ on the study habits of Adivasi students.

Thakkar (2003) conducted “A Study of Academic Achievement, Adjustment and Study Habits of Rural and Urban Students”. The objectives of study were: (1) to find out the academic achievement of rural and urban students. (2) to compare the study habits of rural and urban students with their academic achievement. (3) to know the relationship between adjustment and academic achievement of rural and rural students. (4) and to compare the effect of therapeutic training on the students of both the segments of society. The present study was experimental type. The sample comprised of 200 students from rural and urban locality of standard IX were selected by using simple random sampling technique. To all members of the group, 16 sessions of one hour were given as therapeutic training consisted of imparting the knowledge of good study habit. Tools used were Adjustment Inventory by M.N. Palsana, Study Habits
Inventory by M.N. Palsana and Academic Achievement scores on the basis of their two unit tests, semester/terminals and final examinations. Correlation and t-test techniques were used for data analysis. The findings of study were: (1) With regard to adjustment, in the areas of home and family, personal and emotional and total adjustment, there is positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference is not significant. (2) There is no significant correlation between academic achievement and study habit among rural and urban locality. (3) There is no significant correlation between academic achievement and adjustment habit among rural and urban locality. (4) There is no significant correlation between study habits and adjustment among rural and urban locality.

**Digumati Bhaskara Rao and Sema Surya Prakas Rao (2004)** conducted a study on “Study habits of secondary school students”. The main objectives of the study were to study the study habits of Secondary School students and to compare the study habits of boys and girls, private and government school students and students of residence and non-residence schools. The sample consisting of 200 secondary school students was selected by stratified sampling. The finding of the study was: the secondary school students are possessing high study habits. It is the duty of the teacher to make the students excel in academic achievement, as the secondary school students possess high study habits. The students of government and private secondary schools possess high study habits without any significant difference. The students of residential and non-residential secondary schools possess high study habits without any significant difference between them. The teachers should guide the students in developing good study habits. The parents should provide the necessary facilities to the students to complement their plan of action in their studies. The students should also develop right study habits to achieve academic achievement.

**Guravaiah (2004)** conducted a study on “Study Habits of Residential and Non-Residential Pupils of X Class in relation to certain Psycho-Sociological Factors”. The objectives of the study were: (1) to identify the differences in the study habits of residential and non-residential pupils of X class. (2) to study the influence of self-concept, personality factors and academic achievement on the study habits of residential and non-residential pupils of X class. (3) and to examine the impact of certain personal and socio-demographic factors on the study habits of residential and non-residential pupils. The sample consisted of 730 residential and 570 non-residential pupils studying X class in the state of Andhra Pradesh. The findings of the study were:
(1) Residence and region have significant influence on the study habits of X class pupils. (2) Gender does not have significant influence on the study habits. (3) The main effects, namely, locality, caste, self-acceptance, HSPQ factor-C (emotionally less stable vs. emotionally stable), HSPQ factor-Q4 (relaxed vs. tense) have significant influence on the study habits of residential and non-residential pupils.

**Rajani (2004)** conducted a study on “Study Habit of Intermediate Students in Relation to Certain Psycho-Sociological Factors”. The objectives of the study were: (1) To identify the influence of academic achievement of students on their study habits. (2) To study the influence of personal and socio-demographic variables on study habits. (3) To develop multiple regression equations in order to predict the study habits score of intermediate students with the help of different sets of independent variables. The sample consisted of 1200-second year intermediate students of the state of Andhra Pradesh. The 2 x 2 x 3 factorial design was used with two divisions of gender, two divisions of locality and three divisions of region. It was a survey and presage-product study. The tools used for the study were: Study Habits Inventory (SHI) constructed by the investigator; High School Personality Questionnaire (HSPQ) Form-A by Cattell adapted in Telugu by the investigator; Self-concept Scale (SCS) by Mukt Rani Rastogi adapted in Telugu by the investigator; Socio-Economic Scale (SES) developed by the investigator, and intermediate public examination marks taken from college records. The inferential statistical techniques used were t-test, F-test and Regression Analysis. The findings of the study were: (2) Most of the self-concept areas show significant influence on study habits of the students. (2) All the academic achievement scores have significant influence on study habits of the students. (3) Caste, native place, father’s educational qualifications, mother’s educational qualifications, father’s occupation, total children of parents, and annual income of the family have significant influence on study habits of the students.

**Sirohi (2004)** conducted a study on a study of under-achievement in relation to study habits and attitude: Main objectives of this study were to study under-achievement in students in relation to their study habits and attitudes. The study was carried out on a sample of 1,000 students of elementary grade of 10 composite schools of south district of Delhi. The tools used were (a) General mental ability test by Jalota (b) Teachers made achievement test (c) Test of Study Habits and Attitude by Mathur. The findings of the study were all under-achiever indicated deficiency in study habits. 98.7% of the under-achievers tend to possess unfavourable attitude towards teachers.
and needed guidance. 97.5% had poor concentration. 92.5% of them indicated
deficiency in school and hence environment. 96.2% lacked proper attitude towards
examination. 72.8% faced mental conflicts. 72.8% were low in self-confidence. 70.3%
had problems related to home assignments. 24.6% indicated deficiency in attitude
towards education.

**Vinecta Sirohi May (2004)** conducted a study on “Under achievement in
relation of a study habits and attitudes”. The main objective of the study was to study
under achievement in relation to study habits and attitudes. The sample consisted 1000
students of elementary grade of composite schools of south district of Delhi. The
finding of the study was: the present study has implication for guidance and preparing a
remedial implication for under achievers. We find that in schools the teaching learning
process is catering to the needs of only the average students where special groups like
creative, slow learners, first generation learners, and under achievers are neglected.
There is an urgent need to look into the needs of those special groups. Individual and
group counseling may also help in improving the general achievement. Group guidance
procedure can be used to improve study habits and study skills.

**Arockiadoss (2005)** studied the Study Habits and Academic Performance of the
college students. The study was carried out to find out the level of study habits
prevalent among the college students, the influence of personal and institutional
background on study habits and the correlation between study habits and academic
performance of college students. A stratified sample of 925 undergraduate final year
students were selected from 25 arts and science colleges affiliated to Madurai Kamaraj
University in TamilNadu. A study habits inventory was used for the study. The
statistical techniques employed for the analysis were ANOVA and t-test. The major
findings are, (1) Majority of the students are having only average level of study habits.
(2) Women and art students have better study habits. (3) Private college and women’s
college students are having better study habits. (4) The academic performance of the
college students are influenced by study habits.

