CHAPTER -II

REVIEW OF RELATED RESEARCHES
A review of research work done in the related field provides the researcher an insight into the problem that he is going to undertake. It also helps in determining objective, formulating hypothesis, and in analysis to reach a conclusion. In this chapter an attempt is made to survey the earlier works done on this subject.

2.1. Classification of the studies:

Academic achievement is a resultant of many forces working on the students. Researchers have conducted several studies over the years on students' academic achievement and attempts were made to find out how far the different factors contribute towards academic achievement. These studies revealed that differential achievement is a very complex
phenomenon to be explained by individual factor. There are many factors which are mainly responsible for students’ academic achievement. These factors could be categorized as institution related, family related, community related and personal adjustment.

The earlier works done related to the present study are categorized under the following broad headings—

a) Family influence and academic achievement.

b) School influence and academic achievement.

c) Influence of adjustment and academic achievement.

d) Some other related studies.

2.1.a. Studies on family influence and academic achievement:

Family is considered as a prominent socializing agency of education. “The home or the family constitutes the first world of the child, not only does it make the first physical and mental contribution to his life but by continuous, intimate, numerous and varied associations it becomes major source of education.” (Bhatia,'82 pp. 139) The psychosocial environments of the home have a direct relationship with the child’s educational attainment.
Several research studies attributed a strong association between family environment and academic achievement.

Henderson and Merrit [1968] conducted a study on “environmental background of Mexican-American children with different potentials for school success” and they found that children in high potential group apparently come from backgrounds that offered a great variety of stimulating experiences than were available to those children in the low potential group. The potential factors examined were number of children in the family, status level of father’s work, high and low educated mothers, periodicals in the home, extent of weekly travels and extent of activity diversions.

Krishnan (1977), carried out a study titled ‘non-intellectual factors and their influences on academic achievement’ on 180 students studying from class IV to XI in Tirupati. The sample of study have been classified on the basis of factors like parents educational and occupational status, income level, reading habits of students, special training given by parents and teachers, facilities available for studying in home etc. The result showed that non-intellectual factors referred above have positive influence on furthering academic achievement. Unfavorable conditions in the house and lack of motivation on the part of parents are factors influencing in deterioration at the achievement level.
Nuttall, et al (1976) of University of Massachusetts studied the effect of family size, birth order, sibling separation and crowding on the academic achievement of boys and girls. The sample consisted of 306 girls and 247 boys from large and small families living in four suburban Boston communities. It was found after controlling for IQ that small family boys tended to have better grades than did large family boys. First born girls had higher academic achievement than did latter born girls. Boys in small families were possibly more oriented toward adult value, while large family boys may have been more influenced by peer-group and anti-academic values. Crowding was negatively related to achievement for both sexes. Sibling spacing was significantly related to achievement only for boys.

Ojha (1979) conducted a study on class XI students and found that parental education, occupation and income were related with educational achievement of both rural and urban boys.

Solunke (1979) selected sample from students at the collegiate level, drawn in this case, from four faculties of the M.S. University of Boroda. In this study, SES found unrelated to academic achievement, educational facilities and emotional happiness in the home were found
to contribute positively to the pupils performance in studies. Also economic management was found unrelated to academic achievement.

Sarkar (1983) has shown a significant difference between high achievers and low achievers on the home variables- namely educational environment, income, social background, provision of facilities and parent-child relationship.

Jagannadhan (1986), in his study "home environment and academic achievement divided the entire sample into three groups- low, moderate and high home environment and one-way ANOVA technique was used to test the mean differences among the three groups. The result indicated that the three groups differ significantly from each other in their mean academic achievement based on their home environment. Home environment has got a strong association with academic achievement.

Rajput (1989) conducted a study on Higher Secondary students of Garhwal region and it was revealed from his study that parental encouragement was significantly related to the academic achievement of urban students in comparison to the rural students.

Venmur and Abraham (1993) revealed that the relationship of socio-economic status of parents and academic achievement of pupils are noteworthy.
Basantia and Mukhopadhaya (2001) carried out a study on 320 rural students of grades VIII and IX by using (2X2) factorial design. They found that both high and low achievers differed significantly in respect of their home environment. The regression analysis shows that the variable which significantly contributed to predict academic achievement of secondary school students was the home environment.

