Chapter- 2

2.1. INTRODUCTION:-

The phrase 'review' of literature' consists of two words: Review and Literature. The word 'literature' has conveyed different meaning from the traditional meaning. It is used with reference to the languages e.g., Hindi literature, English literature, Sanskrit literature. It includes subject content: Prose, Poetry, Dramas, novels, stories etc. Here, in research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies.

The term 'review' means to organize the knowledge of the specific areas of research to evolve an edifice of knowledge to show that his study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesis the available knowledge of the field in a unique way to provide the rational for his study.

The term 'review of literature' has been such defined in the following ways:

**According to Good, Barr and Scates**-

"The competent physician must keep abreast of the latest discoveries in the field of medicine..........Obviously the careful student of education, the research worker and investigator should become familiar with location and use of sources of educational information."

**According to W.R. Borg**-

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

**According to Charter V. Good:**

The key to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking."

### 2.2. NEEDS OF REVIEW OF LITERATURE;

The review of literature is essential due to the following reasons:

1. One of the early steps in planning a research work is to review research done previously in the particular areas of interest and relevant area quantitative and qualitative analysis of this research usually gives the worker and indication of the direction.
2. It is very essential for every investigator to be up-to-date in his information about the literature, related to his own problem already done by others. It is considered the most important pre-requisite to actual planning and conducting the study.
3. It avoids the replication of the study of findings to take and advantages from similar or related literature which regards, to methodology, techniques of data collection, procedure adopted and conclusions drawn. He can justify his own endeavor in the field.
4. It provides as sources of problem of study, an analogy may be drawn for identifying and selecting his own problem of research. The researcher formulates objectives and hypothesis on the basis of review of literature. It also provides the rationale for the study. The results and findings of the study can also be discussed at length.

The reviews of literature indicate the clear picture of the problem to be solved. The scholarship in the field can be developed by reviewing the literature of the field.
2.3. OBJECTIVES OF REVIEW OF LITERATURE:

The review of literature serves the following purposes in conducting a research work—

1. It provides theories, ideas, and explanations of hypotheses which may prove useful in the formulation of a new problem.

2. It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication or duplication.

3. It provides the sources for hypotheses. The researcher can formulate research hypotheses on the basis of available studies. It is essential for directional hypotheses.

4. It suggests method, Procedure, Sourced of data and statistical techniques appropriate to the solution of the problem.

5. It locates comparative data findings useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.

6. It helps in developing expertise and general scholarship of the investigator in the area investigated.

7. It contributes towards the accurate knowledge of the evidence or literature in one's area of activity is Good Avenue towards making oneself. This knowledge in an asset ever afterwards. Whether one is employed in an institution of higher learning or a research organization.

Bruce W. Tuckman (1978) has enumerated the following purposes of the review:

1. Discovering important variables.

2. Distinguishing what has been done from what needs to be done.

3. Synthesizing the available studies to have perspective.

4. Determining meanings, relevance of the study and relationship with the study and its deviation from the available studies.
Edward L. Vockell (1983) has pointed out the following two purposes:

(i) Primary and (ii) Secondary purpose.

(i) The main purpose of this review is to put the hypotheses to be examined in the research report into its proper context.

(ii) Secondary purposes of this part of the report are to provide readers with guidelines regarding where they can look to find more information and to establish the author's credential by letting readers known that the researcher is aware of what has been going on with regard to the current and related topics.

The review of literature provides some insight regarding strong points and imitations of the previous studies. It enables him to improve his own investigation.

2.4. SOURCES OF REVIEW OF LITERATURE;

There are various sources of literature which may be sued for this purpose. The sources can be broadly classified into these heads.

(1) Books and Text-Books material.

(2) The periodical Literature.

(3) General references.

(4) Summary report

(5) Research work

(6) International publication

(7) Encyclopedia of Education

(8) Govt.publications
2. 5. FUNCTIONS OF REVIEW OF LITERATURE;

There are five functions of review of literature:

- The conceptual frame of reference for the contemplated research.
- An understanding of the status of research in problem area.
- Clues to the research approach, method, instrumentation and data analysis.
- An estimate of the probability of success of the contemplated research and the significance or usefulness of the findings and, assuming the decision is made to continue.
- Specific information required to interpret the definitions, assumptions, limitations and hypotheses of research.

The detailed description of these functions has been given in the following Para:

2. 6. HOW TO CONFER THE REVIEW OF LITERATURE;

The place to begin a review of the literature varies; depending upon how familiar the researcher is with the problem area as we stated earlier, the thoroughly well-read researcher will need to complete only a brief review of the latest writings and research. Since this researcher will also know the major thinkers and sources of research in the field, he does not usually need help in conducting this brief review.

This section then, will assume that the researcher is not an expert in the problem area and discuss how the non-expert reviews the literature.

The non-expert should begin by reviewing the conceptual literature, for it is more comprehensive than the research literature and will provide a better review of issues. An excellent place to begin is with a general text in the problem area in an encyclopedia or review of recent works. In education, we have excellent general texts in almost all area as well as general encyclopedia or review of recent works.
When the research problem has been specified, the researcher should take stock of his reading to date, particularly appraising its relevance in the light of the newly specified research problem. He will want to ascertain whether the conceptual literature already reviewed provides a thorough conceptual framework for the specific problem that he has new decided upon, or whether further work is needed in the conceptual literature. In other event, however, he will also want to move on new to the research literature, and begin to see the what, when, where, who and how of previous research on his specific research problem.

In the courses of reading the conceptual literature, he will have come upon references to research studies. These may be a good first set of studies to locate and read, preferably as complete report. But usually, at some point, his list of references is exhausted and the non-expert will seek other references form the mass of the published literature. We are fortunate in education in having available several basic tools to use for reviewing professional literature, such as the education Index, Child Development Abstracts, Psychological Abstracts, Sociological Abstracts, and Parallel tools for the Reader's Guide to Periodical Literature.

In fact there are two guides to reference books and a book on how to locate educational information. These, and the most frequently used indexes and abstracts are listed above, with a brief summation of the main function, purpose, and organization of each. The researcher not already familiar with all of these resources should make it a point to become familiar with each of the sources listed, since at some point in most research, any or all of them might be useful.

The non-expert begins this phase of review by using the index or abstract most relevant to his problem area. For example the researcher interested in developing a research project in the area of teacher-education in the elementary school, the most relevant index is the Education Index. As noted in the list above, this is an alphabetical topical index issued monthly which lists under each topic recent relevant books and journal articles. To
use the Education Index in review of literature for the teacher-education study, the non-expert would take the specific problem on teacher-education, also listing several related terms like 'teaching practice' criteria of admission, and 'identifying teaching skills' and go to the Education Index, pick up the most recent bound volume, look under these headings, and copy every title appearing there which seems to have relevance for the problem.

2.7. SOME HINTS FOR REVIEW OF LITERATURE:

Some miscellaneous hints are provided here to review the literature. First additional library sources will be helpful, such as specialized dictionaries' and biographical references. The dictionaries, of courses, are most useful in formulating the research definitions, but also of value in making certain that we understand all of the concepts that we discover in the literature. It is a good policy to vary our understanding of all important terms and concepts, even those which are familiar. We may have enough grasp of the enough of use it in research. The listings of thesis and dissertations provide the most complete and current contact with a large part of the research done in colleges and universities, much of which is not published and so never indexed or abstracted.

A second hint is to realize that reviewing the literature is essentially the library phase of the project, and so we must become thoroughly conversant not only with the way in which libraries in general function, classify, and catalogue, but also with the way in which the specific library in which we work does these things obviously. We must become thoroughly familiar with the general catalogue and Library of Congress cataloguing system/individual libraries differ. Therefore, the simplest procedure is to thoroughly familiarize ourselves with, the rules and techniques of the libraries in which we shall do our bibliographic research. Most libraries have staff available to give an overview of the procedure and organized, and we should take advantage of this advice. Trial and error at this stage is needlessly wasteful of that precious research commodity, time, and so is to be avoided.
A third hint is to recognize that there are only two criteria for good bibliographic research; accuracy and consistency. Therefore from the very beginning of the review of the literature it is sound practice to begin recording the essential information accurately and in exactly the same way.

A fourth hint is to copy direct quotations and not paraphrases of an author's remarks on the bibliography cards. It is impossible at the early stage of the research to know in what forms we will want to use an idea abstracted from the literature. If we have it transcribed directly, we can use it later in our report either as a quotation or paraphrased. If, however, we only paraphrased it and later want to use the quotation, we must make a wasteful and unnecessary trip to the library. When a quotation is put down on the bibliography card, be certain to note the page number of the book or journal on which it appears, for this will be needed in referring to the quoted remark.

Consistently, throughout this library phase of the research, we should be over-compulsive in our note taking. If we err, it is far better to err on the side of writing too much than on the side of writing too little. The one thing we wish to avoid is the necessity, latter in the project when time is precious and needed for activities like data analysis and report writing, of having to return to the library to amplify some brief note or very a half-remembered quotation. In keeping with this thinking, at every stage of the project we should also make a note and keep a record of ever information seeking activity in which we engage. This includes correspondence, conversation, and discussions on appropriate techniques or methodology with consulting experts. Remembers that until the research project is completed and the report written, it is impossible to known what will not ultimately prove to have relevance.

This chapter provides a detailed discussion of preceding research studies conducted in the area of stress and achievement. Survey of related literature helps the researcher to formulate and define the problem of study, its hypotheses, methods, and designs best suited to the type of research undertaken. It may contribute to the general scholarship of
The investigator by providing ideas, theories and explanation, valuable in evolving a research endeavor.

The book, journals, magazines, encyclopedias, dissertations and abstracts in the relevant field of study are the sources of tracing the trends of research. After going through all the sources available, relevant references have been reported in the present study. An exhaustive effort has been made by the researcher to search as many studies as could be available through journals, books, good libraries and internet.

2.8. THE DESCRIPTION OF THE RELATED STUDIES IN THE AREA OF STRESS AND ACHIEVEMENT OF THE STUDENTS ARE GIVEN BELOW;

Bhatnagar, A. 1 (1972) studied the effect of individual counseling on the achievement of bright underachievers.

The objective of this study was to study the effect of individual counseling on the achievement of bright underachievers and to identify some of the possible factors associated with underachievement of the bright students.

The sample was drawn from one school in New Delhi. Twenty bright underachieving students were selected from classes VII, VIII, IX, X and XI for the study. (Bright underachievers were identified with the help of three group tests of intelligence, viz; verbal reasoning (DAT), Abstract Reasoning (DAT) and the Nafde’s non-verbal test of intelligence). The Stanford Beret test of intelligence was conducted to each of the twenty students to confirm the ability level. The four sessions of counseling were held. Pre and post counseling examination marks were converted into standard grades and the Wilcoxon matched pairs signed ranks test was applied to see the significance of difference in pre and post counseling achievement marks.
The results revealed that there was an improvement in the achievement of the pupils who had been given individual counseling and some non-cognitive factors such as psychological, physical, familial, educational factors emerged as factors associated with the underachievement of the bright pupils.

Subramania, Dandapani (1977) conducted his research on the effect of a group Guidance Programme upon the Academic Achievement of high school underachievers.

The objectives of the study were to determine whether or not high school male underachievers who participated in the programme of group guidance, counseling and remedial help, achieve significantly higher on an academic achievement test in comparison with the non-counseled underachievers.

The research population consisted of 650 students drawn from X Standard English medium classes of 12 high schools in the Mysore City. The study had an experimental group of 30 underachievers, 30 (Counseled) underachievers and another of 30 normal achievers. The Group Test of Scholastic Ability (GTSA) standardized by the state bureau of Education and vocational Guidance and a battery of academic achievement test covering Mathematics, science and social studies at the IX and X standards. The programme of guidance and remedial help consisted of sessions. The data were analyzed by employing analysis of covariance.

