CHAPTER II

REVIEW OF RELATED LITERATURE
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This chapter deals with the internal review of the literature. It is an attempt to discover relevant material published in the problem area under study. This covers the empirical research studies done previously in the problem area. The studies conducted during the last few decades in the field of achievement that are more relevant and pertinent to the present investigation are discussed in this chapter.

2.1 PURPOSE OF RELATED LITERATURE

Review of related literature, provides a comprehensive understanding about what has already been known about a topic. It forms the basis for subscribing rationale for having chosen the problem for the study. Review of related literature allows the researcher to acquaint himself with the current knowledge in the field or area in which, he is going to conduct his research. It enables the researcher to define the limits of his study. It also helps the researcher to delimit and define his problem. The knowledge of the related literature brings the researcher up-to-date on the work, which others have done and thus state the objectives clearly and concisely.

By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study, when the stability and validity of its results have been clearly established.

The review of related literature gives the researcher an understanding of the research methodology, which refers to the way; the study is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. It also provides an insight into the statistical methods, through which the validity of the results is to be established.

The important specific reason for reviewing the related literature is to know about the recommendations of the previous researchers, listed in their studies for further research.
Good, Barr and Scates (1941) analyzed the purposes of review of related literature as given under.

- To show whether the available evidence material solves the problem adequately without further investigation.
- To provide ideas, theories, explanations or hypotheses valuable in formulating the present study
- To suggest the research methods to the problems
- To locate comparative data useful in interpretation of the results
- To contribute to the general scholarship of the investigator

2.2 NEED TO KNOW ABOUT RELATED LITERATURE

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the library and its many sources. Only then will an effective search for specialized knowledge will be possible. The search for reference material is a time consuming but very fruitful phase of research programme. Every investigator must know what sources were available in his field of enquiry, which of them, he is likely to use and where and how to find them. (Sukia et al., 1980)

According to Best (1959), practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new life with each generation, man builds up accumulated and recorded knowledge of the past.

Availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by investigator. The investigator may be very keen to possess up-to-date information regarding his field, and may try hard to be posted up-to-date, and yet fails to get enough information due to non-existence of source of such information (Sukhia 1980)

In the field of education, as in the other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which, he intends to select a problem for research. But it is found that generally the extent of important, up-to-date information regarding educational research and ideas possessed by educational workers, is very limited (Sukhia 1980).
The investigator should strive hard to be posted with necessary information, relating to his field of enquiry, basing on which, he has to build up his findings.

There are number of studies relating to the academic achievement done in the past. However, only the literature pertaining to the independent variables used in the present study is referred in the succeeding pages.

Therefore, the studies are presented under the following subheadings:

- Academic achievement in general
- Achievement in theory
- Achievement in teaching practice and practicals
- Total achievement
- Studies on teacher-trainees
- General teaching competence of pre-service and in-service teachers
- Achievement and self efficacy
- Achievement and emotional intelligence
- Achievement and achievement motivation
- Achievement and gender
- Achievement and locality
- Achievement and management
- Achievement and caste
- Achievement and educational qualification
- Achievement and age
- Achievement and annual income of the family
- Achievement and father education
- Achievement and mother education
- Achievement and occupational status of the parents
Achievement and number of members in the family / number of children in the family

Achievement and birth order

Achievement and religion

Miscellaneous studies

Appraisal

2.3 ACADEMIC ACHIEVEMENT IN GENERAL

Academic achievement is of paramount importance, particularly in the present socio-economic and cultural contexts. Obviously, in the school/college, great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than ascription. The school/college performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement primarily in terms of achievement.

The central aim of all formal educational efforts is academic achievement on the part of the students. Even though, it is desirable to have all-round development as the goal of educational process where academic achievement would be just one of the dimensions; but in most of the educational institutions, academic achievement continues to be the exclusive concern narrowing down the very concept of educational process, nevertheless, it is important to note that achievement in curricular subjects is not an independent phenomenon. Rather it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept as well as the process of academic achievement, it is imperative to identify and explore various factors related to academic achievement.

In general terms, achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. It is to this concept that the term achievement is referred here. To maximize the achievement within a given set up, therefore is the goal of every educationist, a teacher or an
educational administrator. Research has come to our aid looking into what variables – personal, home, school etc., promote achievement and what are determinants to it.

The present investigation took note of the above facts and attempted to treat some of the prominent intellectual and non-intellectual factors as psychological and sociological factors and coined it as psycho-sociological factors. The influence of certain psycho-sociological factors on academic achievement of D.Ed. students is investigated.

2.4 ACHIEVEMENT IN THEORY

There are theoretical aspects and practical aspects in primary and secondary teacher training courses. They are the two sides of the same coin. Some of the studies related to scholastic achievement of teacher-trainees in theoretical aspects are presented herewith.

Sharma (1937a) made a critical study of compulsory courses in the theory of education offered by universities for the B.Ed. / B.T. degrees. Large number of secondary school trained teachers expressed that subject knowledge helped them most and training helped them least in becoming successful teachers and while nearly 55 percent of the teachers found their training only ‘somewhat useful’, about 39 percent found it really useful.

Patted (1975) studied 200 B.Ed. students to find out the relation between perceptual factors and success in teacher education course. The study revealed that out of five perceptual factors, self perception and teacher professional perception emerged as significant correlates for success in final theory examination.

Vyas (1982) found that the university theory marks of B.Ed. students could be predicated on the basis of academic achievement, verbal intelligence and teaching aptitude in case of total sample (N=300); whereas in the case of the male sample, predictors were academic achievement, verbal intelligence, attitude towards teaching and SES. In the case of female sample, the predictors were academic achievement and teaching aptitude.

Gopala Charyulu (1984) reported that multiple regression analysis revealed that SES, attitude towards profession and training, Factor-B, Factor -N and Factor-Q2.
of 16 PF were significant with the criterion of achievement in theory of student-teachers of TTIs.

Govinda Reddy (2002) investigated that (1) achievement in practical work and practical examinations, (2) total achievement, (3) study habits, (4) personality factors F, M and Q4 of 16 PF, (5) age, (6) caste, (7) group subjects at intermediate level, (8) SES and (9) region have significant influence on the achievement in theory examination of DIET students, i.e., primary school teacher training students. He also observed that (1) attitude towards teaching profession and training, (2) personality factors A, B, C, E, G, H, L, N, O, Q1 Q2 And Q3 of 16 PF, (3) objective achievement test score, (4) marital status, (5) father education, (6) mother education, (7) brothers education, (8) sisters education, (9) father employment, (10) mother employment, (11) brother employment, (12) sisters employment, (13) family income, (14) place of birth, (15) birth order and (16) sex do not have significant influence on the achievement in Theory examination of DIET students.

Laxmidhar Behera and Sushanta Kumar Koul (2004) observed that there is positive significant correlation between the performance of B.Ed. student teachers (N= 650) in theory and practical.

It is seen that there are very few studies on academic achievement of D.Ed. students in theoretical aspects in relation with psycho-sociological variables. Therefore the relationship between scholastic achievement of D.Ed. students in theoretical aspects and the psycho-sociological variables are studied in the present investigation.

2.5 ACHIEVEMENT IN PRACTICE

Practice teaching and practical aspects play an important role in teaching success. Some of the studies relating to practice teaching and practical aspects of teacher-trainees are given below.

Sharma (1973) made an evaluation of teaching programmes of teacher education on 1080 B.Ed. students. His findings revealed that 32 percent of the sample thought that observation lessons are essential. A majority of student sample thought them very useful. Experience of teaching in different schools was not provided. Non-teaching work like maintaining diaries, giving tests etc., was rarely done by the
student-teachers and they did not take part in the activities of the practicing schools. The college had no control over the student-teachers and got very little co-operation from them. But, in spite of the above unfavorable circumstances 98 percent student-teachers thought that practice teaching gave confidence and power to adapt teaching to varying conditions helped to understand children and to solve day to day classroom problems.

Patted (1975) studied 200 B.Ed. students to find out the relation between perceptual factors and success in teacher education course. The study revealed that all the five perceptual factors namely self perception, student perception, teacher professional perception, instructional goal perception and instructional role perception were found to be significant correlates of final teaching/practical marks.