2.1.b. Studies on School influence and academic achievement:

School is the most important agency of education and it plays a major role in the physical, emotional and moral development of the child. "A school which provides a conducive environment for meeting the needs and interest of pupils contributes much to the whole development of the personality of the child". (Mathew'99, pp89)

Researches on school quality have shown that school factors are significant in explaining learner's achievement. The environment of school or college have a potent role in scholastic success of the child.

Brookover (1977) conducted a study on school social climate and school achievement at Michigan and came to the conclusion that the teacher in higher achieving schools spends a large proportion of
class time in instruction. Secondly, those schools with higher achievement are likely to use more instructional activities in which groups of students are competing as team rather than individually.

Etinge (1980) carried out a correlation study of pupil-teacher relationship and academic achievement. The pupil-teacher relationship was identified as consisting of two aspects—interpersonal relationship and locus of responsibility. Both aspects were relatively measured by the Relationship Inventory and Locus of Responsibility. The sample was drawn from VII grades of public school system. The analysis of data showed that the sex of the student was a contributing factor of interpersonal relationship variables. All the inter-personal variables for both instruments were found to be significantly related to achievement.

Upadhaya (1982) conducted a study on tribal population of Boster District in Madhya Pradesh. It was founded that each of the three aspects of classroom environment—interpersonal relationship, goal orientation and system maintenance and change was significantly related to academic achievement.

Gupta (1992) in his attempt on secondary school student found that arts and science students were significantly different from each other with respect to their academic achievement. Another important
findings of this study was the significant contribution of locus of control, anxiety, level of aspiration and socio-economic status in predicting academic achievement.

Farooqui and Jones (1994) conducted a comparative study of the achievement level of students studying in schools under different educational management. Result of the study indicated that the performance of school under private management was highest while that of Government's school was lowest. The superiority of private schools may be attributed to factors like SES, educational and motivational level of parents, money vested in the school, facilities available and managerial practices.

Shukla (1994) investigated the relationship of school factors with language and mathematics achievement of primary school students. She found that facilities for teacher, adequate class-room facilities, teaching experience of headmaster, time devoted to teaching, educational facilities available in the school had a salutary effect on the student's achievement.

Sunectha and Mayuri (2000) conducted a study to find out the effect of nine selected school factors on the scholastic success of IX and X grade children of Hyderabad. The result indicated that school
factors like experienced and trained teachers, good moral of the teacher, teacher-student interaction were observed to be contributing for child’s high academic achievement.

Basantia and Mukhopadhyaya (2001) examined the effect of school factors on academic achievement of 320 rural secondary school students of Orissa. The study revealed that both high and low achievers differed significantly in their school environment. Another finding of this study was that the school environment was not significantly related to academic achievement.

2.1.c Studies on Adjustment and Academic achievement:

The progress and success of an individual generally depend upon the ability to adjust to new situations and most organisms always try to adjust themselves in all realm of life. An individual’s adjustment and his academic performances are closely related to each other. Researchers have shown that there is a positive significant relationship between over-all adjustment and academic achievement.

Williot (1953), in his study on secondary school student revealed the importance of orientation, family background, adoption of studies and particularly the method of teaching on their academic achievement.
Jenson (1958) observed that with certain exceptions there was a general tendency for low achievers to encounter more adjustment problems than other students of high achievement. The general trend was for gifted achievers to express themselves as having fewer adjustment problems.

Januar (1961) conducting his study in Indian setting, attempted to observe the relationship between some personality factors and achievement. He tried to find out whether personality factors affected achievement independently of intelligence. The general conclusion was that achievement is dependent on personality adjustment of pupils. Among the different dimensions of adjustment home, emotional and social adjustment played a vital role.

Centi (1962) conducted a study on personality factors of college success. A definite relationship was found to be existing between levels of achievement and related adjustment factors in this study. In the same study it was pointed out that the unstable and maladjusted students have been found in them to be doing less well in their studies.

Rao (1965) studied university student’s performance in relation to certain aspects of personality and academic achievement. He reported that over-achievers tend to differ significantly from both
normal achievers and under-achievers and that over-achievers have optimum adjustment to achievement situation.