**Misra (2005)** conducted “A Study of Factors Related to Achievement in
Physics with special reference to Secondary School Students in the City of Lucknow.
The objectives of study were: (1) to construct an achievement test in physics to assess
achievement in physics. (2) to study the relationship of achievement in physics with
some demographic factors, like, sex, age, caste, birth-order, and family type. (3) to
study the association of achievement in physics with some social-psychological factors
including socio-economic status, intelligence, scientific aptitude, achievement-motivation, attitude towards the subject physics and study habits. (4) to assess the relative contribution of social and psychological factors to explain the variance of achievement in physics. The findings of study were: (1) Sex plays an important role in achievement in physics. Boys are found to score significantly higher than girls. (2) Mean value of achievement in physics is higher (maximum) in caste category-1 followed by caste category-2 and caste category-3. (3) The relationship between caste category-1 and caste category-2 and caste category-1 and caste category-3 is significant, while it is not significant in case of caste category-2 and caste category-3. (4) Birth-order does not play any role in achievement in physics.

Jagannath and Dange (2007) made a study into “Study habits and Achievement in Physics of Students of Class XII”. The objectives of the study were: (1) To find out the difference between boys and girls in their study habits, (2) To find out the difference between government and private students in their study habits, (3) To find out the difference between boys and girls in their achievement in Physics. (4) To find out the relationship between study habits and achievement in physics of XII standard students. The Major Findings are (1) there is no significant difference between boys and girls in their study habits. (2) there is significant difference between boys and girls in their achievement in Physics. (3) there is a relationship between study and achievement in Physics.

Amirthagowri and Sivakumar (2009) The Study which aimed at study habits and academic achievement of post graduate students. For the present study investigator randomly selected 100 post graduate students from Govindammal Aditanar College Tiruchendur. Data were collected using appropriate tools and analyzed by two-tailed “t” test. The results indicate that there is a significant relation between study habits and academic achievement.

Nalini and Ganesha Bhatta (2009) found Study habit and students’ achievement in relation to some influencing factors. This study aimed at finding the relationship between study habits and students’ achievement in relation to socioeconomic status, learning environment, school adjustment and intelligence. The investigator found significant relationship between study habits and these influencing factors.
Susai Rajendran et al (2009) did a study ‘Are study habits gender biased”? study is habit something that is acquired through repetitions. It is semi – mechanical and automatic. Cultivation of proper study habits is the sole aim of education. In the present work the study habits of high school’s student in Dindigul area, Tamil Nadu, with respect to home environment, reading , note taking , planning of subject, habit of concentration, general habits and attitudes, preparation for examination and school environment, have been investigated . A standardized tool was used for these purpose students.

2.4. Studies on Study Habits and Academic Achievement Abroad

Ehrlish Mark Edward (2000) conducted a study on the “Tran Theoretical model of change. Application to college students study habits”. The study examined the relationship between stages of change and the variables. Students in undergraduate educational psychology classes were supervised twice during a semester to assess their level of studying stage of change, use of process of change and self-efficacy for changing their study habits. Cross-sectioned methods were used to test specific production regarding the relationship between stage of change and each Tran theoretical variable for each round of data collection. Result indicated that most of the relationship found in between stage of change and specific Tran theoretical variable applied to college students’ study habits.

Medo and Mary Anne (2000) conducted a study on “The Status of high school students learning strategies what students do when they read to acquire knowledge”. The study investigated in learning strategies used by high school juniors when they study social studies. The sample included 230 juniors enrolled in social studies classes in three schools and were identified by school, gender and reading achievement. The results showed that between 50% and 91% of students said that they ‘always’ or sometime use 30 of the 36 strategies listed on the self-report, and used 9 those strategies suggest the students consider task demands and select strategies accordingly. Private school students were reported spending more time on studying and use more strategies than suburban and urban school students. Private school students were more likely to report using deep-processing strategies than urban and suburban students. While urban students were more likely than suburban students to report using surface level strategies. Good and average readers were mentioned using more strategies than poor readers. But poor readers were reported spending more time in studying than good
and average readers. Average readers looked more like poor readers in terms of using surface-level strategies. Female students were mentioned using more strategies and spending more time in studying than male students and female students were more than male students in using a variety of sound strategies.

Roberston Nichole (2000) conducted a study on “Differences in eleventh grade students’ perception of the condition affecting students’ aspiration is Mississippi”. The major objective was to find out the relationship between students’ perception of the condition affecting student aspiration in Mississippi public high school. The sample included 357 U.S History students from 17 public high schools in Mississippi. Data for his study were computed from responses to survey instrument, student speak, education of variance tests, t-test and one factorial analysis of variance test. The major finding was that the conditions affecting student aspiration were belonging, sense of accomplishment, leadership and responsibility and school environment.

Berg, Charles and Lick Paulette (2001) conducted a study on “literacy and emotions data analysis from the dude large project”. The study focused on the relationship between emotions and literacy achievement. It began with a mention of the theoretical contributions, which backed up the study in the Dude large project survey (4th Graders). Data had been reduced in two ways by factor and by cluster analysis. Result indicated a strong relationship between both parameters. It concluded with prospects for further research and conclusion drawn concerning both the theory of reading and practical consequences for the every day work in schools.

Nneji (2002) found the study habits of Nigerian university students. The purpose of this study was to investigate the study habits of university students in Nigeria. The sample consisted of 441 education students chosen from four federally owned universities in Nigeria. Descriptive analysis of data showed that students put some reasonable length of time into reading; some students used. Memorization technique; majority of the students depended on their course handouts or lecture notes as the main sources of information and read mostly for the purpose of passing examinations or tests. They read to absorb information as given by their lecturers and not necessarily to search for new or additional information. It was concluded that although university students in Nigeria read mostly for the purpose of passing examinations and they do not seem to pursue their studies correctly and thoroughly, they were found to be diligent. Some recommendations were made as to how to make university education in Nigeria more beneficial.
Garavalia, Linda, Ray and Marilyn (2003) found the ‘Distinctions among Subgroups of Developmental Students: Differences in Task Value, Self-Regulated Learning, and Grade Expectations’. The study showed that only low-achieving and low-aptitude students differed significantly from their peers, indicating that subgroups might have a greater need for remediation in basic study strategies.