Gomathi Mani and Gonsalves (1977) reported that the B.Ed. trainees with better self-concept scored more on practice teaching than the teachers with poor self-concept.

Dhalakia (1980) studied, "effects of observers and feedback upon changing the classroom performance of pupil-teacher". The sample comprised 250 trainees of four randomly selected colleges of education. The sample of observers comprised forty-three teacher-educators and seventeen secondary teachers of practicing schools. The observers’ comments on 7,500 practice lessons given by 250 trainees were analysed. For the analysis of comments cicirrelli’s category system was used. Two proformas were prepared for collecting information from the observers and the pupil-teachers. Product moment correlation, t-test and analysis of variance were the statistical techniques used for data analysis. The major findings of the investigation were: (i) the observers gave more negative comments than positive. (ii) The graduate observers gave more comments than the post graduate observers. (iii) The graduate and the post graduate observers did not differ in their grading of the lessons.(iv)The science lessons got more scores than the humanities lessons. (v) The teacher-educators and the secondary teachers did not differ in the number of positive comments but the teacher-educators gave more negative comments than the secondary school teachers.(vi)The college observers were more lenient in giving grades than the school observers. (vii) pupil-teachers’ performance improved, positive comments increased and negative comments decreased as the number of lessons advanced. (viii)
The post graduate pupil-teachers received more positive comments than the graduate pupil-teachers but the two did not differ in negative comments and in achievement scores. (ix) The science student-teachers scored significantly more than the humanities student-teachers in the final scores. (x) The male trainees received more positive comments and the female trainees more negative comments but their achievement scores did not differ significantly. (xi) the urban and the rural trainees did not differ significantly in positive comments but the urban trainees received more negative comments though they scored more than the rural trainees in the examination. (xii) The experience of the trainees was positively related to the achievement. (xiii) The achievement in lessons during the year was positively related to the final annual examination marks.

Gupta (1982) studied input-output relationship of elementary teacher’s training institutions. He reported that the product moment coefficient of correlation between inputs (the quality of teacher-educators, the quality of student-teachers, academic motivation, the teacher’s academic motivation, the teacher’s morale, leadership style, etc.) and output, as practical marks, were statistically insignificant.

Vyas (1982) observed that (i) university practical marks could be predicted by contributions from age, academic achievement, verbal intelligence and personality adjustment in the case of the total sample (N=300) of B.Ed. students; while, age, personality adjustment and SES helped to predict university practical marks in the case of the male sample. Age, academic achievement, verbal intelligence and personality adjustment were significant predictors of university practical marks in the case of the female sample. (ii) Age, academic achievement, non-verbal intelligence and attitude towards teaching were found to contribute to the prediction of total practical assessment in the case of total sample; while in the case of male sample, significant predictors were age and attitude towards teaching, and in the case of the female sample. Significant predictors were age, academic achievement, nonverbal intelligence, personality adjustment, attitude towards teaching and SES.

Gopala Charyulu (1984) reported that SES and attitude towards profession were the only significant predictors of the criterion of practical achievement of student-teachers of TTIs.
Deo (1985) studied the practical programme other than practice teaching in teacher education institutions. The sample of the study consisted of 350 student-teachers and 55 teacher-educators selected randomly from three teacher-education institutions of Delhi. The sample subjects responded on a locally prepared questionnaire having questions about different types of practical work, their objectives and working in the college system, etc. the findings of the study were (i) most of the student-teachers felt that 'lack of time' was a major factor in not being able to achieve the objectives of the practical programme. (ii) The teacher educators opined that lack of sufficient opportunities and lack of time were the cause for non-fulfilment of the objectives of practical programmed. (iii) The student-teachers felt that there could be a large number of practical programmes in the colleges of education, but due to lack of time, lack of proper guidance, lack of sufficient opportunities and lack of feedback from the teachers they were not able to achieve the objectives. (iv) For work experience and socially useful Productive work, sufficient time and guidance were not provided to students by the teachers and also there was no provision for them in the time-table. (v) The student-teachers were not provided facilities for training in preparation of some visual and audio aids. (vi) Physical education and participation in games and sports were taken casually by student-teachers. (vii) Excursions for student-teachers were not arranged by the institutions. (viii) Social work had not been an integral part of the teacher-education programme. (ix) Co-curricular activities were not organized according to the interests and needs of the students. (x) Opportunities for talented students were not provided in the areas of art, library, dramatic and other cultural areas. (xi) There was no provision for psychology practical which would give student-teachers opportunities for application of theories of learning.

Nirmal Sabharwal (1997) verified whether one or more of five context variables namely, general mental ability, knowledge of subject content, previous academic attainment, attitude to the profession, and anxiety, can predict student teachers' (N=200) performance in practice teaching. Multiple regression analysis of data collected through relevant scales for measuring the independent and dependent variables indicated that the chosen independent variables did contribute significantly to variance in the dependent variable.
Govinda Reddy (2002) reported that (1) achievement in theory, (2) total achievement, (3) attitude towards teaching profession and training, (4) personality factors B,E,M,Q2 and Q3 of 16 PF, (5) objective achievement test scores, (6) father education, (7) mother education, (8) father employment, (9) brothers employment, (10) sisters employment, (11) family income, (12) group subjects at intermediate level, (13) birth order, (14) region and (15) SES have significant influence on the achievement in practical work and practical examinations of DIET students. He also revealed that (1) study habits, (2) personality factors A, C, F, G, H, I, L, N, O, Q1, and Q4 of 16 PF, (3) age, (4) marital status, (5) brothers education, (6) sisters education, (7) mother employment, (8) caste, (9) place of birth and (10) sex do not have significant influence on the achievement in practical work and practical examinations of DIET students.

Prakash Srivastava (2002) collected data on the existing pattern of the teacher training (B.Ed.) in India, and the views of teacher educators, experts, co-operating school teachers/principals and interns (teacher-trainees) were sought for the improvement of internship in teaching programme with the help of questionnaires, opinionnaires and interview schedules. Papers were also invited from educationists to restructure teacher training programme. On the basis of this, he developed 'The prospective model of teacher training'.

2.6 TOTAL ACHIEVEMENT

There are mainly two aspects in primary and secondary teacher training courses. They are theoretical aspects and practical aspects. Total achievement means achievement in theoretical aspects plus achievement in practical aspects. Some of the studies reviewed on total achievement of teacher-trainees are shown hereunder.

Wash Burne and Hail (1960) tried to find out the relationship between teacher characteristics and children's growth and found that there was no significant relationship between teacher's scores on the teacher education examination and any kind of growth on the part of their pupils.

Patted (1975) studied 200 B.Ed students to find out the relation between perceptual factors and success in teacher education course. The perceptual factors considered were: a) Self-perception, b) student perception, c) teacher professional
perception, d) instructional goal perception and e) instructional role perception. The study had the following findings: (i) with reference to assessment of year's work, self perception, students perception, teacher professional perception and instructional goal perception were found to be significantly correlated. (ii) self perception, student perception, teacher professional perception and instructional goal perception turned out to be significant correlates for success in B.Ed examination as a whole.

Pathak (1979) observed that the quality of the output as judged by the examination results of B.Ed. trainees was poor so far as the knowledge foundation of educational theory and practice was concerned; about 71 percent got a third division in theory; however, it was considered satisfactory in respect of competence to teach in the classroom situation.

Gupta (1982) studied input-output relationship of elementary Teachers' Training Institutions. He found that (i) The product moment coefficients of correlation between inputs (the quality of teacher-educators, academic motivation, leadership style, organizational climate, teaching methods, physical facilities) and out-put, as the total marks in the examination, were significant. (ii) The product moment coefficient of correlation between finance as an input and total marks (theory and practical) was not significant. (iii) The multiple regression coefficients with eight variable was 0.796, which showed that these factors played a significant role in predicting the performance.

Vyas (1982) showed that (i) In the case of the total sample (n=300) of B.Ed. students, the significant predictors were age, academic achievement, verbal intelligence, attitude towards teaching and SES for the criterion of university total marks. In case of the male sample, predictors were age, academic achievement, verbal intelligence, personality adjustment and teaching aptitude. (ii) Age, academic achievement and verbal intelligence had stood out prominently as predictors as far as the criterion variables (university practical marks, total practical assessment, university theory marks, university total marks, self-rating), selected for the study. But the variable, self perception had shown no significant contribution towards prediction as far as these criteria were concerned.