Here a question arises that there could also be other school related factors besides a teacher's personality, which could influence a student's academic performance. In this connection, Rutter (1979b) conducted an extensive study on twelve schools that varied in size, physical space per students, availability of sports facilities, leadership styles and educational aims. The students in these schools were measured on a number of factors such as verbal reasoning, parental occupation, behavior, attendance, success and delinquency. The results indicated that the school size and physical facilities were not as important as was the degree of academic emphasis, the teacher's activities and lessons, the availability of incentives and rewards. More specifically the teachers expectations and
his or her interaction with the students, the style of maintaining discipline in the classroom, the pleasantness of environment and opportunity for the students to feel responsible were found to be most important in student's achievement and satisfaction.

**Mattar (1981)** using an Egyptian sample found that the relationship between anxiety and academic achievement was positive and statistically significant for scientific section students, whereas it was negative for literary section students.

**Christian (1983)** studied need achievement and study habits of the pupils of standard 10 in relation to sex, study habits inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field.

**Mowji, M.N. (1983);** an investigation into the educational and vocational problems of higher secondary students of Greater Bombay.

The objectives of the study were to investigate the nature degree and extent of the problems, both the educational and vocational of the junior college students.

The method employed was the normative survey method. The sample consisted of 1800 pupils of XI and XII standards out of which 623 were girls, selected from 15 co-educational secondary and higher secondary schools. The data were collected through a questionnaire, discussions with students, interviews with school and college principals, interviews and discussions with different subject teachers of standard XI and XII and data were analyzed using percentages and co-efficient of correlation.

It was found that junior college students faced educational and vocational problems and difficulties due to absence of guidance.

**Fernandes, L. (1984);** Studied the effect of guidance and counseling on the academic achievement of underachieving preadolescent and adolescent girls.
The objectives were to find out the effect of counseling on the achievement of pre-adolescent and adolescent underachievers and to compare it to that of non-counseled normal achievers.

The counseling consisted of 10 sessions consisting of tests on level of aspiration, a case conference, personality models, quiz programmes, autobiography, photo language, games and group discussions. The research design included a pretest post test one using an experimental and control group discussions. The sample was drawn from class VIII (Pre-adolescent) and class X (adolescent) students. Analysis of covariance was used for examining the hypothesis.

The findings were that the academic achievement of counseled adolescent and pre-adolescent were significantly greater then that of non-counseled adolescent and pre-adolescent.

**Gupta, S.R. (1985);** a study of objectives, Programmes, infrastructure facilities and perceived effectiveness of guidance services in Delhi Schools.

The objectives of the study were to study and analyze the objectives of school guidance services; to study both physical and financial infrastructure facilities and to study various activities taken up under guidance services in schools.

This normative survey research was conducted in Delhi and was confined to government senior secondary schools situated in urban and rural areas. A subject of 100 Counselors, 100 Principals, 500 Teachers, 500 Parents and 1000 students were selected randomly as a sample. The tools developed were a questionnaire for school counselors, an interview scheduled for teachers and a perceived effectiveness Inventory for Principals. The data were analyzed using Percentage, Anova and t-test.

The major finding was that most of the counselors followed objective educational and vocational decision making, they used intelligence tests. They tried their best to solve such problems as under achievement, adjustment, emotional maladjustment, financial
problems etc. of the students. Large facilities in the schools were needed such as separate rooms for counseling for test materials and for displaying the materials.

Kamat, V. (1985); Improvement of self concept through personal Guidance; PVDT College of Education for women, Bombay.

The objectives of the study were to measure self concept of remand home boys and to give them coaching in two school subjects; viz; science and mathematics, to improve their academic achievement and then to find out the differences, if any, in the self concept of those boys.

The case study method and experimental method were adopted. The sample included 14 boys from a remand home in Bombay. Questionnaires, interviews, observation, personal guidance and records were the tools for the study. A self concept inventory prepared by Jogawar (1975) was administered to the subjects, for study of self concept the preset post test design of experiment was used. The subjects were 3 coached for 3 months at the initial stage. The t-test was used for analysis of data.

The findings were that there was significant improvement in achievement of students because of coaching. Thus it was concluded that self concept could be improved through improvement in academic achievement.

Singh (1989-90) made an investigation into the Study habits of scheduled caste adolescents in relation to their sex and achievement motivation. The study was conducted on 150 boys and 150 girls belonging to scheduled caste from 9th classes in Himachal Pradesh India. The ‘F’ value of 5.16 for the main effect of sex on the study habits was significant at 5 percent level. It indicated that the study habits of boys and girls differed significantly. Boys had significantly better study habits than girls.

Ramaswamy (1990) studied the relationship between study habits and academic achievement in high and low achieving boys and girls of 11 standards in Madurai district, Tamil Nadu, India. The study habit inventory of Patel (1976) was used to measure the
study habits. Product moment correlation was used to find out the relationship between study habits and academic achievement. The correlation analysis revealed significant relationship between the study habits and academic achievement variables.

**Sundararajan and Lilly (1991)** analyzed the Study habits of 9 standard pupils.

Sample of 480 (210 females and 270 males) students were selected by using cluster sample technique from two urban and two rural schools in Chidambaram, Tamil Nadu, India. Study Habit Inventory of Mukopadhyaya and Sanwan (1983) were used in this study. The test of significance revealed that girls had significantly better Study habits than boys. But no significant difference was found between rural and urban students with respect to their Study habits.

**Vijayalaksmi and Natesan (1992)** studied factors influencing academic achievement. From Coimbatore, 100 students studying in XI standard were selected for the study of which 50 were boys and 50 were girls. To assess the socio economic status of the subjects, the socio economic status scale developed by Vendal (1981) was used. To assess the academic achievement of the subjects, the total marks obtained by the subjects in the quarterly and half yearly examination was taken. Findings showed that girls had a higher mean academic achievement compared to boys.

**Mehta and Malhotra (1993)** carried out a study to find out the predictors of academic achievement among 300 arts students. Stepwise regression analysis revealed that study habits and study attitudes were the important predictors of academic achievement.

**Choudhary and Muni (1995)** reported that parental support had positive effect on their children academic performance. They carried out a study on the role of parental support in children’s need satisfaction and Academic achievement. The sample consisted of fifty children from 7th grade to 9th grade of equal number of boys and girls. Family effectiveness and need satisfaction” inventory and academic marks were used as measures in this study.
Muller (1995) examined how parental involvement intervenes in the relationship between maternal employment status and mathematics achievement in terms of educational adjustment of 8 grades. Data on 13,831 students and their parents from the National educational Longitudinal Study of 1988 (NELS, 1988), base year and 1st year followed up were analyzed. The findings showed that part time employed mothers generally had the highest levels of involvement. Children performed better on base year tests when mothers were employed part time or not employed.

Felner et al. (1995) revealed that youth from families in which neither parent had graduated exhibited significantly worse socio emotional and academic adjustment compared to those youth from families who were graduated. The sample consisted of 398 early adolescents of South Eastern United States. The family environment scale developed by Moas, Insel and Humphreys (1974) and parents acceptance and rejection questionnaire developed by Rohner (1989) and adolescents adjustment in terms of anxiety and depression were measured by the children’s De Manifest Anxiety Scale Revised (Reynolds and Richmond, 1978) and the children’s depression inventory (Kovacs, 1981) and perceived competence scale (Harter, 1982).

Singh and Broota (1995) studied the effect of skill counseling on high test anxious students. The relative effectiveness of study skill counseling in reducing the self-reported anxiety of high test anxious subjects was investigated, along with a comparison of achievement levels and performance of students before and after the counseling. The study concluded that 18% of the high test anxious students had average study habits, 6% had good study habits and 75% had poor study habits. A significant negative relationship between test anxiety and performance was also reported. There was a significant difference between counseling and control groups on anxiety scores.

Pal et al. (1996) studied socio-psychological factors, which promote student’s mathematics competence among urban and tribal students.

A sample comprised of 194 urban and 132 tribal students was administered mathematics
achievement test developed by National council of Educational Research and Training. It consisted of three parts. First part contained information regarding age, caste, parental education and occupation, family gender etc. Second and third section measured Self-concept and locus of control respectively. The test of significance revealed that mathematics competence of urban students was positive and significant relationship between father’s education and mathematics competence. Urban students whose fathers had higher educational status performed better in mathematics.

**Verma (1996)** studied the relationship between intellectual ability, test anxiety and achievement in different school courses. It examined whether achievement in different school courses in influenced by intellectual ability and test anxiety. The findings indicated that there were significant effects of both intellectual ability and test anxiety on the achievement of students in all the school courses. Average academic performance of low test anxious students was better than their high test anxious counterparts. In the case of science and math, the high intellectual ability students, on the average performed worse under high test anxiety conditions.

**M.P. Gupta, 1997** studied Adolescent’s Environment Awareness in the context of Religious Attitude, Scientific Attitude and Scholastic Achievement

Objectives of this study were to study the effect of religious attitude on environmental awareness of adolescents, to study the effect of location on environmental awareness of adolescents and to find out correlation between scholastic achievement and different components of environmental Awareness. Ex-post- facto design was used for the study. Stratified random sampling was done. The whole population was divided into two main strata. Each stratum was further divided into four schools, one school from the each district of Hadoti. These schools were selected randomly and all the +2 students as were present in the classes were included in the sample. Finally the sample was constituted of 500 students (Rural-250 & Urban-250). Inventories for Environmental Awareness and Religious Attitude, Test for scientific attitude and Performa for recording scholastic
achievement constructed by the investigator were used for the study. ANOVA, t-test and Product Moment Coefficient of Correlation were used for data analysis. Result was concluded that the effect of religious attitude on environmental awareness was not found significant, the effect of scientific attitude on environmental awareness was found Significant and the effect of scholastic achievement on environmental awareness was found significant.

**Patel (1997)** investigated the causes of under achievement in mathematics of eight grade students having high numerical ability. A sample of 35 high achievers and 40 low achievers was selected from schools in Gandhinagar, Gujarat, India, based on their marks in mathematics. The chi-square analysis revealed that Study habits have tremendous effect on the achievement. High discussing important concepts / aspects of mathematics with teachers / peers and finding out solutions to their difficulties etc.

**Sampath and Selvarajnanaguru (1997)** studied the Study habits of higher secondary commerce students. 428 higher secondary second year commerce studying in Chidambaran taluk in Tamil Nadu were selected by using cluster sampling technique. Study Habit Inventory of Mukopadhyay and Sansanwal (1983) were used as a tool of the study. The ‘t’ test indicated that there was no significant difference between study habits of boys and girls.

**Manoranjan Panda, 1998** studied the relationship between socio- economic status and achievement of class IX students.

Objectives of the study were to identify various factors determining the social and economic background of students, to make a survey of the school interventions that have a bearing on the achievement of students, to assess inter- relationship between SES, academic achievement, and school intervention in different categories of schools, to predict academic achievement with the help of socio- economic status and school intervention in different categories of schools. Sample was of four Welfare schools, 14 Government schools and 37 Non-Government schools. SES Scale and Interview
Schedule for Studying the Intervention Relating to Achievement of the Students were the tools used for the study, Conversion of raw scores to standard scores, test of significance, Coefficient of correlation, regression technique, partial and multiple correlation and Standard Error of Multiple ‘R’ were the techniques used for data analysis. There was significant difference in academic achievement of students studied in different types of schools, there was no significant difference in school intervention score between Government and non-government schools.