Chen et al (2005) did a study ‘Are learning styles relevant to virtual reality?’ This study aimed to investigate the effects of a virtual reality (VR) – based leaning environment on leaners with different leaning styles. The findings of the aptitude – b – treatment interaction study have shown that learners benefited most form the VR (guided exploration) mode irrespective of their learning styles. This showed that the VR – based environmental offered.

Abid Hussain Ch (2006) found the “Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students”. The substantive aim of the study was to examine the effect of guidance services on students’ study attitudes, study habits and academic achievement. An experimental study was devised for the purpose. A guidance programme for secondary school students was developed by the researcher. An experiment was conducted to explore the effectiveness of guidance services in terms of improvement in students’ study attitudes, study habits and academic achievement. Ten null hypotheses were tested to explore the effect of guidance services on students’ study habits, study attitudes and academic achievement in five subjects. All the hypotheses were tested at 0.05 level of significance. The results of the study indicated that the guidance services had significant effect on the students’ study attitude, study habits and academic achievement.

Camahalan Faye Marsha (2006) did a study on “Effects of Self-Regulated Learning on Mathematics Achievement of selected Southeast Asian Children”. This research was based on the conceptual framework that students' low mathematics achievement in school is related to their poor study habits. The main result supported self-regulated learning theory that states that when students are given opportunities to self-regulate and explicitly taught of self-regulated learning strategies, academic achievement is more likely to be positively affected. The study confirmed that students as active agents of their behaviors could be trained to be responsible learners and thus acquired the goal of life-long education which is learning not just "what" to learn but more importantly "how" to learn.
Loyens et al (2007) conducted a study on “The Impact of Students' Conceptions of Constructivist Assumptions on Academic Achievement and Drop-out”. This study investigated the impact of students' conceptions of constructivist learning activities on academic achievement and drop-out. Although constructivism represents an influential view of learning, studies investigating how students conceptualize this perspective have not been conducted before. A structural equation modeling approach was adopted to test different models relating students' conceptions to their achievement in the university setting. Results suggested an indirect relationship between conceptions and achievement, mediated by actual learning activities. What students believe about the role of knowledge construction in learning predicted the actual learning activities they undertook, how important they considered inability to learn and motivation for learning predicts their study time.

Vandell et al (2007) found the outcomes linked to high-quality after school Programs: Longitudinal Findings from the Study of Promising After school Programs. This study was by researchers at the University of California, Irvine, the University of Wisconsin-Madison and Policy Studies Associates, Inc. found that regular participation in high-quality after school programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. These gains helped to avoid the negative impact of a lack of supervision after school. The two-year study followed almost 3,000 low-income, ethnically diverse elementary and middle school students from eight states in six major metropolitan centers and six smaller urban and rural locations. About half of the young people attended high quality after school programs at their schools or in their communities.

Watters, Dianne, Watters and James (2007) did a study “Approaches to Learning by Students in the Biological Sciences: Implications for Teaching”. This study is an investigation of the epistemological beliefs and study habits of students undertaking first-year courses in Biological Chemistry and Biochemistry. In particular, the researchers were interested in the relationship between students' epistemological beliefs about learning and knowledge, approaches to learning, and achievement. The study adopted a mixed-methods approach in which quantitative and qualitative data have provided complementary insights into the beliefs and approaches adopted by these students. The findings indicated that most students tend to adopt beliefs that knowledge and learning involves the accumulation of information and the capacity to reproduce on
demand in examinations. Approaches to learning reflected these beliefs and were dominated by rote learning and preference for assessment by examination. Few students adopted strategies that emphasize the relationship of concepts to those already learnt or to applications relevant to biological science. Implications of this study were for reform of university teaching practices as well as secondary practices are discussed.

Yumusak et al (2007) did a study “Turkish High School Students' Biology Achievement in Relation to Academic Self-Regulation”. This study aimed at investigating the contribution of motivational beliefs, cognitive and meta-cognitive strategy use to Turkish high school students' achievement in biology. In order to investigate the specified purpose of the study, 519 tenth-grade students were administered with the Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia, & McKeachie, 1991) and a Biology Achievement Test developed by the researchers. Results of multiple linear regression analyses showed that extrinsic goal orientation, task value, rehearsal strategy use, organization strategy use, management of time and study environment, and peer learning contributed significantly to the prediction of achievement scores.

Flowers, Tiffany, Flowers and Lamont (2008) found the “Factors Affecting Urban African American High School Students' Achievement in Reading”. Data analyzed from the Educational Longitudinal Study of 2002 indicated that the reading achievement of urban African American high school students was positively influenced by the amount of hours spent doing homework and by parents' expectations of their child's future educational attainment. Implications for practice and research were provided.

Kim, ChanMin, Keller and John (2008) did a study on “Effects of Motivational and Volitional Email Messages (MVEM) with Personal Messages on Undergraduate Students' Motivation, Study Habits and Achievement”. This study investigated what kind of supportive information can be effective in improving the situation where there were severe motivational challenges. Motivational and volitional email messages (MVEM) were constructed based on an integrated model of four theories and methods, which are Keller's ARCS model, Kuhl's action control theory, Gollwitzer's Rubicon model of motivation and volition, and Visser & Keller's strategy of motivational messages, and distributed with personal messages created based on audience analysis to a large undergraduate class. In order to examine the effects of the messages on motivation for the course, study habits (study time), and achievement (test
grade), MVEM were sent to 30 students (Personal Message Group: PMG) with personal messages and to 71 students (Non-Personal Message Group: Non PMG) without personal messages. Results indicated that PMG showed a higher level of motivation, especially in regard to confidence, than Non PMG. Also, the mean test grade of PMG increased so that the initial difference of the test grade between the two groups significantly decreased. Although there was no difference between the two groups in study habits, the findings suggest that personal messages addressing specific individual problems raise the positive effects of MVEM constructed based on the integrated model. Future research directions are discussed.