Gopala Charyulu (1984) observed that the co-joint effect of the five predictors namely SES, attitude towards profession, attitude towards training, Factor-N and
Factor-Q 20f 16 PF on the criterion of total achievement of student-teachers of TTIS explained only 15.9 percent of the amount of variance.

Goyal et al., (1984) found that (i) Total marks secured by B.Ed. students in their final examination correlated significantly with theory external marks, external evaluation marks and theory marks. (ii) Total marks secured by student-teachers did not show statistically significant relationship with teaching experience scores. (iii) Intelligence, attitude and personality were found to be the best predictors of student-teachers performance in the B.Ed. final examination.

Patil (1984) reported that the correlation between attitude of B.Ed. students towards teaching profession and their achievement (r = 0.16) was positive and significant.

Samsananda Raj and Sreethi. (2000) found that study habits and academic achievement on students are positively and significantly related.

In a study Viswanatham (2000) found that girls do better than the boys, but there is no significant difference between rural and urban students in their achievement.

Battacharya (2001) investigated that (i) Enhancement of learning time in techniques of teaching and evaluation yields higher achievement of prospective teachers. (ii) It is also observed that the dedicated and determined educators perform well with the strategies of increasing academic learning time.

Shinde (2001) found that imparting study skills training may enhance the scholastic achievement of students.

Tilak Raj (2001) reported that better school environment facilitates the development of positive academic motivation and also there was no significant difference between the academic achievement of boys and girls.

Archana and Monasharma (2002) conducted a study on 5th Grade children (N = 26) in Indore. The result found that the instructional material on making skill classification could positively influence the achievement of students on the criterion test.
Vamadevappa (2002) in a study revealed that there is a positive and significant relationship between parental involvement and academic achievement among higher primary students. Good parental involvement leads to higher academic achievement. And achievement of girls is more than the achievement of boys among high parental involvement group.

Govinda Reddy (2002) found that (1) achievement in theory examinations, (2) achievement in practical work and practical examination, (3) attitude towards teaching profession and training, (4) study habits, (5) personality factors B, E, F, M, Q2 and Q4 of 16 PF, (6) father education, (7) mother education, (8) brothers education, (9) family income, (10) caste, (11) group subjects at intermediate level, (12) birth order, (13) SES, (14) region and (15) objective achievement test scores have significant influence on the total achievement of DIET students, i.e., primary school teacher training students. He also reported that (1) personality factors, A, C, G, H, I, L, N, O, Q1 and Q3 of 16 PF, (2) Age (3) marital status, (4) sisters education, (5) father employment, (6) mother employment (7) brothers employment, (8) sisters employment, (9) place of birth and (10) sex do not have significant influence on the total achievement of DIET students.

The findings of a study by Mandankar (2004) reveals that residence, peer group, curriculum, classroom teaching and evaluation have negative and significant relationship with academic achievement, where as food and co-curricular activities have negative and not significant relationship with academic achievement of school subjects.

Malvinderahuja and Sunitha Goyal (2005) observed high parental involvement leads to higher achievement and low parental involvement resulted in low achievement of adolescents. They also found that high and low parental involvement groups were found to be equal on their educational aspirations.

Rajendher Singh (2005) studied that school atmosphere, socio-emotional adjustments and home environment effect the academic achievement.

Rajendrakumar Yadav (2005) studied relationship between needs and vocational preferences of adolescents and found that the students have high need
achievement. The need exhibition is the lowest of all. The students have given highest preference to executive work and least preference to the jobs related to music.

Upayana Singh (2005) studied that the classroom factors play a major role in affecting the students' academic performance.

Fauziakhan, Visalapatnam and Ramanade Setty (2006) found from an observation that the Child's mental age, effort put in the learning at school and home, the educational status of the parents, parental involvement in helping the child learn at home have significant positive correlation with the Child's academic achievement and also has a multi-factors impact on it.

Dharmaraja (2007) observed from a study shows that high parental education improves the higher academic achievement than those whose parents' education is below 10th class.

Manchala (2007) in a study on the achievement of B.Ed. student-teachers found that there was a significant influence of the variables - sex, management of the institution, medium of writing the examinations and socio economic status on their total achievement.

Nimavathi and Gnanadevan (2007) investigated from a study on the relationship between anxiety and academic achievement that there is a significant relationship between the achievement and anxiety of the boys and girls of high school students. (ii) There is a significant difference between the achievement and anxiety of the government and private school students. (iii) There is a significant difference between the achievement and anxiety of the rural and urban high school students.

Subrate Saha (2007) found in a study that gender shows significant difference in the academic achievement. Boy's scores significantly higher than the girls on the academic achievement.

The above studies revealed that there are very few studies on total academic achievement of D.Ed. students. The total academic achievement of D.Ed. students is taken as one of the dependent variable in the present investigation.
STUDIES ON TEACHER - TRAINEES

Some of the studies on teacher-training are given below.

Chander (1979) studied, "relationship of attainments in theory subjects in B.Ed. course with attitude as a teacher and teaching efficiency. The study attempted to investigate the relationship between the attainments in a training course with the teaching efficiency in the classroom and attitude as a teacher. A stratified cluster type of sample comprising 500 trainees was selected from the training colleges of Haryana state. The variables of attitude and teaching efficiency had little to do with the theory courses other than those in educational techniques and psychology.

Agarwal (1980) studied, "motivational factors in the choice of teaching as a profession and its relationship with some other variables". The sample consisted of 241 B.Ed. trainees of both sexes belonging to rural as well as urban areas at Haryana state. The major findings of the study were: (i) Although there were inter group differences in the factors that motivated the students to join teaching, five factors emerged as most important in order of priority, these were: desire to continue education, possibility of doing good to the country, fondness of teaching, security of job, and parents' wish fulfillment. (ii) Teaching had been consistently a very popular aspiration from high school through college education. (iii) A majority of all the groups had no relative in the teaching profession; however, teacher spouse influenced the urban girls. (iv) A large majority of the B.Ed. trainees wanted to take up teaching but very few wanted to start their own schools. (v) A large majority of the B.Ed trainees belonged to high socio-economic group. (vi) There was no significant difference in attitude towards teaching of high, middle and low socio-economic status groups.

Vora (1980) studied social maturity of students of colleges of education in the context of some psycho-socio correlates. The final form of social maturity scale was administered to 855 student teachers coming from the urban areas were more mature than the student teachers from the rural area. (ii) The male student-teachers were superior to the female student-teachers in social maturity. (iii) Age had no relation with social maturity. (iv) The commerce graduates were, by and large, more socially mature than the arts science graduates, (v) The higher the socio-economic status, the better was the social maturity. (vi) The size of the family had no relation with the
social maturity of the student-teachers. (vii) There was a close and effective relationship between social maturity and emotional stability. The higher the emotional stability, the better was the social maturity. (viii) The self-sufficient group scored higher on social maturity than the dependent group. (ix) The highly suggestible persons were less socially mature than the less suggestible ones. (x) social maturity was not related to the trait of flexibility Vs. rigidity. (xi) The persons having good leadership qualities scored higher on social maturity than those with poor leadership qualities.

Raina (1981) found that (i) The pre-service teachers differed significantly on seven of the sixteen factors assessed by the 16 PF test, namely, A, C, H, L, M, N, Q1 and Q2. (ii) The in-service and the pre-service teachers significantly differed in their attitude towards teaching when taken as a whole. (iii) The pre-service science, arts and commence teacher differed significantly in their attitude to teaching as measured by Minnesota teacher Attitude Inventory (MTAI). (iv) The pre-service teachers were highest on intellectuality, self-strength, environmental sensitivity, individuality, initiative and artistry as measured by the test of creative potential.

Mishra (1983) reported that (i) there were significant and positive behavioural changes in the B.Ed students as a result of receiving feedback from different sources viz., the students, peers, the supervisors and themselves. (ii) Increasing the number of feedbacks had some facilitatory effect in changing teacher behaviour, but it did not always bring better results. (iii) Self-rating was found to be the most effective source of feedback but peer-rating and student-rating were also effective in changing teacher behaviour.