**Budhdev (1999)** conducted a study, which was designed to compare academic achievement among children of working and non-working mothers studying in secondary schools of Saurashtra region. Sample included 307 girls of non-working mothers. Academic achievement of the children of working mother was greater than the children of non-working mothers.

**Janakavalli, 1999,** Studied the Effect of Visual Efficiency Skills on the Achievement of Low Vision Children in Tamilnadu

Objectives were to study the types of visual efficiency tasks that can improve the visual efficiency skills of low vision children, to study the effect of the visual efficiency training (full/part/no training), setting(special/integrated), and gender (boys/girls) on the development of visual efficiency skills of low vision children, to study the effect of visual efficiency skills of low vision children on the basis of their visual acuity (lower/middle/higher), age (lower/higher). The investigator applied multistage sampling procedure to ensure adequacy of sample in each level of the independent variables so that the distribution of the sample satisfy the assumptions of parametric statistics used in the study. 300 low vision children from special schools and integrated programmes in Tamilnadu were randomly selected. Among 300 selected children, 100 students were given full training on visual efficiency, 100 students were given training partly, whereas, no training was given to remaining 100 students. In the sample there were 150 boys and 150 girls. 75 boys were drawn from special schools and the remaining 75 boys were
drawn from integrated schools. Similar was the distribution of girls. The investigator used Low Cost Functional Assessment Kit (LOFAKT) developed by Sri Ramakrishna Mission Vidyalaya, College of Education, as a major tool to study the visual efficiency skills of low vision children. The investigator also used the causal- comparative design and correlation design in the present investigation.

It was concluded that the visual efficiency tasks that were found to be contributing to the visual efficiency of low vision children were developing interest in seeing, encouraging attention, tracking of objects, recognition of objects, visual memory tasks, visual integration tasks, visual closure activities, form constancy and figure ground discrimination (eye-hand and eye-foot), the visual efficiency training given to the low vision children played a significant role in improving their visual efficiency skills. A high significant relationship has been found between the visual efficiency scores of low vision children and the frequency of favorable learning behaviors of low vision children in terms of gender.

Hemabati Nganbam, (2000) studied the English Language Learning and its use by Professionals and Non-Professionals of Baroda City

Objectives for this study were sort listed as to study the processes adopted by professionals and non-professionals for learning English Language, to study the extent of utilization of English Language by the professionals and non-professionals in their day to day activities. 120 respondents representing different categories of professionals and nonprofessionals without barriers of any specific linguistic community or sex constituted the sample for the study. Questionnaires, un-structured Interview Schedule and Opinionative tools were used for the study. The data were analyzed by computing frequencies, percentage responses, correlation and Chi-Square Findings of this study were sort listed that almost all the Professionals (P) and Non-Professionals (NP) learned English language under a tutored or formal situation; most of the P and NP had their schooling in regional languages. However, most of them had their Higher Education
through English language, most of the P and NP had not attended any English improvement course and both the P and NP personnel needed English very much in relation to their professions and occupations.

**Joshi (2000)** conducted a study on neuroticism, extraversion and academic achievement as related to gender and culture.

The sample chosen for the study was 400 students of VIII class belonging to urban and rural area. Eysenck’s personality inventory was used for data collection. Results revealed a significant difference between boys and girls of rural areas on academic achievement.

**Pada, M. (2000)** studied the Relationship between Academic Achievement and School Interventions of Class IX students.

The objectives of this study were to find out the effect of school interventions on academic achievement in different categories of schools and interrelationship between academic achievement and interpretations provided in different categories of schools. Descriptive survey method as well as qualitative and quantitative approaches was adopted for the study. The sample was taken as 55 Headmasters and 550 students of Class IX from different categories of schools in the district of Phenkani, Orissa, using probability sampling method for the study. The tools were used such as achievement test of annual examination. Findings were analyzed that all categories of school differed significantly from one another as regards the academic achievement of the learners, there was no significant difference in school intervention score between government and non-government schools, there was no significant relationship between academic achievement and school intervention in government and non-government schools, there was marked relationship between academic achievement and school intervention in the schools managed by ST and SC Development Department. It was also concluded that there was no significant relationship between academic achievement and school intervention in the schools of Dhenkanai district.
Ranjita Misra, Michelle Mckean, June 2000. Sarah West, Tony Russo studied Academic Stress of College Students: Comparison of Student and Faculty Perceptions.

This study examined the perceptions of academic stress among male and female college students and compared faculty and student perceptions of student’s academic stress. The sample consisted of 249 students and 67 faculty members from a Midwestern University. Mean age of the students and faculty members were 21 years and 42 years respectively. Results indicated a considerable mismatch between faculty and students in their perceptions of student’s stressors and reactions to stressors. The faculty members perceived the students to experience a higher level of stress and to display reactions to stressors more frequently than the students actually perceived. This could result simply from the faculty observing the students only during their moments of stress in the classroom. Results also supported the hypotheses that stress varied across year in school and by gender. Implications for improving faculty-student interactions were discussed.

Mohanasundaram, K. and Kumar, J. (2000) conducted a study on Hemisphericity and Achievement of Class XI Students Studying History in Higher Secondary School. Objectives of this study were to find out the significant difference, if any, in achievement in history of Higher Secondary students with right, left and integrated hemisphere dominance, to find out the correlation, if any, between hemisphericity and achievement of Higher Secondary students in history. Method: Descriptive normative survey method was adopted in the study. A sample of 300 students studying History at Class IX in Higher Secondary schools in Thanjavur District in Tamil Nadu, using stratified random sampling technique was adopted for the study. The tools used were Style of Learning and Thinking Test and Achievement Test. Findings: (1) there was significant difference in achievement between the students with right and integrated hemisphere dominance. (2) There was no significant difference in achievement in history between the students with left and right and left and integrated hemisphere dominance. (3) There was significant correlation between right and integrated hemisphere dominance
and achievement in history of the students. It inferred that the right hemisphere dominance contributes more to the achievement than the integrated hemisphere dominance. The study suggested for further study that by activating the right hemisphere of the brain, the achievement of the students in history subject can be improved. It can be implemented in other subjects also.

Rathore, J. (2000). Studied the Scholastic Achievement of Children Studying at the Primary Level in Environmental Studies (Science) with Special Reference to MLL and Development of Remedial Teaching Strategies

Objectives of this study were to compare the overall achievement of boys and girls on efficacy of Teaching Learning Materials (TLM); (2) to compare the overall achievement of urban and rural children; (3) to compare the overall achievement of children of FPS and NFE centers. Descriptive survey method was adopted for the study. The sample was taken 1000 children 500 FPS and 500 NFE centers from the city of Khandwa and the adjoining areas of Khandwa district was adopted for the study. The tools used for the study were an Achievement Test. The performance of boys was found better than that of the girls studying at NFE centers and formal primary schools, there was found a significant difference in the scholastic achievement of children studying at the rural and urban areas of Khandwa district there was a significant difference in the performance of overall children studying at NFE centre.

Sinha et al. (2000) compared students in India (n = 198) and Canada (n = 344) with respect to stress, coping, and selected psychosocial variables, namely, locus of control, self-esteem, life orientation (optimism-pessimism), and the two main hypotheses postulated that, compared to the Canadian students, Indian students experienced more stress and preferred emotion focused coping strategies for dealing with stress. It was also predicted that the Indian students would have and external locus of control, low self-esteem, pessimistic life orientation and greater social support satisfaction. The results revealed instead that the Indian students reported less stress than the Canadian students
and preferred emotion-focused coping strategies. The Indian students scored higher on chance control, but were similar to the Canadian students on powerful others and internal control. The Indian students were less satisfied with social support than were their Canadian counterparts.

**Yadav, R. (2000)** studied the Vocational Preferences of Adolescents in Relation to their Intelligence and Achievement in Relation to their Intelligence and Achievement.

Objectives of this study were to find out the vocational preferences of the study and to find out the relationship of vocational preferences with intelligence and achievement. Descriptive survey method as well as qualitative approach was adopted for the study. The sample was taken 200 intermediate students of 4 intermediate colleges of Agra, using probability sampling method for the study. The tools were R.K. Tandon's Group Test of Intelligence; Thurston's Interest Schedule; and Achievement Test used for data collection. Findings: (1) the students preferred administrative jobs than job related music and artistic. (2) Highly intelligent student’s preferred to go to jobs related to the area of Physical Sciences. (3) Average and below average intelligence groups did not differ significantly in any of the area. (4) The level of intelligence influenced the vocational preferences to a great extent. (5) Achievement and intelligence had good correlations with the area of physical science and executive jobs. (6) Achievement got negative correlation with the area of computation and business.

**Zook and Repinski (2000)**, studied associations between parent-child relationships and adolescent's academic performance Adolescents in 7th and 10th grade completed self-report questionnaires assessing 6 features of parent-adolescent relationships which were time spent together, number of activities done together, degree of frequency of influence, and frequency of experiencing positive emotions, negative emotions, and subjective closeness. Academic performance was assessed with school grades and self-report measure of academic functioning and academic motivation. Findings indicated that 7th graders had higher academic performance than 10th graders and had relationship with
parents involved more time, activities, influences and positive emotions. Parent-adolescent relationship features predicated academic performance in the 10th grade's academic performance were the degree of influence and the frequency of experiencing negative emotions in relationship with mothers. The findings suggested that multidimensional measures of parent-adolescent relationship features will be useful for improving understanding of parent's role in adolescent's academic performance.

**Aguirre, Lemuel O. (2001)** studied on Learning Style and Academic Performance

This study aimed to look into the learning style of Grade IV and VI pupils in San Juan Elementary School, Libmanan, cam. Su, S/Y 2000-2001 and its relation to academic performance in three school subjects. Specific questions put forward were: 1) what are the learning styles of pupils in relation to personal, physical, and physiological elements? 2) What is the level of achievement of pupils in English, Science and Mathematics. 3) Are the learning styles significantly associated with academic achievement? 4) Are learning styles of Grades IV and VI pupils significantly different?

Learning styles investigated and their significantly association with the students' academic performance were: Physical elements, personal elements and physiological elements. The study used the descriptive associational method to describe various aspect of learning styles of Grades IVth and Vth pupils and academic performance was describe in terms of percentage using a scale categorized as satisfactory, fair, passed, and failed. A questionnaire was designed as the main tool in gathering needed data. To quantity the learning styles percentage was used and Chi square was also used for association of the various elements of learning styles with academic performance.

Major conclusions of the study were: In the spirit of teamwork, pupils studied for self-satisfaction, mostly derived from logical accomplishment of tasks, under the teacher's guidance: most of the pupils learn in a quiet and brightly lighted place at night and for the rest of them lessons are learned by discussing informally with others: and predominantly
active learners the style used is the multi-sensory type to achieve better result. Pupils were poor in English: poor in mathematics and average in Science. Poor academic performance in mathematics; and fair performance in Science and English are partially associated with pupil's learning style along personal elements with achievement in mathematics as the most significantly associated among the three subjects, followed by Science and English, respectively; light, design and time along physical elements significantly influence the academic achievements of Both the grade IV and VI pupils and physiological elements in terms of visual, tactile, and intake were significantly associated with mathematics performance in Grade IV, While visual and tactile for Grade VI were significantly associated with fair performance in science and English Respectively. Learning style of Grade IV and VI pupils differed significantly in terms of structure, responsibility and intake and level of mental age accounted for the significantly difference; learning style – physical, personal and physiological elements were proven to be the determinants of academic performance which provided partial answer to the difference in academic performance of Grades IV and VI pupils at San Juan Elementary School.