2.5. Studies on Self-Esteem and Academic Achievement in India

Kalyani alias Usha Raman and Amalraj (2002) conducted a study on “Effect of self-esteem and classroom culture on the academic achievement”. The sample of 250 students in the higher secondary schools of Manur blocks Tirunelveli District. The purpose of the study was to find out whether there is a relationship among class room culture, self-esteem and academic achievement. The study revealed that there was a significant correlation between self-esteem of school students and their academic achievement with reference to all the students’ boys, girls, urban and rural schools, co-education schools, government aided management schools and self financed matriculation schools. The study revealed that there was significant correlation between classroom culture and self-esteem with reference to government schools and government aided schools whereas there was no significant correlation between classroom culture and academic achievement of students.

Agarwal and Raj (2004) conducted a study on relation between self-esteem and school performance - A Behaviour Modification Approach was followed to study the relationship between self-esteem and school performance among children and also analyze the effectiveness of psychological intervention in enhancing self-esteem and the effect of enhanced self-esteem on school performance. The study was conducted in two parts, i. e. Part-A and Part-B. For Part-A, a sample of 505 children in the age range of 8 - 14 years were selected from schools of Agra. Taking Part-A as a baseline 130 children with low self-esteem were given psychological treatment. Pre- and Post-test design was used. Self-esteem Inventory (Coopersmith, 1975) and School Performance Scores of the children in tests and examinations in schools were used to measure self-esteem and school performance respectively. Data were treated with product moment of
co-efficient correlation and ‘t’ test. It was concluded that higher the self-esteem higher the school performance. Children given psychological intervention proved to be better in their school performance.

**Ponni, Santhi and Palanisamy (2007)** did a study aim with the to find out the level of self-esteem and its domains (competency, global self-esteem, moral and self-control, social-esteem, family and body and physical appearance) of various professional course student with respect to gender and location and differences between and within the students of engineering, medicine, management and computer applications. It has been found that the level of self-esteem of the professional students is high (74.9%). Further, it was observed that there was a significant difference in the level of self-esteem between rural (71.4%) and urban (75.9%) students, whereas there was no significant difference in the level of Self-esteem between male and female students expect family domain (84.2% female 88.6%). It was also found that there was no significant difference between and within the students of various professional courses.

**Amirt Rai and Annaraja (2008)** had attempted to find out the self-esteem and level of aspiration of high school students in Sri Lankan Refuge Campus. The sample consisted of 100 high school students of Sri Lankan Refuge Campus in Dindigal and Tirunelveli Districts and the investigators adopted the survey method. The finding revealed that there was no significant relationship between Self-esteem and level of aspiration of high school students. However, there was significant difference between rural and urban high school students in their level of aspiration.

**Babu and Sameer (2008)** conducted a study “Self-Esteem and Emotional Intelligence among B.Ed Trainees of Tsunami Affected Coastal Belt”. Through this study the author investigated the relationship between self-esteem and emotional intelligence among B. Ed trainees of Tsunami affected coastal belt of Alappey district of Kerala, India. Stream of study, martial status and age based comparisons were made among the B. Ed trainees. 92 B. Ed trainees were the participants in the study. It was found that they had a good level of self-esteem and emotional intelligence. While the variables were correlated, it was found a substantial correlation in all the groups except science stream students. The correlation coefficient between self-esteem and emotional intelligence of science stream students was high. Both in self-esteem and emotional intelligence, it was found no significant difference among the students based on stream
of study, martial status and age, except in the comparison of them in their self-esteem based on age.

**Priyadharshini and Velayudhan (2008)** did the study focusing on pro-social behavior and self-esteem of hostel students and day scholars (N=120, Hostellers 60 and Day scholars 60). These students were studying in the various departments of Bharathiar University, Coimbatore. The mean, standard Deviation and ANOVA were used to determine the significant difference among university students in their pro-social behavior and self-esteem. Altruism, courtesy and sportsmanship were found to be more among the hostellers whereas there was no significant difference found among the students in their self-esteem.

**Surila Agarwala, Meenakshi Verma and Satya Singh (2008)** had undertaken the study to compare the self-esteem of orphan and non-orphan children and to study the effectiveness of behavior intervention in enhancing self-esteem. The study was conducted in two parts. In part ‘A’, Self-esteem of orphan and non orphan children was compared and in part ‘B’, the effectiveness of behavior intervention in enhancing self-esteem of children was studied. In part ‘A’, matched group design was used for the study. The sample of the study comprised two groups of children, group I comprised 50 orphan children and group II comprised 50 non-orphan children. The result showed significant difference in the self-esteem of orphan and non-orphan children. In part ‘B’, pre and post design was used. The sample of this part of the study comprised two groups of children: group I comprised to orphans and group II comprised to non-orphan children, having low self-esteem. The result showed effectiveness of behavior intervention in enhancing self-esteem of both orphan and non-orphan children.

**Thilagavathi (2008)** conducted "A Study on Academic Achievement of Adolescents in Relation to their Self-Esteem". This study revealed that the academic achievement of first year higher secondary students was average. Students of high, average and low achievement group significantly differed among themselves in respect to their self-esteem scores. Girls seemed to have comparatively higher self-esteem than boys. Students belonging to private school had a higher self-esteem than those of government schools. Urban school students had higher self-esteem than rural students. Academic achievement and self-esteem were found to be positively and significantly related.
Vasanthi Vinoliya and Sivakumar (2009) found that Influence of self-esteem on academic achievement of higher secondary students in Thoothukudi District. In the present study, the investigators attempted to find out the self-esteem and Academic achievement of higher secondary school students. The sample consisted of 300 in the Thoothukudi Districts and the investigator adopted the survey method. The findings revealed that there was significant relationship between self-esteem and academic achievement of higher secondary students.

2.5. Studies on Self-Esteem and Academic Achievement Abroad

Caldwell and Roslyn Marie (2000) did a study “Family versus peer involvement: the role of self-esteem, sex and cognitive style as predictors of delinquency among high-risk adolescents”. Using a sample of 168 high-risk adolescents who were on probation with the juvenile justice system, this study examined the hypotheses that family versus peer involvement would moderate an adolescent’s level of self-esteem and that both family versus peer involvement and self-esteem would moderate level of delinquency. The results revealed that an adolescent’s level of family involvement was positively associated with their level of self-esteem. Second, an adolescent’s level of family involvement was negatively related to severity of delinquent behavior. Third, an adolescent’s level of self-esteem was negatively correlated with severity of delinquency. Also, an adolescent’s cognitive style was found to be positively correlated with the level of delinquency. Results also showed no significant relationships between an adolescent’s level of peer involvement to self-esteem and to level of delinquency.