Sinha (1966) carried out a psychological analysis of some factors associated with success and failure in university education. The study was done on a sample of 185 high achievers and 190 low-achievers. The study revealed that there is a clear-cut distinction between high and low-achievers on the general adjustment level.

George and Abraham (1967) reported a study on “Adjustment and achievement of secondary school pupil”. The findings of the study indicated that the middle children tend to be more extrovert and slightly better in social adjustment than others.

George et. al (1967) in their study on “the effect of physical disability on personality adjustment and achievement of secondary school pupil” found that the physically defective pupils were inferior to their non-defective peers in health, home and school adjustment, but they did not differ significantly in social and emotional adjustment or in academic achievement.

Chawla (1970) carried out a study on ‘Adjustment and academic achievement’ by using Rotter’s Incomplete Sentences Blank (ISB). The study clearly indicates that academic achievement is closely related to
the adjustment. One obvious reason for the students who secure quite less academic marks is that they are not adjusted well.

Pandey (1970) conducted a comparative study of adjustment between bright and average intermediate adolescents. The findings showed that the intellectually bright intermediate boys have more problems than the average intermediate boys in the area of social adjustment. No significant difference in any other area is discernible.

Saxena (1972) reported that the over-achieving students had a consistently and significantly lower number of problems of adjustment in the various areas measured than the underachievers, who were burdened by a greater number of problems in general. However, a few minor differences in the absence of presence of particular area was noticed in some streams.

Rao (1972) in a study on 328 male undergraduate students founded academic achievement significantly related to students adjustment to the academic situation. Over-achiever’s pattern of adjustment to the academic situation significantly differ from that of under-achievers.
Badami and Goswami (1973) found that the group of high-achievers was significantly socially better than the group of low-achievers. They also found that comparatively the female group was found significantly socially better adjusted than the male-group.

In their study, Patel and Joshi (1974), concluded that the high achievers in terms of family adjustment are more adjusted than low-achievers, girls were better-adjusted than boys. Similar trend was found in personal adjustment and social adjustment. There were no sex differences in social adjustment.

Vishnai (1974) found high achievers to be better adjusted than low-achievers in the five areas of adjustment as well as the total adjustment scores. Further she found no substantial relationship between personality adjustment and academic achievement of high and low achievers.

Seetha (1975) conducted a study on 566 students belonging to both arts and science courses to examine the psychological and social factors affecting academic achievement. The findings of the study concluded that no significant relationship existed between social adjustment and academic achievement.
Dutt (1978) conducted one study on socio-emotional and educational adjustment among academically high and low achievers and found that boys and girls were equally adjusted in their social environment irrespective of their academic achievement. High achievers boys and girls were found better adjusted than the low-achievers. The girls were better adjusted educationally as compared to boys. There was positive effect of academic achievement upon educational adjustment.

Singh and Sharma (1978) made a study on the effect of birth-order on adjustment and academic achievement and reported that birth-order was significant at the .01 level for adjustment and at the .05 level for achievement.

Parikh (1978) carried out a study on 300 students of class IX and X standard to examine the school achievement in relation to social and family adjustment. The $x^2$ (chi-square) test and coefficient contingency 'C' tests were applied to test the significance of association between variables. The result indicated that there is a positive relationship between the level of achievement and social adjustment, as well as between the level of achievement and
family adjustment. That is the high achievers are better both in social adjustment and family adjustment than the low-achievers.

Matto (1980), in his study found that generally adolescents of the lower intelligence level are the worst adjusted and intelligent adolescents coming from poor homes have poor social and emotional adjustment. Boys are significantly superiors to girls in emotional adjustments as to the girls of the same group. The emotional adjustment of middle and low socio-economic status is inferior to that of their counterpart belonging to high socio-economic status. The two sexes also differ only in case of emotional but not in social adjustment.

Swain and Panda (1982) examined the adjustment differences among adolescent boys and girls at different levels of academic achievement on 300 1st year I.A. students of five co-educational colleges of Orissa. Samples were selected by using ‘cluster Random Sampling’ method. The findings of the study suggest that academic achievement plays a significant role in the adjustment of student. Sex also influences the adjustment pattern of the adolescent. The middle achiever girls are more adjusted than the middle achiever boys. But academic achievement has no role to play so far as the personal and social adjustment is concerned. This study also suggested that
the adolescents of low academic achievement have less probability in adjustment in different areas than the students belonging to middle and high academic achievement groups.