Lin, Huey-Ling, Gorrel, Jeffrey Taylor and Janet (1999) examined pre service teachers’ beliefs in the light of potential cultural differences in perceived efficacy in Taiwan and America. Subjects were 240 pre service teachers at the beginning or the ending points of their teacher education programs in Taiwan and 231 comparable American pre service teachers. Multivariate tests indicated that the pre service teachers in these two countries may have conceptually different expectations of teaching (e.g., parental support, social awareness, individual effort). However, efficacy beliefs of pre service teachers in these two countries showed a similar pattern regarding their capability to adjust to individual children. Findings, suggest that, in
both countries, pre service teachers' efficacy beliefs may be influenced by the context of their studies, by their increasing competence and experience as teachers, and by cultural perspectives.

Anil and Sholy Joseph (2000) attempted to find out the interest in teaching of teacher trainees (N=200) undergoing B.Ed. course. The results show that majority of the teacher trainees (N=176) have only an average interest in teaching, a good number (N=86) of them were below average in their interest in teaching. Only 8.71% (N=25) of the trainees had above average interest in teaching. Male (N=94) and female (N=193) trainees did not differ in their interest in teaching. Trainees (N=189) in private colleges had significantly better interest in teaching than those (N=98) in government colleges. Graduate (N=154) and post graduate (133) trainees did not differ in their interest.

2.8 GENERAL TEACHING COMPETENCE OF PRE – SERVICE AND IN – SERVICE TEACHERS

Some of the students related to general teaching competence of pre-service and in service teachers are presented below.

Debnath (1972) has made a study of the problem of measurement of teaching efficiency as well as some of its determinants. His findings through actual classroom observations revealed that academic achievement and professional training were significantly related to teaching efficiency with the coefficient of correlation 0.19 and 0.31 respectively.

GCPI (1977) found that there was no significant difference between mean scores of simulated microteaching and real micro-teaching groups of B.Ed. trainees upon general teaching competence.

Das, et al., (1980) reported that (i) the peers feedback was significantly more effective than self feed-back through audiotape in the development of general teaching competence among the secondary (B.Ed.) student-teachers. (ii) The feedback provided by peers and college supervisors and the feedback from peer and audiotape were equally effective in the development of general teaching competence in the secondary student-teachers. Besides, the peers' feedback was equally effective as compared to the feedback from the peers and college supervisors. (iii) Attitude
towards teaching and the level of anxiety of the secondary student-teachers were not affected by specific variations in the different components of micro-teaching, namely, the feedback, modeling condition, teaching unit tried out in the study.

Das et al., (1982) studied, "effectiveness of different strategies of integration of teaching skills in developing general teaching competence of student-teachers", with 264 Student-teachers and M.A (Education) students from thirteen colleges of education. The main findings of the investigation were: (i) The summative integration strategy tended to improve the teaching competence as well as the quality of integration of the teaching skills (ii) The additive strategy of integration of the teaching skills did not improve the general teaching competence of the student teachers but tended to improve the quality of integration of the teaching skills (iii) The dyad strategy of integration tended to improve the general teaching competence of the student teachers as well as the quality of integration of the teaching skills but the latter was not significant.

Padmanabhaiah (1986) reported that (i) among eleven personal and demographic variables studied, only five-region, designation, age, experience and size of the family of the secondary school teachers (N=960) could significantly influence the level of teaching effectiveness (ii) the multiple correlation between teaching effectiveness and job satisfaction was 0.078 (iii) all the four variables-job satisfaction, job involvement life satisfaction and family satisfaction-put together could obtain a multiple correlation of 0.109 with teaching effectiveness (iv) out of 35 variables studied only a few possessed significant of correlation with teaching effectiveness.

Prakasham (1986) found that (i) Teachers (n=800) teaching in classes IX, X and XI of different higher secondary schools, in an open school climate were better in teaching competency and teacher effectiveness than those employed in schools with autonomous, familiar, controlled, paternal and closed climates (ii) Teachers working in schools situated in industrial areas were found better in teaching competency than teachers of working in semi-urban and rural areas where as teachers of semi-urban and rural areas were better in teacher effectiveness than the teachers of industrial areas. However, teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teacher effectiveness. (iii) No significant difference was found in the teaching competency.
and teacher effectiveness of teachers working in government and non-government schools (iv) No significant difference was observed between male and female teachers on the tests of teaching competency and teacher effectiveness (v) A positive and significant relationship was observed in the teacher effectiveness and teaching competency of teachers in different types of organizational climates.

Mahapatra (1987) observed that (i) the coefficients of correlation between teaching success of B.Ed. students (n=420) and intelligence, attitude towards teaching and vocational interest were 0.38, 0.27 and 0.25 respectively and were significant at 0.01 level of significance, (ii) the coefficient of multiple correlation between teaching success and predictor variables was found to be 0.44 and was significant at 0.01 level (iii) the combined predictive power of all the three predictors in predicting teaching success was found to be 23 percent (iv) among all the three predictors, the contribution of intelligence was 13 percent. Intelligence was considered to be the most influential predictor.

Sukhavant Bajwa (2004) reported that the t-ratios between the mean scores of competency. Based Teacher Training (CBTT) group of student-teachers (N=30) and Traditional training (TT) group on cognitive based teaching competency, performance teaching competency, affective based teaching competency, consequence-based teaching competency and managerial teaching competency are significant at 0.01 level. It is concluded that basic teaching competency training strategy was found to be better in developing the above components of competency than that of TT among student teachers

2.9 ACHIEVEMENT AND SELF-EFFICACY

Bandura (1986) emphasized that ones mastery experiences are the most influential sources of self-efficacy information, which has important implication for the self-enhancement model of academic achievement, which contends that, to increase students achievement in school, educational efforts should focus on altering students beliefs of their self-worth or competence.

Berry (1987) revealed that self-efficacy enhances student’s memory performance by enhancing persistence.
Lent & Hackett (1987) rightly observed that specificity and precision can be purchased at the expense of external validity and practical relevance. Bandura, (1989) assessed self-efficacy beliefs of students in self-regulatory strategies. Hackett & Betz (1989) assessed self-efficacy beliefs by asking individuals to report the level generality, and strength of their confidence to accomplish a task in school setting. Shell, Colvin, & Brunung (1989) assessed self-efficacy beliefs by asking to perform reading or writing tasks. Bouffard-Bouchard (1990) experimentally induced high or low self-efficacy in college students by providing positive or negative feedback and found that students whose self-efficacy had been raised used more efficient problem-solving strategies on a novel task and outperformed students whose self-efficacy had been lowered. Harter, (1990), described the concept of self-concept as a generalized form of self-efficacy. Hong, Traci (1990) in their study on “the influence of internet self-efficacy and search task on locating credible health related information online” explored the effect that internet self efficacy and search task specificity have on the self-efficacy outcome and performance of finding online health related sites which contain attributes of web site accountability as established by the AMA. When search task specificity was taken into account, there was an internet self-efficacy and task specificity interaction where high internet self-efficacy participants locate sites higher in web site. Meece, Wigfield & Eccles, (1990), assessed self-efficacy beliefs by asking students to report how well they expect to do in an academic subject. Bouffard-Bouchard, Parent and Larivee (1991), found that students with high self-efficacy engaged in more effective self-regulatory strategies at each level of ability.
Marsh et al. (1991) compared the direct effect of achievement on the math self-concept and self-efficacy of fifth graders and reported a stronger direct effect on self-concept that on self-efficacy.

Zimmerman (1991) and his associates have been instrumental in tracing the relationships among self-efficacy perceptions, self-efficacy for self-regulation, academic self-regulatory process, and academic achievement.

Marsh, (1992), assessed self-efficacy beliefs by asking whether they are good in academic subject i.e. academic domain specific self-concept.

Lent et al. (1993) showed how efficacy judgements can be tailored to varying levels of academic outcomes and still remain highly predictive. They compared student's confidence to succeed in math-related course with three career related outcomes intention to take the courses listed on the instrument, Grades obtained in math related course that students took during the subsequent term, and interest in the math course listed on the instrument. Self-efficacy beliefs were predictive on each account.

Pajares and Miller (1994) used path analysis and found that item-specific math self.-Efficacy beliefs were more predictive of a mathematics problem-solving than were domain-specific self-concept beliefs.