Chu and Yu-Wei (2000) found the relationship between domain-specific self-concepts and global self-esteem among adolescents in Taiwan. The purpose of this study was to investigate the relationships between domain-specific self-concepts and global self-esteem among adolescents in Taiwan. The research sample included 591 ninth, tenth and eleventh grade students (i.e) (316 boys and 275 girls) enrolled in 2 Junior high schools and 4 senior high schools in Taipei, Taiwan. The interview results indicated that students’ self-perceptions built good relationships with peers, parents, and teachers due to good academic performance. In addition students from high and low track schools demonstrated that the traditional entrance examination in Taiwan was a fair but stressful test. These findings might be helpful, for educators, school counselors, and re-searchers to emphasize the relationships between domain-specific
self-concept and global self-esteem. Recommendations were provided for future studies, which would be important in developing instruments for assessing specific domains of self-concept as well as enhancing self-esteem programs in Taiwan.

**Joanne and Williams (2000)** conducted a study on self-esteem and physical development in early adolescence to find out the relationship between self-esteem, pubertal timing and body image. Data were derived from the Health Behaviour in School Children: WHO Cross-National Survey, specifically the Scottish survey. This study showed among 11-year-olds, early maturation and lower ratings of body image (body size and perceived appearance) were associated with lower reported levels of self-esteem. There also was evidence that body image mediated the relation of pubertal timing on self-esteem for this age group. Among 13-year-olds, reports of body size concerns and poorer perceived appearance were predictive of lower ratings of self-esteem, as was late maturation. In this case, there was no evidence of mediation. Results lent support to the contention that pubertal timing influences body image and self-esteem.

**Von Essen et al (2000)** conducted a study on self-esteem, depression and anxiety among Swedish children and adolescents on and off cancer treatment to find out self-esteem, depression and anxiety of Swedish children and adolescents on and off cancer treatment. The self-report measures "I Think I Am" (ITIA), the Children's Depression Inventory (CDI) and the Revised Children's Manifest Anxiety Scale (RCMAS) were used. Data were compared with data previously obtained by others for healthy Swedish children. Children and adolescents on treatment showed levels of self-esteem, depression and anxiety comparable to those of healthy children. However, children and adolescents off treatment reported higher depression and anxiety levels and lower psychological well-being and physical self-esteem than have been reported for healthy Swedish children. Seven children (14%) reported a high level of depression, six of whom were off treatment. The findings suggested that the period after treatment termination was characterized by a higher risk of psychosocial problems than was the actual treatment period.

**Bergstrom and Scott Eric (2001)** found the “importance of academic achievement in determining the self-esteem of students in rural British Columbia. An empirical examination of students in grades 6, 8, 10 and 12”. Data were collected from 263 students in grades 6, 8, 10 and 12 in a small district in South Western Canada. The first part of this study explored the relationship between student self-esteem, and
gender. The co-operersmith self-esteem inventory was to measure self-esteem on four scales. As a result of multiple regression analysis it was found that the $R^2$ values were very low in all cases (ranging from 0.20 to 0.36) which indicated that the factors studied were poor indicators of self-esteem and that there was a great deal unexplained variation associated with the data. GPA, level of involvement, grade and GPA, grade were significant at 0.05 level of significance. Gender was not a significant factor in this study. It appeared that self-esteem was linearly related to GPA, with the intercept depending on the grade, level of level of involvement, and gender as the slope depending on the grade. The relationship between GPA and self-esteem was strongest at grade 6. Self-esteem was found to be strongest for students who were heavily involved in school-related on extra-curricular activities. Eleven survey questions regarding the school experience were analyzed using logistical regression analysis, which showed that the importance of getting good grades and participating in school activities varied according to grade and gender. Academic achievement was most important to grade 6 students, good grades were more important to girls, than boys, and the association between getting good grades and self-esteem was strongest at grade 6.

**Malinsky and Marg Ann (2001)** matched learning styles of teacher and student. A study of is relationship to achievement and self-esteem. The purpose of this study was to explore the relationship of method teacher/student learning styles to the achievement and self-esteem of students. Using an ex post facts research design 126 fifth and sixth grade students, and six teachers of two public elementary schools of the Jefferson Parish School system in Louisiana were administered with learning style Inventory (ISI), and teachers were given an adult version, the productively Environmental Preference Survey (PEPS). A significant MANOVA F was obtained. Therefore a post-hoc analysis of variance (ANOVA) at the 0.05 level of significance was done on each dependent variable. F ratios indicated significant differences among the mean scores of the matched and mismatched groups for the dependent variables of general self-esteem, social self-esteem, home/parents self-esteem, and school self-esteem. There was no significant difference, however, between the mean scores of the matched and mismatched groups for the dependent variable of achievement grade.

**Aives-Martins et al (2002)** conducted a study on self-esteem and academic achievement among adolescents to analyze what strategies are pursued in order to protect self-esteem when it was threatened by a negative self-evaluation of school competence. Tools used included Harter's Self-Perception Profile for Adolescents,
together with a Scale of Attitudes towards School. The results showed that there were significant differences between the self-esteem enjoyed by successful and unsuccessful students in the seventh grade; such differences disappeared in the eight and ninth grades. They also revealed success-related differences in domain-specific self-evaluation. It was also found that students with low levels of academic achievement attributed less importance to school-related areas and revealed less favorable attitudes towards school.

**Brug and Peary (2002)** found the ethnic identity and its association with self-esteem among Surinamese adolescents in the motherlands. The study examined the relationship between ethnic identity and self-esteem among 94 Surinamese adolescents in the Motherlands. This research expanded the work of Parham and Helms (1985) and Phinney and Chavira (1992) by examining an ethnic population outside the United States. The investigation had as its fours to determine if ethnic identity was a salient concept for the Surinamese youth and to determine whether ethnic identity was related to self-esteem. Additionally, the study examined the association between an integration mode (Berry 1989) and self-esteem. The findings from this work indicated that ethnic identity and self-esteem had a positive relationship; however, the results did not support the notion that different modes of integration are in any way associated with different levels of self-esteem.