According to Sharma (1983) students with better and poor adjustment do not differ significantly in their academic achievement. The study revealed that level of adjustment and academic progress are not related to each other. Another finding of this study was that high achievers do not differ significantly from low achievers on adjustment scores.

Kumawat (1985) in a study of certain factors related with high and low achievement in college students revealed that adjustment was not significant factor affecting the academic achievement.

Ahluwalia and Kalia (1986) carried out the study on the adjustment differences among high achieving and low achieving adolescents and summarized that high achievers have less adjustment problems on emotional and educational areas in comparison to low achievers. Female high achievers were found better adjusted on social, health, emotional, educational and home adjustment in comparison to male low-achievers.
Nayal et. al (1989) found that the adolescents with better, average and poor academic achievement did not differ significantly in their class adjustment scores. From this study it was also revealed that female were better adjusted than male adolescents. The general conclusion of this study is that the level of class adjustment is not related with academic progress.

Vashistha (1991) carried out a study on 140 students of higher secondary level from two central schools of Delhi by administering the 'Adjustment Inventory for college students (AICS) by Sinha and Singh. From the study, it was revealed that higher mal-adjustment was significantly noticed among high achievers in the areas of emotional adjustment and general adjustment as compared to their low-achieving counterparts. High achieving boys showed superior emotional adjustment than their high achieving female counterparts. Low achieving boys showed better educational adjustment in comparison to their low achieving female counterparts.

Brooks and Dubois (1995) investigated the individual and environmental predictors of academic and psychological adjustment of 1st year college students. Results showed that although individual variables were related most strongly to adjustment, environmental
variables also made significant incremental contributions to the prediction of grade-point average, social adjustment and psychological symptoms.

Panda (1997) carried out his study to find out the independent contribution of adjustment on academic achievement of high school boys and girls. He reported that adjustment is an essential factor for the progress of academic achievement of a student.

2.1(d) Some other related studies:

Kakkar (1964) studied the adjustment problems of adolescent boys and girls of class XI. The result obtained that 43% cases had serious adjustment problems. The school area possessed the greatest member of problems, while in home area, the adolescents were over-dependent on parents. He further conducted that adjustment problems were seem to have adverse affect on the learning efficiency of the students.

Mitchel and Shephard (1966) revealed that deviant behaviour at home was significantly associated with lack of academic success and also with the manifestation of behavioural disorder in school.
Sinha (1966) indicated that academic performance of the students differ due to differences in the area of living to which children are exposed. He reported that low achievers come from rural areas and high achievers come from urban areas.

Tripathy (1966) reported that low and under-achievers reveal a significantly greater number of problems than high achievers.

Nataraj (1968) attempted to study the extent to which adolescent college girls were adjusted to different aspects of the environment by using Bell’s Adjustment Inventory. A group of 300 college girls of age-group (17,18,19,20) studying in under-graduate classes of two women colleges of Mysore were taken as sample of the study. The results indicted that all the four age-group have moderate home, health and social adjustment. But their emotional and general adjustments are unsatisfactory. Class-wise adjustment reveals that the 3rd year Degree students are moderately adjusted. 2nd year girls are unsatisfactory adjustment to home social and emotional environment. The adjustment of all the groups except the final year (III year) student is unsatisfactory.

Kerma (1984) investigated the relationship between anxiety and school achievement on 50 students of the 11th class by administering
an anxiety scale. The analysis of the study confirmed a significant positive correlation between anxiety and school achievement.

Ramaswami (1993) made an inquiry into the correlates of achievement and found that personality, achievement motivation, self-concept, study habits and SES contribute significantly to academic achievement. Gender had its impact on achievement. Though rural and urban school did not differ much in achievement; private schools were farewell in comparison to the Government schools.

Alexander and Packiam (1998) carried out a study on the adjustment problems of school going adolescents by administering Roger’s personality Inventory (1931). They concluded that mother’s education influenced urban adolescent’s adjustment. Birth-order, number of children in the family and income do not effect adolescents’ adjustment. Male adolescents are better adjusted than female adolescents. Parent’s education and income do not influence rural adolescent’s adjustment.