Chapmen and Tunmer (1995) found that the reading performance of beginning readers during their first year of schooling had a stronger effect on their subsequent self-efficacy than on their reading self-concept.

Graham and Weiner (1995) observed, what cannot be disputed is Bandura argument that self-efficacy has been a much more consistent predictor of behaviour and behaviour change than have any of the other closely related expectancy variables.

Mone, Baker, and Jeffries (1995) also reported that self-efficacy had greater predictive validity for academic performance then did self-esteem.

Schunk (1996) and his colleagues have reported on numerous studies that have examined the role of particularized self-efficacy beliefs in various academic contexts. Schunk (1981) used path analysis to show that modeling treatment increased persistent and accuracy on division problems by rising.
Skaalvik and Rankin (1996) subjected self-concept items and domain-specific self-efficacy items to confirmatory factor analysis and discovered that they loaded on the same factor, leading them to conjecture that the two may be different measures of the same construct. These findings led them to suggest that the traditional distinction between self-concept and self-efficacy may have been overstated in the literature.

Bandura (1997) argued that efficacy beliefs are multifaceted and contextual, but the level of generality of the efficacy items within a given domain of functioning varies depending on the degree of situational resemblance and foresee ability of tasks demands.

Zeldin & Pajares, (1997), individuals also develop self-efficacy beliefs as a result of verbal persuasions they receive from others.

Kang, Jeonghee (1998) in his study on memory self-efficacy and memory performance in older males reported secondary analysis of data on 157 males from a larger, study of predictors of memory performance in community-dwelling elders. Measures included depression, memory performance, Meta memory, and memory-self-efficacy. An unusual finding was the multimodal distribution of memory self-efficacy strength scores. The high efficacy groups were significantly younger had larger scores on capacity (+ = high capacity and change (+ = greater stability) these findings provide new evidence that the memory self-efficacy of aging males influences their perceptions of cognitive performance related to memory.

Valley, Hayashi, Garner-Holman, and Giacobbi (1998) studied on sport confidence” the athletes rated, first, achievement (includes self-mastery and demonstration of ability), second, self-regulation (includes physical/mental preparation and physical presentation), and third, climate (includes, social support, coaches leadership, vicarious experience, environmental comfort and situational favorableness) in order of perceived priority as the most important sources of improving sport confidence.

Lent Brown & Hackett’s (1999) The study of the effect of family environment, personality and self-efficacy on career indecision of college students is designed to investigate the utility of social cognitive theory to the understanding of career decision. The purpose of the study was to test a casual model of environment
and person factors that incorporated key elements of social cognitive theory to career indecision of college students.

G.V. Caprara, (1999) The study on the role of perceived cognitive and environmental barriers on the self-efficacy beliefs as shapes of children's aspirations and career trajectories is a structural model of the network of socio cognitive influences that shape children's career aspirations and trajectories. Familial. Socio-economic status is linked to children's career trajectories only indirectly through its effect on parent's perceived efficacy and academic aspirations. The impact of parental self-efficacy and aspirations on their children's perceived career efficacy and academic aspirations. Children's perceived academic, social, and self-regulatory efficacy influence the types of occupational activities for which they judge themselves to be efficacious both directly and through their impact on academic aspirations. Perceived occupational self-efficacy gives direction to the kinds of career pursuits children seriously consider for their life's work and those they disfavor. Children perceived efficacy rather than their actual academic achievement is the key determinants of their perceived occupational self-efficacy and preferred choice of work life. Analysis of gender difference reveals that perceived occupational self-efficacy predicts traditionalist of career choice.

Nancy E. Betz & Karla L Klein the Ohio university Karen M Taylor (2000) study on decision making self-efficacy scale describes the development and evaluation of a short form of the widely used career decision-making self-efficacy scale (CDMSE Taylor & Betz 1983. the psychometric characteristics and relationship to the career decision scale (CDS Osipow 1987) and the vocational identity scale (Holland, Johnston, & Asana, 1993) the potential utility of a more efficient short form of the scale for use in career counseling interventions will be discussed.

Kristine Haertl (2002) worked on persons with mental illness often experience disruption in daily occupations. This article presents results of two separate studies designed to explore time use and occupations of person's either mental illness living in Japan and America. Common themes emerged including the importance of engagement in normalizing occupations, the role of productive activities in contributing to life satisfaction, the need for structure amidst opportunities for personal occupational choice and the relationship between a lack of daily routine and
personal dissatisfaction. The literature is reviewed and the studies are summarized, compared, and discussed in relation to implications for occupational therapy.

Tricia Prodaniuk, Ronald C Plotnikoff, John C Spence, Phillip M Wilson (2006) worked on the influence of self-efficacy and outcome expectations on the relationship between perceived environment and physical activity in the workplace. Recent research contends that ecological approaches may be particularly useful for understanding and promoting physical activity participation in various settings including the workplace. Yet within the physical activity domain there is a lack of understanding of how ecological environment factors influence behavior. Thus the purpose of this study was to examine the relationship between perceived environments, social-cognitive variables, and physical activity behaviors.

Susan D. Phillips and Anne R. Inhofe (2007) worked on women and career development it reviews the vocational experiences of women as they have been revealed in the literature during in the past decade. The review considered primarily empirical literature findings are sampled relative to women’s self-concept development, readiness for vocational choices, actual choices made, work-force entry, experiences at work, and retirement.

Akthar Perveen (2008) revealed that self-efficacy has significant influence on the academic achievement of intermediate students.

Samba Shiva (2010) found that self efficacy has significant influence on the academic achievement.

2.10 ACHIEVEMENT AND EMOTIONAL INTELLIGENCE

Reuven Baron (1996) explained Emotional intelligence saying that it reflects our ability to deal successfully with other people and with out feelings. He developed the Bar on EQ – I after 17 years of research, and this inventory is the first scientifically developed and validated measures of Emotional intelligence that reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuit. (Boron Emotional Quotient Inventory (EQ-I) M. Abraham, (1999) it was published by Multi Health System in 1996 as the first test of its kind. The test covers five areas: Interpersonal, adaptability, stress management, and General mood (Mirsky, 1997), Edgier (1997) he

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also states that science teachers should stress on the effective domain that cannot be separated from the cognitive domain. Quality emotions and feeling helps students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others.

Pool (1997) the senior editor of Educational Leadership, stated in an article the wrote in 1997 that emotional well being is predictor of success in academic achievement and job success among teachers.

Bharadwaj (1997) focused on the need for achievement in relation to adequate expression and control of emotions and sex among handicapped (i.e. congenitally blind and cerebral palsied) and non handicapped children on a sample of six hundred subjects ranging between eight to fourteen years by following a 2x2x3 factorial design. It is described that higher need for achievement emerges as a prominent need among handicapped children.

Finnegan (1998) argues that schools should the students learn the abilities underlying Emotional intelligence possessing those abilities or even some of them, “can lead to achievement from the formal education years of the child and adolescent to the adult’s competency in being effective in the workplace and in society”.

Coover & Muphy (2000) conducted a study that examined the relationship between self identity and academic persistence and achievement in a counter stereotypical domain. They study revealed that the higher the self-concept and self schema; the more positive the self descriptions, the better the academic achievement at 18. The study also showed that self identity improves through social interaction and communication with others, which would enhance achievement.

Sharma (2000) discussed the concept and characteristics of Emotional intelligence is described as a type of Emotional intelligence involving recognition and management of emotions and feelings in self and others for motivating self and dealing effectively with others. The term (Salovey and Mayer) is perceived as the prime predictor of assessing an individual’s chance of success in life. Emotional quotient (or) E.Q is a measure of one’s Emotional intelligence. Five characteristics of Emotional intelligence (Salovey 1990) are enumerated. These are self awareness (or)
knowing one's own emotions. The ability to manage one's own impulses, self motivation skills, empathy and social skills (or) ability to handle emotions of other people. The relationship between emotional intelligence (or) other competencies like leadership and interpersonal exchange is also discussed. Emotional intelligence is vital to business. It is concluded that Emotional intelligence is an experience a dependent skill. It can be increased throughout life to enhance one's effectiveness.

Ciarrochi, Chan, and Bajgar (2001) examined the concept of Emotional intelligence is adolescent. It was found that Emotional intelligence in adolescents was higher for females than males and was positively associated with the skills of identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behaviour.