**Moore and Malena Katrina (2002)** found the relationship between learner-Centeredness and Self-Esteem in two middle schools. The purpose of this study was to examine the relationship between learner-centeredness as perceived by students and self-esteem of students in two middle schools, a charter school and a non-charter public school. Self-esteem was measured through the coppersmith self-esteem inventory administered in October and again in January. Student’s perceptions of Learner-Centeredness team inventory administered in October and again in January. The results of this study suggested that a learning environment that was perceived as being more highly learner-centered and approaches the nurturing of self-esteem systemically would result in higher self-esteem scores.

**Perez-Rivera and Betty (2003)** did a study “Body shape attitudes, eating attitudes, self-esteem and social support among diverse urban adolescents”. The purpose of this cross-sectional survey study was to determine body shape attitudes, eating attitudes, self-esteem, and satisfaction with the number and quality of social supports available in diverse urban adolescents to determine if these factors could
predict the risk for developing eating disorders in a convenience sample of 236 [males (n=65) and females (n=171)] ages 12-16. As Adolescents Matured, BSQ scores increased, also increasing the level of risk as BSQ was found to be the most sufficient prediction of risk for developing eating disorders. Significant correlations were also found between BSQ and EAT (r=0.664, PC 0.001). BSQ, grade, and EAT were found to be most significant, providing important clues to issues to address for future preventive programs. Stepwise multiple regression analyses, with a post HOC Bonferroni adjustment, found that race, gender and other study variables were not significant. The overall prevalence, gender and other study shape dissatisfaction, negative eating attitudes, low self-esteem, and dissatisfaction with social supports was low in this study.

Yunker and Jonel Jones (2003) found the relationship between self-esteem and traditional of career choice among eighth-grade girls. This study of eighth grade girls was designed to address the relationship between the level of self-esteem and the gender traditionality of their levels and ideal career choices. One hundred and twenty-nine participants were recruited from two junior high schools in the greater Cincinnati area participants completed the Rosenberg self-esteem inventory as well as questions asking each girl for her likely career choice and her ideal career choice. In a t-test of Equality of means for careers the girls expected to enter, the average self-esteem scores for girls choosing traditional careers was not significantly lower than for girls choosing non-traditional careers. In a t-test of equality of means for ideal choices, average self-esteem scores for girls with non-traditional choice were also not significantly different from the average self-esteem scores for girls with traditional ideal choices. Quantitative analysis did not support the hypothesis that there was a statistically significant positive correlation between self-esteem and career choice among middle school girls.

Clash and Clarice (2004) found the characteristics of rural poverty and female high school athletes: A case study of grade point averages, self-esteem levels, and leadership abilities. The study analyzed and evaluated through case study the characteristics of living in rural poverty in conjunction with grade point averages, self-esteem leadership tendencies, and sexual behaviors and attitudes. The aims of the study were to identify (a) the female athletes’ leadership tendencies (b) the female athletes’ self-concept levels and (c) the ways female athlete’s grade point averages in comparison to other ethnic groups. Based on the leadership ability test results, the study concluded that Hispanic females did not possess the ambition and drive to become
future leaders in society but that the Native American, African-American, and Caucasian females needed additional mentors in this area since this group scored lower than any other group. The self-esteem instrument indicated that girls in this community possessed medium to low levels of self-esteem. Additionally the sexual attitudes survey indicated that at least half of the respondents in the sample would continue having sex. Finally, the research found that Caucasian girls were not performing satisfactorily in academic achievement.

Higher and Donna Louise (2004) Context, moral orientation, and self-esteem impacting the moral development of college students. The purpose of this study was to compare moral orientation and a measure of self-esteem with the degree of consideration given to certain contextual elements of the moral dilemmas presented. Demographic differences (sex / race / ethnicity, and class standing) among respondents were also examined related to the degree of consideration given to certain contextual elements of the moral dilemmas presented. The overall care score was significantly related to peers scale and institutional values scale. The self-care score was significantly related to the relationship and peer scales’ the self-justice score was significantly related to the institutional value scale. All other comparisons did not reach a level of statistical significant.

Byrd and Ronald (2005) found the relationship between self-esteem, self-concept and aggression in Black, Latino, and white middle school males. This study collected and analyzed data for a group suburban middle school boys, ages 11 to 14 to ascertain their feelings of aggression, their self-concepts and the relationships between these feelings and the following were also tested age, race, and ethnic group. The piers-Harris self-concept scale (Ellen piers, 1984) and the Aggression Questionnaire Buss and Warren, 2000) were used to collect the data. A total of 95 boys were involved. Race and ethnic groups included black, white and Hispanic. Analysis of variance and Chi-square analyses were used to test for homogeneity of the sample according to race and age. No significant difference was found for either variable. The 0.05 level of significance was applied as a criterion for F and Chi-square values. Applications of analysis of variance and Chi-square also indicated that the responses of the sample were not significantly different from the responses of boys in the norm groups for the instruments. Application of a Pearson product moment correlation analysis to test for relationships between feelings of aggression and self-concept yielded a most important negative relationship (r=54) i.e when self-concepts of subjects went down, feelings of
aggression went up. The researcher concluded that higher grade point averages were not related to lower body-fat, high self-esteem, and high levels of physical activity. However, the more physical activity that was performed by the students, the lower the student’s percent body-fat. Females tended to be more overweight and participated less in physical activity. Further research is needed to understand why females do not participate in physical activity.

**Irandokht Asadi Sadeghi Azar and Promila Vasudeva (2006)** did a study self-efficacy and self-esteem was selected to evaluate the effect of employment on women in this study. The samples consisted of 250 married employed and 250 married unemployed women in the age range of 24-41 years, with educational qualification of 10+2 and above and having at least one school going child. Stratified convenience sampling technique was used for the selection of the sample. The General Self-Efficacy Scale (GSE) and the Coopersmith Self-Esteem Inventory (CSEI) were chosen for collection of data. The results; showed that the professionally employed women were found to be significantly higher on self-efficacy and self-esteem than unemployed and non-professionally employed women. Non-professionally employed and unemployed women did not differ significantly on self-efficacy and self-esteem. It was conclude that the Status and level of works was important factor for creation of the positive consequences of work in women.