Alam, M.M (2001) studied Academic Achievement in Relation to Socio-economic Status, Anxiety Level and Achievement Motivation: A Comparative Study of Muslim and non-Muslim School Children of Uttar Pradesh

Objectives were sorted out such as to study academic achievement in relation to socio-economic status of the selected sample of school going children, to study the extent up to which academic achievement of the children are affected by their anxiety level, to study academic achievement with respect to achievement motivation of school going children, to compare the data on academic achievement, socio-economic status, anxiety level and achievement motivation between Muslim and non-Muslim school children. The incorporated method and procedure opted for investigation. Various tools/ questionnaires, were used such as Socio-economic Status Scale by Dr. Beena Shah; Comprehensive Anxiety Test by Dr. Harish Sharma, Dr. Rajeev Lochan Bhardwaj
and Dr. Mahesh Bharagava (1992). Achievement Motivation Scale by Dr. Beena Shah was administered for collection of the data. The Data were tabulated and statistical treatment to the data was given using simple product moment coefficient of correlation, t-test, and skewness through computer. Findings: Significant positive relationship was witnessed between socio-economic status and academic achievement, negative relationship existed between anxiety and academic achievement, positive relationship existed between achievement motivation and academic achievement of Muslim and non-Muslim children. Both Muslim and non-Muslim children had significant inverse relationship between socio-economic status and anxiety. Socio-economic status went along with higher achievement motivation. The academic achievement of non-Muslim children was found superior in comparison to their Muslim counterparts. The non-Muslim children had less anxiety in comparison to Muslim children. On the measure of achievement motivation, non-Muslim children were found to be superior to Muslim children.


Objectives of this study were to assess the achievement motivation of higher secondary students in Physics and achievement in Physics, to find out whether there is any significant difference between mean scores and achievement scores of boys and girls and in Tamil medium and English medium, to find out the nature of relationship between the components of achievement motivation and achievement of higher secondary students in Physics. Descriptive-Normative survey method was employed in the study. The sample was taken 530 students studying in Physics in the second year of higher secondary school, in Cuddalore district in Tamil Nadu, using probability sampling method for the study. Tools were used such as Achievement Motivation Inventory (Prayag Mehta, 1969) and Academic Achievement for the study. Findings: (1) The mean scores of achievement related motivation was higher for girls than boys. (2) There
was no significant difference between the students studying in Tamil medium and the students studying in English medium. (3) There was no significant difference in achievement mean scores in Physics between (a) Boys and Girls, (b) A group and B group, (c) Tamil medium and English medium. (4) The positive correlations were found between the achievement related motivation and achievement marks in Physics in respect of (a) girls, (b) students studying in Tamil medium. This study can be extended in other districts.


Objectives of this study were to identify the number and percentage of students with reading, writing and spelling difficulties in English, to study the intelligence, personality-based difficulties, to study awareness of the study in reading, writing, spelling, to study the awareness of parents and teachers towards the learning difficulties of the students. Descriptive survey method was employed for the study. A sample of 2,380 students from Classes VI and VII from 243 parents, 32 teachers 66 manuals were taken for the study, using of probability sampling technique. The data collected through Reading Disabilities Diagnostic Test, Writing Disabilities Diagnostic Test, and Spelling Disabilities Diagnostic Test. The statistical techniques were 'F' test, Correlation/Multiple Regression employed in the present study. Findings: (1) The study revealed that 2380 students of Classes VI and VII, 243 students were identified as students with learning difficulties in English. (2) Most of the students with learning difficulties had low level and intelligence. (3) It was found that boys experienced more learning difficulties than girls. (4) Parents' occupation influenced reading difficulties. (5) Rural students had more learning difficulties. (6) No parent had any awareness in education. (7) There was a significant relationship with parent’s attitude.
Laura P. Womble (2001) studied the impact of stress factors on college students’ academic performance.

Stress can have an impact on a student’s academic performance. Knowing that, is there was a correlation between a student’s amount of perceived stress in a given semester and that same semester’s GPA? Twenty-five college students participated in the study. The students were asked to complete a survey, including the perceived stress scale. Along with this test, the students were asked to complete a demographic data sheet that asked questions such as age and gender, and also their classes and grades the prior semester. Finally the students were asked to read a list of possible stress factors, for example not getting enough sleep, and rank them in order of importance. The present study was unable to find a correlation between the score on the perceived stress scale, and GPA. Still the stress factors that most contributed to the student’s GPA, mainly sleep and social, activities were consistent with other research. A much larger survey would need to be conducted in order to provide an appropriate sample size.

Muthaiah, N. (2001) studied on Enhancing the Pronunciation of Words with Pure Vowel Sounds among the Pre-service Teacher Education Students.

Objectives of this study were to enable the students to understand and learn the vowel sounds, to enable the students to have a correct and good exposure to spoken English, to enable the students to pronounce the vowel sounds by facilitating them with the perfect role model, to make the peer group pronounce the sounds correctly. Experimental method was used and fifty students from the pre-service teacher education course were selected through purposive sampling techniques as sample for the study. Tools were used such as charts having the words and their respective transcription were used to administer the pre-test and post-test and for the oral practice, Pre-recorded cassettes were used as perfect model for the students to do practice. The students learned from cassettes the correct pronunciation of the words, the researcher, both in the pre-test and post-test, used a three point rating scale. The students’ performance was evaluated on the basis of
three point rating scale. Findings were sorted out that the sounds were not found in the student's mother tongue, i.e. Tamil. Adequate and proper exposure was not given to the students. Perfect model was not available for the students. The peer group's mispronunciation influenced the students.


Objectives of this study were to identify and analyze the general problems of the students of higher secondary course in learning English as a second language in Thiruvarur district, to study the availability of general facilities and curriculum experiences provided by the teachers for learning English language, to study the problems faced by the students in writing essays, usage of phrases and idioms, understanding stress shift, using conjunctions and sentence pattern, to study whether there was any difference in the problems faced by the students in pronunciation, learning grammar of sentence pattern, habit of hearing news, rectifying the errors of exercises, memorization without understanding, remedial teaching on the bases of different variables such as sex, locality and type of management, to study whether there was any significant relationship between the opinion of the teachers on the problems faced by the students in pronunciation, understanding grammar, using punctuation marks, mother tongue interference, guidance of parents and different variables such as sex, experience, locality and type of management. Descriptive normative survey approach was adopted for the study, which mainly focused on qualitative research. The Probability sample method was taken through which 285 boys and 285 girls were selected from higher secondary schools in Thiruvarur district. Stratified random sampling technique was adopted for comprehensive study. Major tools used in the study were Achievement test for the students; Questionnaire for the students; and Problem inventory for the teachers. The collected data were analyzed qualitatively and quantitatively using basis statistics, ’t’ test and chi-square. Students of higher secondary in Thiruvarur district had
some specific problems in learning English as a second Language, students faced the problems in writing essays, phrases and idioms, using conjunctions and sentence pattern, there was significant relationship between the problems faced by the students in pronunciation, learning grammar, knowledge of sentence pattern, habit of hearing news, rectification of homework, memorization without understanding, remedial teaching and different variables regarding sex, locality and type of management, there was significant relationship between the opinion of the teachers on the problems faced by the student, in understanding grammar, using punctuation marks, mother tongue interference, guidance of parents and different variables such as sex, locality, experience and type of management.

Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The total sample of the study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. Malin’s intelligence scale for Indian children, study habit inventory, multi- dimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory.


Objectives for this study were finalized as to study the effect of Inductive Thinking on concept formation with respect to three teaching strategies:

a) Concept Formation

b) Interpretation of data

c) Application of principles

To study the effect of Inductive Thinking on Language development with respect
to three teaching strategies:

a) Concept Formation

b) Interpretation of data

c) Application of principles

To analyze the thinking strategies used by the learners with respect to three teaching strategies:

a) Concept Formation

b) Interpretation of data

c) Application of principles

In the pilot study 50 students from class IV to VIII constituted the sample for the experimental group and another 50 students from class IV to VIII constituted the sample for the control group. In the main and retention studies there were 293 students in the experimental group and 294 in the control group. Eight tools were used in the study- for treatment according to ITM to experimental group, previous achievement, and achievement after treatment, Retention of the achievement, Achievement after CFS treatment, Achievement after IDS treatment, Achievement after APS treatment, and Questions for discussion. The data were analyzed using quantitative and qualitative analysis techniques. Findings were sorted out that the experimental group was found superior to control group in terms of concept formation, language development and language concept, thinking strategies and retention on all the three teaching strategies.
Vyas, A. (2002). A Study of Learning Style, Mental Ability, Academic Performance and Other Ecological Correlates of Under Graduate Adolescent Girls of Rajasthan,

Objectives were sorted out as to compare the academic performance of students in respect of different learning styles, to study the effect of ecological correlates on the academic performance of girl’s students, to study the interactive effect of mental ability and learning styles on academic performance of girl students, to study the interactive effect of ecological correlates and learning style on academic performance of girls. A sample of 500 girls from Class XII of 16 Government Sr. Secondary schools of Baran, Bundi, Jhalawar and Kota District in Rajasthan was taken. Under the ecological category the investigation opted the area (urban/rural) and the level of parent's education, their occupation and income. The tools used including Learning Style Inventory by K.K. Rai and K.S Narual, Mental Ability Test by S. Jalota, SEs Scale by R.A. Singh And S.K. Saxena and academic performance marks obtained by the students in board examination. The statistical techniques used were Mean, Standard Deviation,’t’ test and 'F' test for data analysis.

Findings: (1) The environmental, emotional, sociological dimension of learning style did not affect significantly the academic performance of girls. (2) Residence as urban/rural and ecological correlates had significant affected on the academic performance of girls. Parents’ education, occupation and income did not affect significantly the academic performance of girls. Parents' education, occupation and income did not affect significantly the academic performance of girls. (3) The environmental dimension of learning style preference did not affect the academic performance whereas mental ability influenced the academic performance of students. (4) An ecological factor namely, residence and its interaction with environmental had found significantly contributing towards the better learning style of academic performance.
Ms. Sucharita Parida, (2003) studied the Effect of Socio-Economic Status, School Environment and Medium of Instruction on the Mental Abilities and Academic Achievement of School Children

Objectives of this study were to assess the socio-economic background of the school students and categorize them as per the intra-variables, to assess the environmental conditions available in different institutions, to measure objectively the mental abilities of the concerned students through appropriate intelligence tests in relation to different variations and to determine the effect of mental abilities in kind and degree on academic achievement of school children. The study was ex-post-facto causal comparative. The random sampling technique adopted by the investigator for drawing the sample of 325 boys and girls from two types of management in government schools and nongovernment schools of Oriya and English medium schools were quite appropriate. Intelligence Test by Mishra (1984) and SES Scale and School Environment Scale by the Investigator were used. The data was analyzed using appropriate statistical techniques, both descriptive and inferential. Mean, Median, Mode, SD, t-value and F-value, coefficient of correlation and coefficient of multiple determinations were accurately computed and well interpreted.

Findings of the Study were sorted out that the distribution of scores of the respondents on mental ability test revealed as there was negligible difference in the measures of central tendencies due to sex variation whereas wide disparity in mean and median is observed in case of management variation. There existed significant differences in academic achievement of the respondents, of the sub-samples due to management, medium of instruction and school environmental conditions. But there did not exist any difference in the academic achievement of boys and girls.