Perkins, Mayer, Caruso and Salovey (2001) conducted a study on Emotional intelligence and giftedness. The result showed that those with higher Emotional intelligence were better able to identify their own and others emotions in situations and use that information to guide their actions and resist peer pressure than others.

Karen Vander Zee (2002) examines the relationship of self of other rating of Emotional intelligence with academic intelligence and personality, as well as the incremental validity of Emotional intelligence beyond academic intelligence and personality in predicting academic and social success. A sample of 116 students filled in measures for emotional and academic intelligence, the big five, and indicators of social and academic success. Moreover, other ratings were obtained from four different raters on Emotional intelligence dimensions that were labeled as empathy, Autonomy and emotional control. Little evidence was found for a relationship between emotional and academic intelligence. Academic intelligence was low and inconsistently related to Emotional intelligence, both negative and positive interrelations. Strong relationship was found of the Emotional intelligence dimensions with big five, particularly with extraversion and emotional stability. Interestingly, the Emotional intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality.

Saroj (2003) examined the Emotional intelligence among college students and their relationship to their general well being. The sample consisted of 120 college
students. Emotional intelligence scale by scuttle and P.G.I measure of general well being by Verma and Verma were employed on post graduate students. Two extreme groups were drawing on basis of scores on Emotional intelligence measure. High and low scorer on Emotional intelligence (male and female separately) were further compared regarding their general well being. The male and female students, who scored higher on Emotional intelligence scored significantly higher for general well being.

Emerging and Goleman (2003) reference additional research suggesting that EI (or something like it) can explain the variance in performance not attributed to either cognitive intelligence (IQ) or specific job skills.

Mayer, Salovey and Caruso (2004) identify EI as a type of intelligence; however, they refer the emotional component as “the meaning of emotions, emotional patterns and sequences, and the appraisal of relationship they reflect”. Even the Armywar college (Won, et al., 2003) has recognized the importance of self-awareness, specifically defined as “the ability to assess abilities, determine strengths in the environment, and learn how to sustain strengths and correct weaknesses” as essential for military leaders, although this is not referenced specifically as a component of Emotional intelligence.

Landy (2005) recently referenced those inter predations, evoking. Throimdike’s (1920) conception of type of social intelligence that the considered distinct from cognitive abilities. In recording the conceptual history on which his model is based, Baron (2005) supports the contention that Emotional intelligence models do have many similarities. He suggested, for example, that all are inclusive of components which include the ability to mindfully recognize one emotions and how they are expressed: the ability to mange these emotions in life.

Mount (2005) has investigated Emotional competencies such as consortium for research of Emotional Intelligence in organizations EI and Intrapersonal conversations, Issues and Recent Developments in Emotional intelligence achievement motivation and impact and influence and found these to be positively and significantly associated with superior performance in international business dealings. His competency model revealed that of the variance between superior and
average performances 9% could be attributed to cognitive intelligence (IQ), 38% to specific skills and expertise; and 44% to Emotional intelligence (EQ).

Katyal (2005) studied the gender differences in Emotional intelligence among adolescents of Chandigarh 150 students of X Class from different government schools from Chandigarh were selected randomly. The data was collected through standardized Emotional intelligence tests. The findings revealed that girls were found to have greater Emotional intelligence than that of boys.

Kadhiravan, S. and Amritha, M. (2006) studied the influence of personality on the Emotional intelligence of Teachers. This study explores the relationship between Emotional intelligence and personality of teachers. The results reveal that gender, age and qualification influence the motional intelligence of teachers. Teachers also differ in some of their personality dimensions with respect to different descriptive variables. Further, it is found that extroversion, introversion and feeling dimension of personality have a negative impact on Emotional intelligence of teachers, whereas thinking and jading dimensions have a positive impact on their Emotional intelligence.

Smita Singh and Balakoteswari, V. (2006) examined the Emotional intelligence and coping resources of stress among project managers (N=50) belonging to different information technology companies in Hyderabad. The study also explored the effect on Emotional intelligence and coping resources of stress used across age. The finding of the study reveals significant positive correlation between Emotional intelligence and the total coping resources of stress. Emotional intelligence and coping resource of stress were found to positively increase with age.

Biswal, R. K. (2006) examined the relationship between Emotional intelligence and personal effectiveness. The study was conducted on 50 post graduates (25 male 25 female) from various departments, of Delhi University; the study reported that there exist a positive relationship between Emotional intelligence and personal effectiveness. The potential benefits of Emotional intelligence were discussed in the context of personal effectiveness.

Subramanyam, K. (2007) found that students studying in government schools have high Emotional intelligence scores (M=125.21) than students studying in private
schools ($M=122.91$). This might due to Govt. schools students have more conductive academic environment and good social climate to improve their emotional maturity compared with the students studying in private schools.

Subramanyam, K. (2007) shows that among girls studying in private schools in rural areas have obtained the score of ($M=126.99$) indicating their high Emotional intelligence compared with the other groups. Boys pursuing in private schools in urban areas have obtained the scores of 119.22 indicating their low Emotional intelligence compared to other groups.

Sreedhar, Y. N. and Hamid Reza Badiel (2007) examined the level of teacher efficacy (TE) and Emotional intelligence (EQ) of primary school teachers in relation to gender, age and educational level. It made use of simple random sampling in selecting 100 primary school teachers from the entire urban and reliable school teacher in Mysore south. The study sample responded to two valid and reliable inventory instruments. Teacher efficacy scale (TES) and Emotional intelligence test. Data analysis involved the use of Pearson correlation to measure the relationship between the obtained scores, both on TES & EIT and $t$ test to investigate significance difference between the Means. The Mean accounted for TE was 35 on Teaching Efficacy and 25 on Personal Efficacy: both fall under “Moderate” category of Teacher Efficacy. The Mean obtained for EQ was 202, which is located under “Moderate” category of Emotional Intelligence. There is no, however, significant difference between the Means of TE and EQ with reference to two of independent variables which are considered in this study (gender, educational level). In respect of the third independent variable (age) a significant difference has been observed.

Under (2009) studied Emotional Intelligence of secondary teacher training and found that majority of teacher trainees possesses average Emotional Intelligence. It was seen from the results that male and female teacher trainees did not differ in their Emotional Intelligence. The results also showed that there is no significant difference between the EI of trainees based on the subject, samples, type of family type of institution.

Shaik Jaffer Hussain (2009) investigated that gender and year of study has significant influence on the emotional intelligence of D.Ed. students in Chittoor district.
Samba Shiva (2010) found that emotional intelligence has significant influence on the academic achievement.

Sivasri (2010) investigated that Year of study, Gender, Age, Parents' education, Locality and Annual income have significant influence on the emotional intelligence of D.Ed. students.

2.11 ACHIEVEMENT AND ACHIEVEMENT MOTIVATION

Personality inventory, a study survey designed by S. Jalota, a test of academic motivation designed by H. Hartley and J.H. Hogarath (1971), and the bell adjustment inventory. Results indicate that psychological variables in terms of personality, intelligence, study habits, academic motivation, and adjustment are not related and are independent of achievement. There was hardly any regularity of relationship among the independent variables.

Ramoji rao (1977) in his study felt that the poor existing facilities in their houses regard to study space, study materials, lightening facilities, etc., would deprive these children for attaining good academic standards.

Singh (1981) found that socio-economic status of the pupils is positively and significantly correlated with their actual performance in all the five major subjects and teacher ratings made by their teachers on their academic achievement. The study intended to see the difference between forward class and backward class students no difference was found between them with regard to the academic achievement and achievement motivation. However, they differed from each other with regard to the intelligence. The forward class students were better than the backward class students with regard to intelligence. No significant difference was found between rural students as well as urban students. The boys and girls were comparable with regard to their ability, academic achievement as well as achievement motivation.

Reddy, Sudhakar (1983) examined the study of self-confidence and achievement motivation in relation to academic achievement. 200 male graduate students (aged 20-24 yrs) were administered a self-confidence inventory and a measure of need achievement and achievement imagery to examine the relationship of these variables to academic achievement. Subjects' aggregate grades on their last
examination were used as measures of academic achievement. It was hypothesized that self-confidence. Would be positively related to achievement motive and academic achievement and that achievement motive would be positively related to academic achievement and for self-confidence and academic achievement, supporting the proposed hypotheses. There was a small but significant linear relationship between need achievement and academic achievement. Results support the use of measures of self-confidence as having predictive value for level of achievement and academic achievement. Results support the use of measures of self-confidence as having predictive value for level of achievement motive and for actual achievement in fields of endeavor such as academics.