**Jacobson and Steven Dean (2006)** perceived parental nurturance and self-esteem across American and Japanese University Students. The purpose of the current study was to examine the relationship between perceived parental nurturance and self-esteem between two culturally diverse populations, to determine how the trends we find in Western Societies, such as the United States, relate to those found in Eastern such as Japan. Participants for the present study were 121 students form a large Midwestern University: 70 (58.7%) Undergraduate students from US born population and 51 (41.3%) international Undergraduate students from a Japanese born population. The study design utilized the Rosenberg Self-Esteem Scale (RSES) and the Parental Nurturance Scale (PNS) to compare the two samples, and the Marlowe-Crowne Social Desire ability Scale (SDS) was used to control for participants’ socially desirable response patterns. A 2 by 2 between groups analysis of covariance was conducted to compare the relationship between parental nurturance and self-esteem in two different groups of college students (US group and Japanese group). After adjusting for the social desirability scores, there was no significant interaction effect between country
and parental nurturance on self-esteem $F(1,116) = 1.42$, $P = 0.24$. Results also indicated that social desirability scores were more closely correlated with parental nurturance scores for the US group than they were for the Japanese group.

**Bucur and David (2007)** did a study “defining the self: Locus of evaluation, self-esteem, and personality”. The purpose of the present study was to develop and validate the Locus of Evaluation Inventory (LEI), and examine the relationships among locus of evaluation, self-esteem, and measures of personality. The sample size of 47 was not adequate to detect a large effect at the 0.05 level for this type of study (cohen, 1992); There were no significant differences between the two groups for any comparison. Specifically, younger 7th and 8th grades reported the same level of self-esteem, perceptions of family cohesiveness, and level of extra curricular activities as relatively older 7th and 8th graders. Additionally, the academic achievement of the relatively younger groups was 25-items LEI. These results are discussed in terms of the broad implications that locus of evaluation and the LEI may have on conceptualizing, assessing, and facilitating psychological functioning.

**Knightley, Wendy, Whitelock and Denise (2007)** conducted a study on assessing the self-esteem of female undergraduate students to explore the impact on the sense of self and self-esteem of a group of female first-year undergraduates. The tools used included "Self-esteem inventory", a variation on Q Methodology, an "Ideal-self inventory" and a semi-structured interview. The results indicated that participants' self-esteem increased over the duration of the study, as recorded on all four measures. It was suggested that the most appropriate way of uncovering and understanding mediators of self-esteem might be through a mixed-method approach.

**Shabazz and Khalid (2007)** found the effects of environment and age on locus of control, self efficiency, and self-esteem of military and non-military student’s academic achievement. The college drop-out rate for African-Americans, since the 1980s, has risen 63 percent. Due to the negative outcomes associated with the underachievement of the African-American male, researchers began to explore the theoretical proposition from Bandura’s (1986). The study results revealed that environment and age have a significant effect on locus of control and self-esteem, but not self-efficacy. The overall result was that while there was a statistically significant predictive relationship of the impact of locus of control, self-esteem and self-efficacy on academic achievement that the relationship was not practically significant as it accounted for only 7% of variance found. In the final analysis, this research neither
fully confirms nor disconfirms Bandura’s Theory of social learning that there was a definitive impact of environment and age on the three constructs. Rather, this study’s results revealed a more variegated and nuanced understanding of conditions under which the theory holds true, or not.

Smith and Gregory (2007) conducted a survey on parenting effects on self-efficacy and self-esteem in late adolescence and how those factors impact adjustment to college. Approximately three months before starting college, 203 high school seniors completed a questionnaire consisting of the General Self-Efficacy Scale, the Rosenberg Self-Esteem Scale, and the Parental Authority Questionnaire (PAQ) assessing their parents' parenting styles. It was found that authoritarian parents had students with lower self-esteem and self-efficacy, while authoritative parents had students with higher self-esteem and self-efficacy. There was no relationship between permissiveness in parents and the students' levels of self-esteem or self-efficacy. Students higher in self-esteem and self-efficacy experienced less homesickness and showed better emotional and behavioural adjustment to college. Conversely, students lower in self-esteem and self-efficacy experienced more homesickness and had a more difficult adjustment to college.

Murphy and Kevin (2007) found the relationship between emotional intelligence and satisfaction with life after controlling for self-esteem, depression and locus of control among community college students. This study investigated the relationship between Emotional Intelligence (EI) and Satisfaction with Life (SWL) among community college students. A convenience sample of 200 Central Florida Community College students completed the instruments: (1) MSCEIT (Mayer, Salovey and Caruso Emotional Intelligence Test, 2002) to assess EI. (2) RSES (Rosenberg Self-Esteem Scale, 1965) to assess self-esteem. (3) BDI-11 (Beck Depression Inventory, 11) Beck, steer and Brown (1997) to assess depression. (4) I-E Scale (Internal-External Locus of control Scale) Rotter (1996) to assess locus of control. (5) SWLS (Satisfaction With Life Scale) Diener, Emmons, Larsen, and Griffin (1985) to assess overall (global) Satisfaction With Life. Givariate correlations between the known predictor variables (self-esteem, depression, and locus of control) and the dependent measure (SWL) are in agreement (size and direction) with prior research. However, correlation analysis suggested no correlation between EI as well as all four components of EI with SWL or the known predictor variables. These findings agreed with prior research reporting correlations between EI and components of EI with SWL. A series of five hierarchical
regression analyses was conducted to investigate whether EI or any of the four components of EI contributes in the prediction of SWL after accounting for known prediction (self-esteem, depression and locus of control). The results of all five hierarchical regression analysis suggested EI as well as the components of EI do not account for additional variance in SWL among community college students. Therefore, results of the study suggested EI was not an important predictor of SWL among community college students.

**Westermann and Lawren Delong (2007)** did a study “The social support and Self-Esteem of victims of relational bullying”. The present study investigated the perceived social support and self-esteem of third-through sixth-grade students (N=264) who were victims of relational bullying. Correlations among social support and self-esteem scores indicated significant relationships among social support and Self-Esteem for female victims of relational bullying but not males. Finally, total social support moderated the relationship among total (relational and direct) bullying and low self-esteem, but support from individual sources did not moderate the negative impact of relational bullying on specific facets of self-esteem.