Ms. Amber Farooq, (2003) studied the effect of emotional intelligence on academic performance

In this research an attempt was made to investigate the effect of emotional intelligence on academic performance of students. Today it is generally believed that obtaining good
academic results are not only primarily determined by higher intelligence but also by the higher “Emotional Intelligence” of students. Emotional Intelligence incorporates the important aspects of interpersonal and intrapersonal relationships, adaptability, moods and stress management skills, which have a profound effect on the academic performance of students. In order to measure emotional intelligence, the instrument EQ-I questionnaire was selected. A sample consisted of two hundred and forty six (246) adolescent students, 123 males and 123 females, participated in this research. Initially they filled the demographic data form and then they rated themselves on EQ-I test. Finally, their academic performance was appraised on the basis of their final exam results for the last three years. The scores of EQ-I questionnaire of the students were statistically evaluated by “95% Confidence Interval” in order to determine high and low groups of emotional intelligence. The “T-test” was applied to the academic results of the students (to obtain comparison between high and low groups of the above mentioned domains of emotional intelligence) and low groups of the above mentioned domains of emotional intelligence) and further to see the gender difference in academic performance. The hypotheses, without a doubt, significantly proved that the students who scored high on emotional intelligence specifically in the areas of interpersonal skills, intrapersonal skills, adaptability, general mood, and stress management skills tended to have good academic performance as compared to those who scored low on these scales. However, comparisons of both genders on academic performance revealed no significant differences.

**Deanna Flint (2003)** conducted a study on the relationship between indicators of stress and academic performance in third year university students.

Previous studies identified certain factors that what was the influence of student’s academic performance at university level. These factors included such things as previous tertiary education, marital status, emotional support, financial support, part time employment and ENTER or high school leaving results. This study included all third year
students enrolled in the B.Sc. (Clinical Sciences) Osteopathy degree at Victoria University in 2003 to participate in a follow up study to previous research that investigated first year students and the factors that influence academic performance. State Trait Anxiety Inventory, Beck Depression Inventory, Life Orientation test, COPE scales, external work hours and job satisfaction were used to determine factors that will affect academic performance and were compared against average exam grades. This study also investigated other possible indicators of stress factors including: hours of part time work, job satisfaction emotional and financial support and any previous education undertaken which may also influence academic performance. The results of this study showed that ENTER scores, job satisfaction (especially females) part time work hours and denial of coping provided the strongest reasons with academic performance. High levels of anxiety, depression and the use of functional coping mechanisms were not demonstrated to have any co-relation with academic performance in this cohort.


The historical background position of a country determines the developmental trend it adopts. Most countries with a colonial past were faced with a situation where the language that the children used at home and the language valued by society were quite different. Countries determined status given to the various languages for communication that existed there. The choice of a particular language played a significant role in secondary level of education. Since Kenya and India were both colonies of Britain up to 1963 and 1947 respectively. The researcher wanted to find out if there were disparities in the treatment English Language is accorded. In India and Kenya, the English Language was used to enhance trade and the missionaries used it to spread the Christian religion. Missionaries established mission schools where English Language was the medium of instruction. Additionally, English Language was used for enabling communication between the colonial masters and the colonized and later on as conduits for employment.
English is a global language: it enables access to a variety of information, especially at advanced levels of education; in information technology, new information is relayed on a global level in the English Language and job promotions at international levels considered knowledge of English Language as crucial.

Mohammad Abbas Ali, 2003 Studied the System of Performance Appraisal and the Programmes for the Professional Development of English Language Teachers in the Secondary Schools in Bahrain

Objectives of this study were to ascertain (a) whether there existed a system of performance appraisal, and (b) whether the performance appraisal of the English teachers in the secondary schools in Bahrain had been appraised, to compare the English Language Teachers in government and private secondary schools in Bahrain who reported that (a) they have a system of performance appraisal and (b) the performance of English Teachers was appraised, to compare the sources of appraisal of English Language Teachers in the Secondary Schools in Bahrain, to study the follow up action taken on performance appraisal of English Language teachers in the government and private schools in Bahrain and to identify the areas in which English Language Teachers in the secondary schools in Bahrain perceived the need for further training. It was a descriptive census study which intended to cut across all the 41 secondary schools of Bahrain and 275 teachers. Except one school, 16 teachers and 14 principals, all the teachers, principals, curriculum specialists and school advisors could contribute to the study. The Researcher constructed two composite tools, one for the English teachers and the other for English language senior teachers/ department heads. The composite tools comprised of questionnaires, rating scales and checklists. Three different semi structured type interviews were prepared by the Researcher, which aimed to collect data from school principals, curriculum specialists and school advisors. The analysis of the data was done on the basis of both the descriptive as well as inferential. Critical Ratio or t test was employed to test the significance of difference between two means and also between the
two percentages. Findings of this study were that the current teacher performance appraisal system in the government as well as private secondary schools in Bahrain was not satisfactory, the data gathered by a single person through a few classroom visits had been found to be invalid and attempts had been made to over-generalize, self-appraisal and reflections in which the teacher used a variety of techniques, such as, diaries, journals and portfolios were not being utilized. There was an urgent need to establish effective performance appraisal system. There were no on-going professional development programmes which truly addressed needs of the teachers.

Devi and Mayuri (2003) reported that a study of family and school factors that affect the academic achievement of residential school children studying IX and X classes. The sample consisted of 120 children of Hyderabad city. An interview schedule was developed by the investigator to study the family factors; the questionnaire administered to the teachers was developed by the second author to study school factors. The result indicated that girls were superior to boys. Family factors like parental aspirations and socio economic status significantly contributed to academic achievement.

Sharma, A. (2003) conducted a Study on Vocational Maturity and Level of Aspiration in Relation to Scholastic Achievement

Objectives were formulated to identify the high achievers and low achievers, to compare the level of aspiration of high achievers and low achievers, to compare the level of aspiration of high achievers and low achievers, to study the impact of scholastic achievement. The sample consisted of 495 students who were studying in standard from five intermediate colleges of Agra city, drawn by stratified random sampling procedure. The tools used Career Maturity Inventory by Dr. Nirmal Gupta, Level of Aspiration by Dr. M.A. Shah and Dr. Mahesh Bhargawa, Marks obtained in high school examination conducted by U.P. Board Allahabad were recorded for the assessment of scholastic achievement. The obtain data were tabulated in terms of frequencies and mean, standard deviation, 't' test were computed to analyze the data.
Findings: (1) The high achievers and low achievers were found significantly differing from each other regarding their career attitude and career competence as high achievers were found more mature towards vocational maturity. (2) The high achievers and low achievers did not differ from each other regarding their level aspiration as both were equally aspiring. (3) No difference was found between high achiever boys and girls regarding career attitude and career competence but low achiever boys were mature significantly in comparison to low achievers girls regarding their career attitude and career competence. (4) No difference was found between boys and girls in respect of level of aspiration. (5) It was found that scholastic achievement has a great influence on vocational maturity but no impact on level of aspiration.

Ms. Archana Srivastava,( 2004) Studied the Effectiveness of Remedial Programme for Improving Disability and Achievement in Mathematics of Class VII Students

Remedial programme developed by the investigator was independent variable, whereas, disability in mathematics as a construct of many specified factors was considered as dependent variable. The samples of 150 and 519 students for the study were properly drawn employing suitable sampling techniques. Standard Progressive Matrices ( J.C. Raven), SES Scale ( S.P. Kulsreshtha), and Diagnostic Test in Mathematical Disability ( DTMD), and Achievement Test in Mathematics ( ATM), both developed by the investigator were the tools used for the study. The study came out with meaningful findings as the Diagnostic Test in Mathematical Disability ( DTMD) was found to be reliable and valid ,the increase in achievement in mathematics of the students with mathematical disability was found to be significantly higher than the increase in achievement in mathematics of the students with general mathematical ability after remedial treatment, the remedial treatment increased the mathematics learning abilities of the experimental group significantly, the remedial treatment was not found to have different effects on male and female students. The remedial treatment and gender were not found to have significant interactive effects on mathematical disability and no
significant effect of Remedial programme on mathematical disability and caste was found on mathematical disability.


Objectives were to identify the relationship between reasoning abilities and achievement of geometrical concepts among the boys studying at secondary stage in Delhi schools, to identify the relationship between reasoning abilities and achievement of geometrical concepts among the girls studying at secondary stage in Delhi schools, to compare the pattern of relationship between reasoning abilities and achievement of geometrical concepts between boys and girls studying at secondary stage in Delhi schools.

The correlation coefficients revealed that the tests included in the test battery provided measures of different aspects of semantic reasoning abilities. These were presumed to get measures of twelve cognition and convergent, production of units, classes, relations, systems transformations and implications of Guilford’s Structure of Intellect categories. Multiple regression analysis of composite achievement in concepts of elements, properties, relations, measurement and construction in geometry as dependent variable and composite of twelve reasoning ability tests conducted among the 308 boys of class X showed that Cognition of Semantics Relations and Convergent Production of Semantic Systems abilities emerged as the predictors contributing nearly equally to the composite of concept achievement in geometry.


Objectives of this study were to prepare and validate the Modular Approach to teach Tamil Grammar at Class IX, to study the effectiveness of the Modular Approach materials in terms of achievement of the students of Class IX; and to study the habits of
students. Experimental method was adopted for the study. Qualitative and quantitative approach was used in the study. A sample of 80 students from Class IX was selected through probability sampling method for this study. The ‘t’ test and Product moment correlation were used in the study for data analysis. It was concluded that Control group and experimental group students differed in their achievement in Tamil grammar and study habits, there was significant relationship between the achievement and study habits, the Modular Approach was effective in enhancing the academic achievement and study habits.

Sarwar and Muhammad (2004) conducted their research on the Relationship of Study Attitude and Academic Performance of Secondary level in Punjab

The main purpose of the study was to investigate the relationship of study-attitude or the students with their performance at secondary level. Study attitude was students viewpoints about study and academic performance\ achievement of students. The major objectives of the study were to correlate the study-attitude and academic students and to compare the study-attitudes of low and high achievers. All secondary school students of govt. high schools in Punjab province who appeared in ninth grade examination of Boards of intermediates and secondary Education 2003 were taken as population of the students. The province was divided in to three zones; North central punjab, and southern punjab. Two districts from each zone were selected randomly. The lists of school from the selected district were obtained from the office of educational management and information system; punjab schools were divided into rural and urban girls: Schools and rural and urban boys' schools. One school was obtained by the students on study-attitude scale (SAS) consisting of 36 items. The items were divided into era obtained by the students on study-attitudes scale was standardized by checking the validly and reliability of the scale. Items were dropped weak correlation with total score and low discriminatory power. The variable of academic performance was mark obtained by the students in the Board Examination held in March 2003. The academic performance correlated with study-attitudes score and it was
found that study attitude was positively related to academic. The study attitude scores of females were more closely related with academic performance as compared to study attitude score of rural students are more closely related with academic performance as compared to up. Furthermore, mean scores of low and high academic-achievers were compared and it was found that high achievers differed in their study attitude and female, male and rural, urban students were also differed in their study attitude.