Govind and Venkatammal (1999) conducted a study among 400 college students to examine the effect of co-education and non-co-education types of colleges on the adjustment of college students. Results indicated that students of co-education college have better
adjustment when compared to students of non-co-education colleges. Male students of co-education college have better adjustment than the male students of non-co-education college.

Panda (1999) studied the effect of socio-economic status on academic achievement. The sample of study included 300 students of 8th standard of different secondary schools. The study revealed that there is influence of socio-economic condition of the family on academic achievement of the pupils. Also there is a definite impact of SES on academic performance of urban and rural students.

Sarode (1999) found that socio-economic status, study-habits, achievement motivation exerted more influence on academic achievement in case of science students both male and female than those of Arts and Commerce. Another findings of this study was that good study-habit students showed significant difference in academic achievement than normal study habit student. Normal study habit student had no significant difference on academic achievement than poor study habit students.

Sclvam and Soundaravalli (2001) examined the effect of various problems of standard XII students on their academic achievement. They found that academic achievement had significant relationship
with physical problem scores and family problem scores. There was no significant relationship between social problem scores and academic achievement; though girls were facing more social problems than the boys.

2.2. Emerging points from the review:

1. A good number of studies have been done on adolescent’s problems but the number of study on the Higher Secondary level student’s adjustment problems is not sufficient.
2. The obtained results are not in agreement but conflicting in nature.
3. Most of these studies are descriptive in nature and pertain to the relationship between academic achievement with the variables such as environment, school, family and adjustment.

2.3. Significance of the study:

The problem of student adjustment is the burning problem of our country, keeping in view of the students’ unrest. It is very important to find out the adjustment problem of the college going students so that they may be properly guided or counseled, and the environment, wherever possible may be improved to bring about their better adjustment.
The adjustment of adolescents need greater attention, since they have to face the challenges of a long preparation for entering an occupation in changing social life. Again it is seen that most of the students showed lower performance at the Higher Secondary School Leaving Certificate Examination in comparison to their High School Leaving Certificate Examination, which is a grave problem from the learner's point of view as it causes emotional unrest and psychological tension.

For a higher secondary student value of high academic achievement is important not only for higher education at one hand and finding suitable job on the other hand, but it also brings personal satisfaction and social recognition. In fact, academic achievement is not a uni-dimensional function but multidimensional. In other words, academic achievement has to be studied in terms of its psycho-social correlates in order to identify the factors which are important in affecting the academic performance of the students. The proposed study too attempts to investigate the factors related to academic achievement of higher-secondary students from psychological and social point of view.

Everyone upon this earth has some problems to solve. But the nature of problem may differ from person to person, age to age, time to time or place to place. Several studies have been done on adolescent’s
problems but very few studies have been conducted in this line in North-East region of our country. Sharma (1978) carried out a critical study of the effect of environmental factors in the education of the secondary school students. Rasool (1979) studied the physical, social and economic problems of adolescent girls of secondary schools in Nowgong District. In his study Choudhury (1980) inferred anxiety as correlates of academic achievement. This study was conducted on the college students of Mizoram. Devi (1980) studied the influence of physical education on the adjustment of adolescent girls of Manipur. Goswami (1982) carried out a study on the adjustment problems of school-going adolescent girls. In her study Bora (1986) attempted to find out the adolescent’s educational and family adjustment problems. Das (1986) studied the influence of peer group and educational influence on the academic achievement of secondary school students of Guwahati. Dutta (1988) carried out a study on self-concept and personality adjustment during pre-adolescence and adolescence. Goswami (1996), studied the adjustment pattern of tribal and non-tribal youth of Jorhat and Dibrugarh District. Among these studies, except Choudhury (1980) and Goswami (1996) other investigators conducted their studies on the students of High School level. No study has been reported up-till now concentrating on
psycho-social aspects of higher-secondary student's problem from this region. Therefore it is decided to conduct a study to explore unknown facts on this aspect and planned the study with the following justifications-

1. The study will be very much helpful in accelerating the students welfare schemes of the Government.

2. Educational institution may be benefited by the findings of this investigation in handling the problem of students.

3. Social scientist may also get some information about students turmoil from this study.

4. Parents and guardians may be benefited by this study in tackling the problems of their wards.