**Bishop and Josephine Lydia (2008)** did a comparative analysis of self-esteem, school involvement in seventh and eighth graders dependent upon their relative age. Although the relatively young represent approximately 50% of a given class room, there was very little research on their mental health, and thus they represented an understudied population. Being relatively young put children at a higher risk for experiencing short-and long-term negative consequences including lower scores on self-esteem measures throughout their academic career. (Thompson et. al. 2004) and a higher rate of suicide (Thompson et. al., 1999). This study sought to add to this literature by looking at between group differences on measures of cognitive, affective and behavioral outcomes for this understudied and vulnerable group. The research participants were 47 middle school 7th and 8th graders from an affluent long Island, NY Suburban Community. The findings were not in line with other research it is important to understand that these children should be considered to be an “at risk” group for cognitive, affective and behavioral difficulties.

**Armstrong, Shelley, Oomen and Early Jody (2009)** compared collegiate athletes and non athletes to see whether there were significant differences in the perceived levels of social connectedness, self-esteem and depression and it as interaction among the variables. Results revealed that athletes had significantly greater
levels of self esteem and social connectedness as well as significantly lower levels of depression, than did non athletes.

Distefana, Christine Moti and Robert (2009) examined the multi group invariance of global self esteem and method effects associated with negatively worded items on the RSE between males and females. Findings suggested that, whereas method effects existed on the RSE scale for both male and females. The method effects associated with negatively worded items did not influence the measurement invariance and mean differences global self esteem scores between the sexes.

Erickson Sarah, Hahn Smith Anne and Smith Jane Eellen (2009) investigated how weight ethnicity body esteem, body dissatisfaction and disordered eating attitudes or behaviours contribute to global and dimensional self-esteem in pre-adolescent girls. It was find out that a complex relationship emerged between weight and body esteem when predicting self-esteem among girls with low moderate body esteem, heavier girls had higher self-esteem than lower weight girls.

Oguz Duran, Nagihan and Tezer Esin (2009) investigated the differences among Turkish first year university students regarding overall wellness and four of its dimensions in terms of self-esteem levels and gender. The findings indicated that students who have higher self-esteem reported higher scores on all the four dimensions of wellness and females reported higher levels of relational wellness and physical wellness than males.

Szymanski, Dawn, Gupta and Arpana (2009) examined the relations between multiple internalized oppressions and African American Sexual minority person’s self-esteem and psychological distress. The findings indicated that self-esteem partially mediated the relationship between internalized heterosexism and psychological distress

2.7. An Overview of Research Reviewed

An overview of the research reviewed in this chapter reveals the following.

1. Studies on environmental factors and academic achievement in India

environment on educational aspiration P. Mary Joise and Arockiasamy.S (2003),
achievement motivation and academic achievement Venita Singh (2003), family
environment on emotional competence of adolescents Arati, Ratna and Prapha (2004),
adolescents classroom environment and achievement Chin T.Y and angels F.L. (2004),
effect of gender, home and environment on educational aspiration Goel S.P (2004),
avcademic performance Vijya Avinashilingam N.A. and Upayana Singh (2004),
classroom perceptions on motivation and achievement Webster, Bertha (2004), home
environment Amruth G.Kumar (2005), effect of peer tutoring on learning outcome
Mehra.V and Mondal H.R. (2005), school environment Jebra Sheela and
Arockiasamy.S, (2006), home environment and adjustment John Louis Manoharan and
Christie doss.I (2007), class room learning environment and self esteem (2008), home
environment and their teaching Selvaraj Gnanaguru,.A, and Suresh Kumar.M (2008),
classroom environment and academic achievement Amutharanjini sivakumar.D (2008),
Impact of environmental factors on Academic achievement Subramaninan S. and

2. Studies on environmental factors and academic achievement abroad

Achievement and environmental related factors Tonglet Jenifer Philips (2000),
relationship between school climate, academic self concept and academic achievement
Acosta Esther (2001), family environment of disorder children Jewell and Dean (2001),
home literacy environment on reading achievement Rashid, Fontina Louise (2001), a
comparison of affrication – americation achieving and underachieving students
Robinson-Health and Deborah .C (2001), comparison of ability achievement
discrepancy models for identifying learning disabilities Roderiques and Adrienne Blunt
(2001), learning environment in biology classroom and their attitudes towards biology
Cakiroglu, Jale Telli and sibel (2003), learning environment and achievement Misra,
K.S (2003), academic environment Skinner and Amy Danielle (2003), a study on
attitudes toward biology and learning environment Suh-Fang Chuarag and Yeong-
Jing cheng (2003), academic behavior and achievement Chen, Jennifer and Jun-Li
(2004), learning styles and learning environment Hill and Jennifer Lynne (2004),
student achievement in relation to poor factors in a experiment hyper growth Birdwell
and Angela Denise (2005), social support and academic achievement Laibach and
Colleen (2006), a historical perspective on Indonesian Islamic school curricula Zuhdi
and Mohammad (2006), effect of perceived success for children with individual
education programs in reading and persistence and comparison with peers Anderson-

3. Studies on Study habits and academic achievement in India


4. Studies on Study habits and academic achievement abroad

5. Studies on self esteem and academic achievement in India


6. Studies on self-esteem and academic achievement abroad


2.8. Conclusion

A close analogy of the review related that majority of the studies were conducted in different states in India. A few studies were conducted in Tamil Nadu. The present study goes further on layout of biology in higher secondary schools in Tamil Nadu. The present study fills the gap left by other studies by analyzing environmental factors, study habit, self esteem and academic achievement of biology on the basis of number of variables, such as sex, classes studying, locality of institution, nativity of the learner, nature of school, type of management, medium of instruction, fathers’ education, fathers’ occupation, fathers’ income mothers’ education, mothers’ income, mothers’ occupation, status of the family of school and strength of the students in eleventh and twelfth standard biology. This investigation makes an attempt to analysis the process of learning biology in higher secondary schools in Kanyakumari, Tirunelveli and Thoothukudi district of Tamil Nadu. The ensuing chapter deals with design of the study