Eyo, Isidore (1984) administered measures of social desirability, achievement motivation, and attribution of academic outcomes to 201 male and 214 female form five Nigerian students in secondary schools and a teachers' training college to investigate how the need to appear socially desirable (NASD) is correlated with need to achieve and attribution academic outcomes. Results show 3 relationships: (1) For men, there was a non significant inverse relationship between NASD and attribution of academic outcomes; for women, the relationship was positive and significant, indicating that women have a stronger need to attribute academic outcomes in way that make them appear socially desirable. This finding suggests that NASD enhances the acceptance of personal responsibility for academic outcomes for men more than women. (2) The relationship between NASD and need to achieve was negative and significant for men and women, indication that both sexes possess a need to achieve in socially desirable directions, even though the 2 needs develop inversely. (3) The correlation between attribution academic outcomes and the need to achieve was significant only for women, indicating that the manner of attributing responsibility for academic outcomes is predictive of achievement motivation for women, but not for men

Powers, Stephen; Douglas, Peggy; Cool, Brent; Gose, Kenneth (1985) investigated the relationships of attributions for success and failure with achievement motivation in 110 academically talented high school student. Subjects were administered the mathematics attribution scale and measures of self-esteem, anxiety, and achievement motivation. Findings suggest that attributions of success and failure
in algebra to effort and achievement motivation are correlated. Controlling for anxiety and self-esteem does little to affect that relationship.

Sauer, Jochen; Gattringer, Heinz (1985) evaluations of 651 4th graders on achievement scores, intelligence, and motivation were compared with their home environment and grade point average (GPA). The hypothesis that intelligence would be the most important predictor for school achievement (SA) was confirmed. Thereafter, aspired level of education, reinforcements from parents, other home environment variables, and academic motivation also influenced SA. Socio economic status (SES) had no significant relation to SA or personality, but it was significantly related to home environment. While SA motivation interacted with home environment, it least affected school success. The educational level of parents appeared to be most predictive of SA when a singular factor was sought. It is concluded that models explaining SA should take into account multiple variables, not level analyses.

Mehta, Prabha; Kumar, Dalip (1985) studied the relationship between academic achievement and personality, intelligence, study habits adjustment, and academic motivation. 60 male and 60 female postgraduate students were administered the Eysenck

Ali (1988) investigated the relationship between achievement motivation and academic performance of college students in a developing country. Comparison of (1) results of an achievement motivation questionnaire taken by 67 college students (aged 20-25yrs) in Zambia and (2) averages of their term examination grades indicates that subjects who scored high on achievement motivation did better on academic tests.

Liu, Xiaoming, Guo, Zhanji, Wang, Lirong (1991) studied the influence of achievement motivation and self-concept on students’ academic achievement. Subjects were 144 junior high school students. A Chinese revision of the self-rating scale (with 25 items in 5 levels) and the compound achievement motivation test, consisting of the achievement motivation test and test anxiety scale, were used. Subjects were grouped by their scores on the 2 tests and their academic achievement (scores on final examinations of 9 courses). The internal relationships between self-concept and achievement motivation, between self-concept and academic
achievement, and between achievement motivation and academic achievement were studied via statistical analyses.

Sui, Guangyuan (1991) studied the relationship of achievement motivation, Achievement attribution, and academic achievement based on b. weiner's theory, (1983, 1986); and assessed the effect of training on achievement motivation attribution. 543 male and female Chinese adolescents (junior high school students) (experimental group), male and female Chinese adolescent (2nd – yr junior high school students) (experimental group). 47 male and female Chinese adolescents (2nd – yr junior high school students control group).

Koizumi, Reizo (1992) examined the relationship between perceived attainment and optimism, and academic achievement and motivation. Those with high perceived attainment and low optimism had modest expectation and showed the highest achievement scores than females, while female showed higher scores in learning attitudes and activities than males.

Krishnamurthy, (2000) reported that there is significant positive relationship between achievement motivation & academic achievement.

Mahesh Kumar (2009) a study of achievement motivation focused on the IX standard pupils. It is found that pupils have nearly 75% achievement motivation in respect to important grades in highest and lowest be achievement anxiety. Low significant different is found between boys and girls Rural and Urban pupils. Discipline at home influenced significantly.

Raja Sekar (2010) found that 75% of Achievement Motivation are found among IX standard pupils in Kadapa District. Most of the IX standard pupils are found to process high level of Achievement Motivation. There is a negative skewness in the distribution of Achievement Motivation scores. The distribution of Achievement Motivation is found to be more than 0.498 which is platykurtic. The pupils belongs low scores category has 15% found have poor Achievement Motivation. This may be due to their negligence over their studies lack of support (or) encourage from their family members (or) school. The pupils belongs to high score category 38% have found to be excellent in Achievement Motivation may be due to utilization of their potentials and encouragement, support from their families and
Educational Institutions. The pupils belong with moderate score category 75% found to have average in Achievement Motivation.

Samba Shiva (2010) found that achievement motivation has significant influence on the academic achievement.

2.12 ACHIEVEMENT AND GENDER

In a male dominated society, female are deprived in all aspects in the society. Predetermined notion of Parents, Partiality in treatment, restrictions in their mobility, lack of freedom, Social evils like dowry system, have been the biggest impediments in the progress of the girls in the field of education. Gender is one of the important variables in the academic achievement.

The following are some of the studies reviewed on this aspect.

Farquhar (1963) observed no significant relationship between academic achievement and sex of XI grade High School students.

Pavithran and Feroze (1965) found that there is no marked difference between boys and girls in the scholastic achievement of X class pupils. Both are more or less on the same levels of achievement.

Balasubramanian and Feroze (1966) found that there existed no significant difference in the achievement of boys and girls of urban locality, while there was some marked difference in the achievement in mathematics between boys and girls of rural areas of X class.

Padmanabhan Nayar and Visveswaran (1966) found that there was significant difference between the achievements of urban boys and girls of X class. But however, they found that there existed a marked difference in the achievement of rural boys and girls.

Gupta (1968) observed no significant differences between boys and girls of 9th class in three variables (i.e.) academic achievement, intelligence and economic status.

Har Govinda Gupta (1968) observed that except, in the high intelligence group of VIII class Pupils, a significant relationship between academic achievement and sex appears to exist in both the moderate and low intelligence groups.
Satyanandam (1969), Panchanathan and Shanmuga Ganesan (1992) found that sex had no bearing on the academic achievement.

Vasantha Ram Kumar (1969) found that there existed significant differences in the achievement of boys and girls.

Aggarwal (1974), Sharma (1976), Tiwari (1980) and Dubey (1982) have found that girls perform better than boys in all the school subjects.

Rangaswamy and Visveswaran (1977) found that there was no significant difference in the achievement of sports men and non sports men in SSLC (XI class) Pupils examination. However they said that girls who participate in sports are better achievers than boys, sex difference is however not significant in case of non sports boys and girls.

Roach (1979) conducted a study on 206 boys and 212 girls from 5(five) urban elementary schools in Jamaica and found that the girls scored significantly higher than boys on a mathematics achievement test.

Dhalakia (1980) found no significant difference in the achievement of male and female teacher trainees.

Aruna (1981), Chanda and Sunanda Chandira (1985) have reported that boys had better achievement than girls.

Asud Ulla Khan et al. (1982) showed that sex of Pre-university students (XII class) was found to be not effective in bringing about any variation in the scholastic achievement.

Gupta (1983) found that girls on the whole, had better achievement motivation, than boys and had higher academic achievement than boys. The relationship between achievement motivation and academic achievement is positive and significant.

Jagannadhan (1983) reported that sex does not have any significant influence on the academic achievement of V, VI and VII class pupils.

Skaalvik (1983) conducted a study on 348 children in five different class levels and found that the 4th to the 8th class level low academic achievement was associated with low self-esteem and with strong perceived parental pressure for boys,
but not for girls. At the 8th class level low achievement was associated with low perceived value of the school for the girls while the girls while there was no such relationship for boys. The results supported the hypothesis that academic achievement has different effects for boys and girls.