After having worked in the field of Mental Retardation for many years, it was realized the importance of family oriented services as against child oriented services. Among the family, siblings were the important resource which can be targeted towards habilitation & rehabilitation of persons with Mental Retardation. Siblings’ relationships were the earliest, the largest. This study which was an attempt to study the effect of siblings training in the children with mental retardation fallen in the category of experimental research. The investigator tried to control of eliminate or hold constant the effect of irrelevant conditions to study the effect of one or more variables on another. Hence, a comparison of experimental or non-experimental was made by systematically varying conditions. This study was an experimental study with a controlled group with Pre-test designs. The stepwise distribution of the groups was as given below. Equate two groups of children with mental retardation who had elder siblings; Pre-test was given to both the groups for measurement of their academic performance. Trained the siblings of one group i.e. a experimental group; An assessment tool was devised by the investigator to measure the academic level (functional) in areas of reading, writing number, money and time. Observation and interview method were used for filling up the assessment tools. Secondly, training kit was devised for assistance in siblings training. A book "Play Fun 'N' learn" was developed by the investigator. Assessment tools devised by the investigator were administered individually on all the 50 samples in the respective
schools. Observation interview of the parents for collecting related information was conducted. After assessing current level of performance of all the 50 samples, the group of 25 controlled samples was left out and all the siblings of the 25 experimental group children were contacted and training was given to them. After collection the data the initial score of base line assessment data of all 50 children and the final score of all the children was then subjected to analysis. Taking into consideration the objectives and hypothesis of the study the data was analyzed, by employing descriptive statistical technique like Mean, Standard Deviation, Standard error difference and ‘t’ test. The ‘t’ test was used to test the significance of difference between means of different groups, which were formed in the hypothesis.

There was significant effect of sibling training programme on total academic achievement of children with mental retardation. There was significant effect of sibling training programme on sibling understands of various aspects of mental retardation. There was significant difference in I.E.P. and non I.E.P. achievement scores of children with mental retardation. There was significant difference in achievement level of children with mental retardation having male siblings and children with mental retardation having female siblings.

Anna Zajacova,* Scott M. Lynch,** and Thomas J. Espenshade, (September 2005), studied on Self-Efficacy Stress, and Academic Success in college,

This paper investigated the joint effects of academic self-efficacy and stress on the academic performance of 107 nontraditional, largely immigrant and minority college freshmen at a large urban commuter institution. We developed a survey instrument to measure the level of academic self-efficacy and perceived stress associated with 27 college-related tasks. Both scales have high reliability, and they are moderately negatively correlated. We estimated structural equation models to assess the relative importance of stress and self efficacy in predicting three academic performance outcomes: first-year college GPA, the number of accumulated credits, and college
retention after the first year. The results suggest that academic self-efficacy is a more robust and consistent predictor than stress of academic success.

**El-Enzi and Freih Ohayed, (2005),** conducted a study to examine the relationship between academic achievement and the following variables: anxiety, self-esteem, optimism, and pessimism. The sample consisted of 400 male and female students in a basic ran college in Kuwait. The salient findings of the investigation were the significant positive correlation between academic achievement and both optimism and self-esteem whereas the correlations were negative between academic achievement and both anxiety and pessimism.

**Fr. P.P. Joseph (2005)** studied the Difficulties in English Learning faced by different categories of school students in Bhopal.

Objectives of this study were to ascertain the difficulties in English language learning being experienced by students of Class V and VI, studying in English and Hindi medium schools of Bhopal, to identify the levels of difficulties between different groups of students. Studying in English and Hindi medium schools and to assess variation of difficulty level among the groups and to suggest viable measures for improvement of English learning among the students of the target groups. The investigator employed sound research methodology for the study. The samples of 800 students, 80 teachers, 20 administrators and 400 parents were drawn from 20 randomly selected schools from all the schools in Bhopal city using suitable sampling techniques. Scholastic Achievement Test and Questionnaires for Students, Teachers, Administrators and Parents were used. Medium of Education, Management of the School, Board, and Gender of the students, occupation and education of parents had been considered as independent variables. Whereas, Scholastic Achievement was considered as dependent variable. The hard spots and problem areas affecting learning of English were studied systematically comparing the learning difficulties Board-wise, Medium-wise, Management-wise and Gender-wise. Suitable statistical techniques, such as, Mean, SD, ANOVA had been employed for
parameter-wise comparison differentiating Scholastic Achievement into Meaning, Articles, Spelling, Comprehension, Antonyms, Syntax, Transformation of sentences, Tenses, Plurals, and Writing Paragraph. The induced method of teaching in English designed, developed and used by the researcher had been found effective to bring desired changes among the students as evident through the “t” values. Perceptions of Students, Teachers, Administrators and Parents on difficulties in English language learning and remedial measures had been studied analytically and systematically.

Jennifer Barry (2005) studied the effect of Socio-Economic Status on Academic Achievement. This study addressed the increasing importance of student test scores by examining the different factors that influenced test scores. Composite test scores of 10th grade students from the educational longitudinal study of 2002 were examined using a four part model which included student role performance, school, and family and peer factors. Ordinary least squares analysis indicated that the strongest predicator of student test scores was socio-economic status, resulting in a statistically significant increased in a standardized Co-efficient of .224 points. This result supported previous researches and possible directions for public policy were also given.

Saini, S. (2005) studied family Environment and Academic Achievement of Adolescent Children of Working and Non-working Mothers.

Objectives of the study were to study and find out the difference in the family environment of adolescent children of working and non working mothers and to study and compare the academic achievement of adolescent children of working and non-working mothers. The present study was conducted on a sample of 415 adolescents selected from the Government and private senior secondary schools of the U.T., Chandigarh, within the age group of 14-17 years. The technique of stratified random sampling was used for the selection of the sample. The tools used were Family Environment Scale (FES) by Moos and Moos (1986) and Battery of Achievement Tests by Anand (1971) for data collection. The statistical tools mean, standard deviation
and ‘t’ test were used for data analysis of this study. The family environments of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement also children of working mothers were much better than the adolescent children of non-working mothers'

**Mr. Umer Farooque (2005), studied** English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools of Kannur District.

Objectives of the Study were fixed as to measure the English Language Competence of Teachers in different School Subjects, to measure the achievement levels of students of Standard IV in English, Mathematics and EVS to find out the relationship existed between English Language Competence of Teachers and Achievement of Students and with respect to the following variables;

a. Sex

b. Mother’s Occupation

c. Father’s Occupation

Achievement Tests for Std. IV Students in EVS, English and Mathematics constructed by the investigator, Language Proficiency Test developed by the CIEFL, Hyderabad to measure English Language Competence of Teachers, and Interview Schedule developed by the investigator for identifying Transactional difficulties of the Teachers were well employed. The samples of 833 students from 13 schools in Kannur district of Kerala and 108 teachers from the same schools were drawn using suitable sampling techniques. Data were analyzed using suitable statistical techniques, namely, central tendencies, skewness and kurtosis to describe the nature of distribution. T-Test, ANOVA, and Karl Pearson Product Moment Correlation were also used to analyze the data. The Study revealed that female students were found to have better learning ability than those of male students. This was found true in case of EVS, English and Mathematics. It has been found that children whose Mother’s occupation is in administration/management sector were found
to have higher achievement in EVS and Mathematics, whereas, children whose Mothers’ Occupation is business/agriculture were found to have higher achievement in English Language. The overall achievement of children who’s Mothers’ Occupation was business/agriculture was found better than that of others. Teachers with English Language background performed higher than the teachers who completed their Education in Malayalam Medium Schools. Teacher Education for the Primary School level needs to be strengthened. The Study had definitely contributed to the Knowledge Base in the selected area, namely, English Language Proficiency of Teachers in English Medium Primary Schools and Students’ Achievement.

**Anuradha, K., Bharthi, V.V. and Jayamma, B. (2006) studied** Television Viewing Behavior of Adolescents - its Impact on their Academic Achievement

Objectives of this study were fixed to study the television viewing behavior of adolescents and its impact on their academic achievement. The sample consisted of 48 adolescent (24 boys and 24 girls) along with their mothers selected randomly from government Telugu medium schools (8th, 9th and 10th standards) in Tirupati town. Adolescents TV viewing behaviour was collected from students as well as their mothers by using two tools 'omnibus schedule for parents' and 'omnibus schedule for children’s' (both developed by Anuradha and Bharathi, 1998). Academic achievement was obtained from school records

The mean Television viewing time for boys was 166.47 mnts (sd = 98.97) and the same for girls was 182- 89 mts ( s.d= 93-820). Adolescent did not differ significantly in their TV viewing behaviour according to sex, grade and type of family. The percentage of marks was found to be more for adolescents with cable connection than those without cable connection.
Malvinder Ahuja (2006) studied the causal attributions of pre-service teachers about achievement and teaching of Mathematics.

This research study investigated whether future teachers hold different achievement related perceptions about Mathematics. The sample consisted of 123 future teachers from colleges of Education at Chandigarh. Subjects were primarily/junior pre service teachers who, during one academic year, were enrolled at training colleges affiliated to Punjab University, Chandigarh, located at Chandigarh. Data were collected via a questionnaire during regular class hours. Participation in the study was voluntary and anonymity was guaranteed. The distribution of questionnaire was random and each participant answered the questionnaire. For the statistical analysis of data, X-2-tests were used to compare the responses of two groups of male & female teachers. Throughout the study, a significance level of 1% was used. It was quiet surprising how consistently female and male teachers assessed most of the aspects of Mathematics teaching provided in the questionnaire as somewhat important or of major important. This indicated that their ideas were not very well structured and consequently they did not differentiate between these suggestions. Male pre-service teachers seemed to be relatively more concerned about making students feel good and about organizational aspects of teaching whereas female teachers stressed more strongly aspects related to students of different ability levels and focused more on the differentiation of work assignments.

Patil, B. and Kumar, A. (2006) studied Emotional Intelligence among Students Teachers in Relation to Sex, Faculty and Academic Achievement.

Objectives of this study were to find out the difference in the emotional intelligence of male and female teachers, to find the difference between student teachers of arts and science faculty, to find the relationship between emotional intelligence and academic achievement of student teachers. A sample of 302 student teachers studying in four colleges of education in Kolnapur district, using simple random sampling. Descriptive survey method was employed. Emotional Intelligence Test (EIT) and academic
achievement score were used as research tool in the study. Data were tabulated and analyzed using appropriate statistical techniques such as t-ratio and product moment coefficient of correlation. There was no significant difference between emotional intelligence of male and female students teachers. (2) There was no significant difference in the emotional intelligence of students' teachers of arts and science faculty. (3) There was no significant relationship between the emotional intelligence and academic achievement of student teachers.

**Radha Chouhan (2006)** conducted research on Home environment and academic achievement.

The purpose of this study was to compare the academic achievement of the students belonging to high and low socio dimensions of home environment. A simple of 110 subjects was selected randomly. The tools used were home Environment Inventory and aggregate marks obtained in high school examination. The result revealed that there was existed no significant difference in academic achievement of the students belonging to high and low socio dimensions of home environment.


Objectives of this study were to make comparisons of girls' achievement with those of boys in mathematics in the upper primary education in Addis Ababa, to examine the extent of relationship between student performance in mathematics and school ownerships, to examine the attitudes of both genders towards mathematics and pinpoint some of attitudinal stereotypic barriers to girls achievement in mathematics. The researcher followed a multi-stage sampling procedure to select the main sources of data. On the basis of school ownership a list of all school operating in Addis Ababa with Class VI was prepared. The list was limited to co-educational schools and was used to select sample schools in the third stage of sampling process. All in all, 10 schools (five each from the government and non-government sectors) were selected based on a
stratified sampling procedure. Finally, one section of Class VI from each school selected in stage three was chosen, and all its students participated in the study. Out of the total samples of 611 students from 10 schools, 302 were girls and 309 were boys. In terms of age, about 51.3 percent of the respondents were under 13 years, 43.9 percent of them were in the range of 13 and 15 years, and remaining 4.8 percent were above 15 years. The researchers employed both objective and subjective instruments of data collection, and to maintain objectivity in data collection, they used a standardized mathematics test and documentary analysis. The statistical tools were used for study mean, standard deviation, Chi-square, and ‘t’-test. Findings: (1) The girls’ performance in mathematics in government schools was not significantly different from those of non-government schools in the upper primary schools of Addis Ababa. (2) Majority of boys and girls agreed that parents did not favor sons against daughters or vice versa when it came to their schooling. More specifically, about 84.5 percent of boys and 82.2 percent of girls said their fathers had encouraged all children, irrespective of gender, to pursue their studies and perform well in school. Similarly, about 85.6 percent of boys and 84.6 percent of girls felt that their mothers had shown equal interest in their sons and daughters education. (3) Some of boys and girls believed that most mathematics teachers were biased against girls in their classroom activities. (4) A sizeable number of boys (41.5 percent) and girls (43.1 percent) reported that their mathematics teachers were gender-neutral in classrooms. When the aggregate data were closely scrutinized, an overwhelming majority (57.8 percent) of student believed that their mathematics teachers were gender sensitive in classroom activities.


Objectives: To study the contributing factors of academic achievement in mathematics and to study the optimizing variables of academic achievement in mathematics using
linear programming approach. Normative method was employed to describe and interpret the factors. It involves discovering relationship between the existing non-manipulated variables. The normative study to educational problem is one of the most commonly used approaches. For the purpose of the present study, 36 schools have been selected from in and around Chennai district by giving due representation to the management (11 Government schools, 2 Corporation schools, 12 private aided schools and 11 private unaided schools), type (10 boys, 17 Girls and 9 Co-educational schools) and board affiliation of the schools (28 schools belonged to state board and 8 to matriculation). In this study 900 students from Higher Secondary classes were selected randomly by giving due representation to the student related variables such as subject groups, sex, community parental education, etc. Different scales were used to collect data regarding Mathematics Information Processing Skills (MAPS) by Kenneth C. Bessant; Decision Making Skills (DMS) by Scott and Bruce; Attitude towards Mathematics (ATM) by Fennema Sherman; Academic Achievement Test in Mathematics (AATM) by the researcher. In this study it was observed that mathematics information skills, decision making skills and attitude towards mathematics have made a significant contribution towards the academic achievement. All the four factors of attitude to mathematics (Confidence, Usefulness, Success and Teacher) had made a significant contribution towards the maximization of the aggregate performance in mathematics.

Sood (2006) investigated the educational choice in relation to academic stress, achievement motivation and academic self-concept. There were 90 boys and 90 girls. They varied in age from 17 – 19 years. The tools used were sources of academic stress scale (Rajendran and Kalliappan, 1991), academic achievement scale (Deo & Mohan, 1985) and academic self-concept scale (Kumar, 1980). The results reported that subjects who had high achievement motivation had high academic self-concept.
Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. The scales used were self-handicapping questionnaire (Sujata, 2003) test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989) and academic performance (school marks were considered). The results revealed that boys were poorer in study habits than girls.

Dushyant Kaur (2007) studied the Academic Achievement, Teaching Aptitude and the Personality Traits as the Predictors of success in Elementary Teacher Training.

Objectives of the study were sorted out as to study the academic achievement at +2 level in predicting success in elementary teacher training course in terms of achievement, teacher education rating and school teacher rating, to study the teaching aptitude in predicting success in terms of achievement, teacher educator rating and school teacher rating and to study personality traits as indicator of success in elementary teacher training course in terms of achievement, teacher educator's rating.

In this study investigator selected following tools for collecting of required data:
Percentage of marks obtained at +2, (Index of scores of ETE teacher trainees in the examination conducted by the board of Sr. Secondary Examination) Teaching Aptitude Test (constructed by Dr. Jai. Prakash and Dr.R.P.Srevatava) and 13 PF by R.B. Cattle-Form A Hindi edition Prepared by Dr. S.D. Kapoor were used. Academic achievement of student teacher at +2 level was in high correlation with all the indicators of success in the elementary teacher education course in expect with school rating. It contributed 23% in the predicting success of external examination of ETE course. The findings of the present study were in agreement with the finding of Sabharwal (1999) and Debnath(1971). Teaching aptitude of student teacher was in high relationship with all the indictors of success in the ETE course. The findings of the study were in consonance with the findings of study by Goel(1993). The components of teaching aptitude namely
'Cooperative attitude' and 'Optimism' had contributed significantly to all the indicator of success and Personality traits of students teachers had also high correlation with the entire success indicator in ETE course.

Nuthana P.G. (2007) studied on the gender analysis of academic achievement among high school students. Academic achievement was considered as key criteria to judge one’s total potentialities and capacities. The performance of every individual was not equal. It can be attributed to number of factors as intelligence, study habits, self-concept, socio economic factors, area etc. So the study was carried out to make gender analysis of academic achievement among high school students on sample of 600 students studying in 8th, 9th and 10th standards of which 325 boys and 275 girls. The sample was selected randomly from two schools of rural and two of Dharwad city, Karnataka state. To measure study habits and self-concept of students, Patel’s (1976) study habit inventory and self-concept scale of Singh & Singh (1988) were used. To collect the general information of students socio economic status scale developed by AICRP-CD (2002) was used and average of grades of two previous years was taken from school records as a measure of academic achievement. The data thus collected was subjected to mean, SD, t-test, χ²-test and correlation. The results revealed that majority of the students had good study habits and possessed high self-concept. Academic achievement was excellent among boys and girls. They did not differ on study habits, self-concept and academic achievement. Class wise comparison of study habits and self-concept revealed that 8th standard students were better than 9 and 10 standards. There was significant association between study habits, self-concept, socio economic status and academic achievement among boys and girls. Study habits, self-concept and socio economic status were significantly related to academic achievement. Rural students had better study habits and self-concept than urban students. Urban students had higher academic achievement than rural students.
Abu Mojahar Khan (2009) studied the frustration in relation to intelligence, socio-economic status and academic achievement among higher secondary students.

The main objectives of the study were to study the frustration of students belonged to different groups classified on the basis of types of schools, sex, intelligence, academic achievement and socio economic status. For knowing the frustration, a tool having 40 items prepared by Dr. N S Chauhan and Dr. G Tiwari (1974) was used. The standardized tool was administered on a sample of 300 students. To determine the intelligence of the students, a standardized tool prepared by G. C. Ahuja (2005) was used. To find out the SES of students a standardized tool prepared by Hasnain and Shrivastava (2002) was used. For academic achievement, the marks secured by the students in last examination of class 10 were collected from school record. The scores achieved on frustration scale intelligence scale and socio economic status scale by the respondents were tabulated and analyzed statistically. Fixation was equally affected by type of schools. Boys and girls differed significantly in different modes of frustration. In regression girls showed higher score than boys. But in resignation boys had a greater mean score than girls. Only in the case of resignation mode of frustration student groups based socio economic status showed a significant difference.

Mrs. Amruta Panda (2009) studied the Emotional Intelligence of Visually Impaired Adolescent girls in relation to Their Level of Aspiration and Educational Achievement

The major objective of this study was to find out the correlation of emotional intelligence with level of aspiration and educational achievement of visually impaired adolescent girls studied in both inclusive and exclusive settings. Another most important objective of this study was the difference between two settings and two categories of visually impaired in terms of emotional intelligence, level of aspiration and educational achievement. For this study, Descriptive survey method was employed by the researcher. The purposive cum convenience sampling technique was used to the selection of the sample from Delhi & NCR. The sample consisted of 100 visually impaired adolescent girls- 50 from inclusive
setting and 50 from exclusive setting. The researcher adopted the Emotional Intelligence Test (Developed by Dr. Ramvir Sharma) and developed the Level of Aspiration Tool for collection of data. For Educational Achievement, annual achievement score of each individual sample were collected from concerned school. For analysis of data Mean, S.D., Product Moment Correlation and Regression statistical techniques were used. T-test was used to see the significance of difference between two groups. The major findings on the basis of objectives revealed that emotional intelligence was more closely related with educational achievement than level of aspiration with reference to specific sample. It was also found that out of five dimensions of emotional intelligence both managing emotions and empathy had very low or no correlation with level of aspiration and educational achievement. Another most important findings of this study were the differences between two settings and two categories of visually impaired in terms of emotional intelligence, level of aspiration and educational achievement. Significance differences were found between inclusive vs. exclusive settings and congenital vs. adventitious groups of visually impaired adolescent girls on these mentioned variables.

Amit Kauts and Neelam Sharma, Jan-Jun (2009) studied the Effect of Yoga on academic performance in relation to stress

Academic performance was concerned with the quantity and quality of learning attained in a subject or group of subjects after a long period of instruction. Excessive stress hampered students’ performance. Improvement in academic performance and alertness had been reported in several yogic studies. Objectives of the study were to assess the effect to yoga on academic performance in relation to stress. The study started with 800 adolescent students; 159 high-stress students and 142 low-stress students were selected on the basis of score obtained through Stress Battery. Experimental group and control group were given pre test in three subjects, i.e. Mathematics, Science and Social Studies. A yoga module consisting of yoga asans, pranayama, meditation, and a value orientation program was administered on experimental group for 7 weeks. The experimental and
control groups were post-tested for their performance on the three subjects mentioned above. The results showed that the students, who practiced yoga performed better in academics. The study further showed that low-stress students performed better than high-stress students, meaning thereby that stress affected the students’ performance.

**BAL krishan pal (2009)** studied about the core teaching skills of in-service primary teachers in relation to their self-concept and adjustment. The specific objectives of the study were to study the core teaching skills of in-service primary school teachers of Delhi schools, to develop observation schedule for assessment of core teaching skills (CTS) at primary school level, to identify and assess the extent of skill deficiencies of primary school teachers, to study the relationship core teaching skills, self-concept and adjustment of teachers, to study the differences in core teaching skills I self-concept and adjustment of teachers working in MCD and Sarvodaya Vidyalayas and to study the core teaching skills, self-concept and adjustment in relation to gender differences. First, Schools were selected randomly from each district. From each district 5% schools of different types i.e., Sarvodaya Vidyalayas and MCD Primary Schools had been selected. However, if the total number of school in any category was less than 20 at least one school was included in the sample. In the second phase of sampling teachers were selected from each type of schools, teachers were categorized on the basis of their professional qualifications (i.e. Diploma in Education ETEIJRT and Degree in Education B.Ed) as well as on the basis of their sex, Required number of teachers i.e.,208 from each category was then randomly selected.

Core Teaching Skill Observation Schedule (CTOS) – It was developed by the investigator. In total, ten skills had been taken into considerations. Self-concept Inventory (SCI) – Self-concept Inventory had been used to measure Self-concept of in-service teachers developed and standardized by prof. R.R.Bhatnagar. Mangal Teacher Adjustment Inventory (MTAI) – For this study Mangal Teachers; Adjustment Inventory developed and standardized by prof. S.K.Mangal had been used. Female primary teachers were showing more skill
deficiencies than the male primary teachers, primary teachers of Sarvodaya Vidyalayas were reflecting more skill deficiencies than the primary teachers of M.C.D. Primary Schools and Primary teachers having professional qualification Diploma in Education (ETEIJBT) were showing more skill deficiencies than professional qualification Degree in Education (5.Ed.).

Ekta Sharma(2009) studied the relationship of creativity with academic achievement, achievement motivation, self-concept and levels of adjustment among adolescents.

The study attempted to (i) identify different levels of Creativity, Achievement Motivation, self concept, Index of Brightness and adjustment among adolescents (ii) study the contribution of Creativity, Achievement Motivation, Self concept, Index of Brightness and adjustment (iii) study the interaction between creativity, Achievement Motivation, Self concept, Index of Brightness and adjustment and its effect on academic achievement of adolescents and (iv) study the relationship between all the variables (including Academic Achievement). It was primarily a co-relational study. Data was collected through sample of 770 students of Government schools of west Delhi in the age group of 14-15 years, using the Baqer Mehdi’s Tests of Creative Thinking, Deo-Mohan's Achievement Motivation (D-ACM) scale, pandey's Adolescent Adjustment Analyzer, Pratibha Deo's Self-Concept scale, Mohsin's General Intelligence Test and school cumulative ANOVA, Regression Analysis, Pearson's Product Moment coefficient of correlation and F-test. The different levels of all independent variables were found and by taking three variables at a time, it was found that there was no significant interaction effect of creativity.

Rafidah Kamarudin, Azizah Aris, and Nor aini Ibrahim(14-15 March 2009);

This study was carried out to find out if there was any significant difference in the level of perceived stress among the students at the beginning, middle and end of the semester. We would also like to find out whether there was a correlation between the students level of perceived stress at the three different periods (beginning, middle, end of semester) on
their academic performance. The final objective was to determine the possible stress factors that the students perceived may contribute to their academic performance and the association between academic performance and stress factors. A total of 242 pre diploma science students in June-Nov 05 intake at UiTM Negeri Sembilan involved in the study. Besides descriptive statistics like percentages a chi-square test, a Wilcoxon sign rank test, and spearman rank correlation were also used to analyze the data. The results showed that students did experience stress but at a moderate level. There was a significant difference between the level of perceived stress at the beginning and middle of semester but no significant different between the level of perceived stress at the beginning and middle of semester but no significant different between the levels of perceived stress at the middle and end of the semester. We also found out that there was no correlation between the level of perceived stress at the beginning and middle semester with the students’ academic performance but there was a significant correlation between the level of perceived stress at the end of semester and students academic performance. Majority of the students reported of not getting enough sleep and nutrition problem throughout the semester. However, results showed that none of the stress factors discussed affected the students’ academic performance.

J.M.Muola (2010) studied the relationship between academic achievement motivation and home environment among Std eight pupils

The objectives of the researcher were to investigate the relationship between academic achievement motivation and home environment among Std eight pupils. This study was conducted on 235 std eight Kenyan pupils from 6 urban and rural primary schools which were selected randomly from machakos district. Their age was 13 to 17 years. Two questionnaires, the simple profile and home environment questionnaire were used to provide information on the pupils’ level of academic motivation and home environment. A significant positive relationship was found between six of the home environment factors that were fathers’ occupation, mothers’ occupation, their education, learning
facilities at home and academic achievement motivation. Parental encouragement was the factor alone that was not significantly related to academic achievement motivation. This correlation showed that pupil’s motivation to do well in academic work was to some extent dependent on the nature of their home environment. It was also recommended that parents must be aware of the importance of their role in their children’s academic achievement motivation so they can provide the necessary facilities at home.

Mohin shah, Shahid Hasan, Samina Malik (2010) jointly conducted their study on perceived stress, Sources and severity of stress among medical undergraduates in a Pakistani Medical School.

There was a growing concern about stress during undergraduate medical training. However studies about the same are lacking from Pakistani medical schools. The objectives of this study were to assess perceived stress, sources of stress and their severity and to assess the determinants of stressed cases. A cross-sectional, questionnaire-based survey was carried out among undergraduate medical students of CMH Lahore Medical College, Pakistan during January to March 2009. Perceived stress was assessed using the perceived stress scale. A 33-item questionnaire was used to assess sources of stress and their severity. The overall response rate was 80.5% (161 out of 200 Students). The overall mean by logistic regression analysis, stressed cases were associated with occurrence of psychosocial (OR 5.01, 95% CI 2.44-10.29) and academic related stressors) OR 3.17 95% CI 1.52-6.68). The most common source of stress was related to academic and psychosocial concerns. 'High parental expectations', 'frequency of examinations', 'Vastness of academic curriculum', 'sleeping difficulties', 'worrying about the future'. 'Loneliness', 'becoming a doctor', 'performance in periodic examination', were the most frequency and severely occurring sources of stress. There was a negative but insignificant correlation between perceived stress and academic performance ($r = -0.099$, p.0.05). It was concluded that a higher level of perceived stress was reported by the students. The main stressors were related to academic and psychosocial domains. Further studies were also required to test the
Sibnath Deb (2010) studied the Anxiety among high school students in India: Comparisons across gender, school type, social strata and perceptions of quality time with parents.

The broad objective of this study was to understand better anxiety among adolescents in Kolkata city, India. Specifically, the study compared anxiety across gender, School type, socio-economic background and mother's employment status. The study also examined adolescents' perception of quality time with their parents. A group of 460 adolescents (220 boys and 240 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. The data were collected using a self-report semi-structured questionnaire and a standardized psychological test, the state-Trait Anxiety Inventory. Results showed that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. More Boys were anxious than girls (p<0.01). Adolescents from Bengali medium schools were more anxious than adolescent from English medium schools (p<0.01). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio economic groups (p<0.01). Adolescents with working mothers were found to be more anxious (p<0.01). Results showed that a substantial proportion of the adolescents perceived, they did not receive quality time from fathers (32.1%) and mothers (21.3%). Parents (30.0%) for fathers and 40.0% for mothers.

Glenn M. Calaguas (2011) studied the link between Academic Achievement and Academic Expectations stress.

Academic achievements as was reflected in the general weighted Averages (GWAs) of 412 high school students from state college in the Philippines were correlated with their scores in the Academic Expectations stress Inventory (AESI). This was done to see if link
exists between GWAs and AESI scores. GWA was the average of grades in all subjects taken. Whether passed or failed and served as an indicator of students. On the other hand, AESI was a nine-item inventory with two domains: expectations of teachers/parents and expectations of self. Statistical analyses showed those positives significant relationships between GWAs and scores in the AESI and are significant relationships between GWAs and scores in AESI and were significant at the 0.01 and 0.05 levels.

Francisco Peixoto (2011) studied the relationship between parental attitudes towards academic achievement, motivation academic self-concept and academic achievement in adolescents.

In this study, the researcher analyzed the relation of parental attitudes towards academic achievement (process-centered vs. performance-centered) with self-representations, motivational orientations and academic achievement. Participants were 498 students attending 7th and 9th grades. For data collection, researcher used a self-concept scale (Peixoto & Almeida, 1999), a scale of motivational orientations (Skaalvik, 1997), and a scale to assess parental attitudes towards academic performance (Antunes & Fontaine, 2003). Correlation analysis showed positive associations between processes centered attitudes and academic self-concept, self-esteem, task orientation, and academic achievements. Performance centered attitudes were negatively correlated with academic self-concept, self-esteem and academic achievements, and positively related to self-enhancing ego orientation, self-defeating ego orientation and avoidance orientation. Structural equation modeling revealed different paths, in the relationship between parental attitudes and academic achievement, for process centered attitudes and for performance centered attitudes. Result in this study supported the idea that the perception of parental attitudes centered on performance were related to less positive outcomes while parental attitudes centered on performance were related to less positive outcomes. Finally, data in this study converged with the existing literature that highlighted the mediating role of
individual characteristics such as self-concept and motivational orientations in the relationship between parental attitudes and academic achievements.

Mohan Gupta, Renu Gupta, (2011) studied An Examination of the Relationship between Academic Stress and Academic Achievement in Secondary Classes Students of Meerut. The reliable tool used in this study, Academic stress inventory of Abha Rani Bist(1972) was used. Sample of 200 students selected from various schools. Statistics were used and Mean, SD, & T value were calculated. It was found that boys were more frustrated than girls, both boys and girls experienced mental conflict equally. In their academic situations girls perceived more academic pressure than boys. Girls were found comparatively more anxious than boys.

Shaljan Areepattamannil (2011) studied on academic self concept, academic motivation, academic engagement and academic achievement. This was a mixed study which was conducted on adolescent of India and Canada countries. This study, employing sequential explanatory mixed methods research design, examined:1) the academic self-concept, academic motivation, and academic achievement of Indian Immigrant adolescents in Canada in comparison to their peers in India;2) the meditational role of academic motivation in association between academic self-concept and academic achievement among Indian immigrant adolescents and Indian adolescents; and 3) the perspectives, beliefs, and recommendations of Indian immigrant adolescents and Indian adolescents in adolescents engagement and achievement. Surveys were administered among secondary students in Canada (N=355) and India (N=362) to assess their academic self-concepts, academic motivation, and academic achievement. Eight focus group interviews were conducted, four each in Canada and India, to glean the perceptions and views of Indian immigrant and Indian adolescents. Descriptive discriminate analysis (DDA) revealed that the Indian immigrant adolescents in Canada did not differ markedly from their counterparts in India. When non-standardized GPA scores were used, English
and overall school GPAs and verbal self-concept were associated with group separation in DDA. When standardized GPA scores were used, however, verbal self-concept alone was associated between academic self-concept and academic achievement among Indian immigrant and Indian adolescents. Extrinsic motivation as well mediated the relations between academic self-concept and academic achievement for the Indian immigrant adolescents in Canada. Focus group discussions suggested that the Indian adolescents were, primarily extrinsically, motivated towards school and academics. Future, both the Indian immigrant and Indian adolescents perceived their classroom teachers as controlling rather than autonomy-supportive.

Dr. Lama Majed Al-Qaisy, Dr. Seham Rayad Khrffash (2012) studied to determine the significant difference between high and low achievers specific to gender on personality traits factors (A, B, C, and D). Among a sample of 275 adolescents in the age group of 18-22 years studying in the Tafila Technical University had been selected as a randomized cluster sample of the study from the population. The results indicated that high achievers affected than the low achiever; high achieving females affected than high achieving males, low achieving males and low achieving females. Additionally, the results indicated that high achievers were more intelligent and bright than the low achievers; high achieving females showed the highest scholastic capacity than the high achieving males, low achieving males and the low achieving females. It is also indicated that high achievers were more emotionally calm, stable and face reality appropriately than low achievers. But there was no difference between high and low achievers in excitability.

2.9 CRITIQUE OF THE REVIEWED STUDIES;

The studies that have been reviewed shows that both stress and achievement have received considerable attention by researchers. Studies have been conducted on anxiety and academic achievement in reference to university students, students of different academic achievement in reference to university student, students of different academic
streams like Science, Arts, Medical, Engineering at different levels of education. But the studies on stress as influencing the achievement in different academic settings have not much attention from researches. Studies have been conducted on stress with regard to as how the intensity of stress varies in reference to sex, socio-economic status, intelligence and residential (and board at senior level) seem to be partial in their focus and in Indian context, are conspicuous by their absence.

Having firsthand experience of S.T.C. English students, the researcher observed that STC students experience a great difficulty in learning and understanding of English subject and it results in manifesting stress. Therefore, it was decided to study the psychological stress in relation to achievement in English among STC students.

2.10. DEVIATIONS FROM PREVIOUS STUDIES;

The present research work is a deviation from previous studies in the following perspectives:

2.11.1 This study is specific to the situation where the stress has a greater impact on academic achievement.

2.11.2 The status of stress as literature revealed may be different in girls and boys in general. In this study stress has been studies in boys and girls who are studying in STC course.

2.11.3 The study is related to stress have been reported in relation to urban boys and girls, but the social environment may have a greater influence on achievement, therefore rural and urban milieu may have distinctive impact on the occurrences of stress. In this study of psychological stress of STC students belonging rural and urban environment has been considered.

2.11.4 In this study stress is studied in reference to the students of different streams offered at SR. Sec level.
2.11.5 Thus, it is obvious from the above speculations that very few research of this kind has yet been undertaken. It will definitely be an eye opener and guiding base for meaningful academic decisions. Students, who study in a particular school environment with a particular type of curriculum, demonstrate the relative impact on their attitude and achievement. Study has been conducted by now gains importance, rigor and worthwhile. Hence, this study was desirable to be conducted.