Gopala Charyulu (1984) found no difference in the achievement levels between male and female teacher Trainees (TTIs).

Singh (1984) found that the study habits of boys and girls differed significantly at different levels of academic achievement.

Watkins, Hattie and Astilla (1984) showed that there existed significant influence to sex, self-concept and intelligence on academic achievement of pupils.

Quraishi and Bhat (1986) conducted a study on 200 undergraduate students of M.S. University of Baroda and found that sex has a significant effect on academic achievement.

Rama Swamy (1990) observed no significant difference between boys and girls of high and low achievers.

Verma and Gupta (1990) revealed that VIII class boys belonging to the high environment group achieved significantly greater mean than boys belonging to the low environment group. However no significant differences were found in the case of girls of high, medium and low environment groups.

Bhujendra Nath Panda (1991) observed that 9th and 10th class boys of rural areas and urban girls were better in academic achievement than their counter parts.

Vijaya Lakshmi and Hemalatha Natesan found that XI class girls (N=50), (1992) have better mean academic achievement than boys (N=50) which is significant at 0.01 level.

Rama Rao and Sinha (1993) reported that the performance of girls in examinations at all levels of higher education was much better than that of boys.

Stella and Purushotham (1993) showed that there is no significant difference between the study habits of under achieving boys and girls.

Rawat and Leela (1995) showed that there was no significant difference between the study habits of boys and girls and their academic achievement.
Mishre (1997) found that (i) Intelligence is significantly correlated with academic achievement, for both 10th class boys (N=50). (ii) The correlation between intelligence and academic achievement is higher in case of girls than that of boys. (iii) The SES is not significantly related with the academic achievements of boys and girls. (iv) The personality factors viz., neurosis introversion-extroversion and dominance-submissiveness are not significantly related with the academic achievement of both boys and girls. (v) The Personality factor self-sufficiency is significantly related to achievement only in case of boys.

Narayana Koteswara and Ramachandra Reddy (1998) revealed that high school girls (N=648) are better than boys (N=648) in reading achievement.

National Science Board, (1998), During the past decade, there has been a concerted effort to find out why there is a shortage of women in the science, math, engineering, and technical fields (AAUW, 1992). In 1995, 22% of America's scientists and engineers were women, compared to half of the social scientists. Women who do pursue careers in science, engineering, and mathematics most often choose fields in the biological sciences, where they represent 40% of the workforce, with smaller percentages found in mathematics or computer science (33%), the physical sciences (22%), and engineering (9%)

Gilson, Judith (1999) observed that large differences were not found in mathematics achievement, quantitative ability of 8th grade girls from single sex schools or girls from Co-educational schools.

Peter Kutnick, (1999) exploring female attainment and male underachievement in representative samples of students from the islands of Barbados and St. Vincent. It also reports findings from case studies of secondary classrooms in various stratified schools in Trinidad. In reporting these findings, the paper will show that simplistic gender-based, matrilineal and male marginal explanations are not adequate explanations for school attainment. A more adequate explanation requires a complex methodological approach which draws upon quantitative and qualitative studies and the ability to integrate school-based, cultural and home factors. Findings show that, generally, girls attained at higher levels than boys, but this is qualified by type of school attended, pre-school attendance, with whom the student lives and occupations of mother and father.
Sood (1999) in her study found that although girls achieved somewhat higher than boys, yet insignificant differences exist in their mathematical achievement.

Jyoti Rathore (2000) revealed that the mean scholastic achievement of boys (N=500) of primary level in Environmental studies (Science) is significantly better at 0.01 level than the girls Education Centers.

Natesan and Susila (2000) reported that there is a significant difference at 0.01 level in the scholastic achievement of V standard boys (N=300) and girls (N=300) in Environmental Science.

Casey, Nuttall, & Pezaris (2001) investigated that part of the explanation can be traced to gender differences in the cognitive abilities of middle-school students. In late elementary school, females outperform males on several verbal skills tasks: verbal reasoning, verbal fluency, comprehension, and understanding logical relations (Hedges & Nowell, 1995). Males, on the other hand, outperform females on spatial skills tasks such as mental rotation, spatial perception, and spatial visualization (Voyer, Voyer, & Bryden, 1995). Males also perform better on mathematical achievement tests than females. However, gender differences do not apply to all aspects of mathematical skill. Males and females do equally well in basic math knowledge, and girls actually have better computational skills. Performance in mathematical reasoning and geometry shows the greatest difference (Fennema, Sowder, & Carpenter, 1999). Males also display greater confidence in their math skills, which is a strong predictor of math performance.

Govinda Reddy (2002) found that sex does not have any significant influence on the academic achievement of DIET students. (N=600)

Jacobs, (2002) investigated that most studies show that, on average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys. Standardized achievement tests also show that females are better at spelling and perform better on tests of literacy, writing, and general knowledge. An international aptitude test administered to fourth graders in 35 countries, for example, showed that females outscored males on reading literacy in every country. Although there were no differences between boys and girls in fourth grade on mathematics, boys began to perform better than girls on science tests in
fourth grade. Girls continue to exhibit higher verbal ability throughout high school, but they begin to lose ground to boys after fourth grade on tests of both mathematical and science ability. These gender differences in math and science achievement have implications for girls' future careers and have been a source of concern for educators everywhere.

Panda (2002) observed that V class boys (N=478) and girls (N=404) studying in Urban, Rural and tribal areas did not differ in their achievement in all the school subjects.

Suneetha and Mayuri (2002) reported that gender was found to be more important variable than IQ in deciding the high academic performance, as more girls were found among top ranking students of classes IX and X.

Gakhar and Aseema (2004) found no significant difference in the academic achievement of boys and girls of X class, in their Previous annual examination (Class IX).

Halpern, (2004), investigated that the poorer mathematical reasoning skills exhibited by many female adolescents have several educational implications. Beginning at age 12, girls begin to like math and science less and to like language arts and social studies more than do boys (Kahle & Lakes, 2003; Sadker & Sadker, 1994). They also do not expect to do as well in these subjects and attribute their failures to lack of ability (Eccles, Barber, Jozefowicz, Malenchuk, & Vida, 1999). By high school, girls self-select out of higher-level, “academic-track” math and science courses, such as calculus and chemistry. One of the long-term consequences of these choices is that girls lack the prerequisite high school math and science courses necessary to pursue certain majors in college (e.g., engineering, computer science). Consequently, the number of women who pursue advanced degrees in these fields is significantly reduced.

Mohammad Khayyer and Philip R. Delacey (2005) found that girls' academic achievement was higher than boy's academic achievement.

Khemchandani (2008) compared academic achievement of boys and girls at secondary school certificate examination of Maharashtra Board. The main findings of this study were:- (i) significant difference existed between boys and girls at pass and
fail, (ii) no significant difference existed between boys and girls in achieving first class, second class and pass class also.

Pavola Sapiyonia (2008) stated that a research group from Kellago school of management of North Western University headed by professor Pavola Sapiyonia conducted a study on the Proficiency in mathematics of boys and girls below the age of 15 years over 40 countries. The research group made a study on 2.70 lakhs students. The details of the study were given, by “Daily Telegraph”. As per the details given; in the worldwide average rate of efficiency in mathematics, girls average rate is 2% higher than boys. In Britian girls, average rate of scoring is 0.7% less than boys. Where there is no much encouragement for girls education, like in Tourkey, the girls average performance is 4% less than boys. If equal opportunities are given, the difference in scoring between boys and girls can be reduced.

Pondey and Md Faiz Ahmad (2008) conducted a study on a sample of 621 students of XI standard (Male adolescents = 417 and Female adolescents = 204) in Azamgarh (Dt), Bihai (State) and found that there was no significant difference between male and female adolescents on the measures of academic performance.

Subramanyam and Srinivasa Rao (2008) revealed that boys and girls did not differ significantly in academic achievement.


Noorjehan & Wajiha (2009) concluded that many factors like mathematical creativity, attitude towards Mathematics and achievement motivation and low level of anxiety, influence the academic achievement in mathematics at secondary stage and recommend the inclusion of curricular and co-curricular programs to improve performance in mathematics.

Sam Willam Bassey and Joshua (2009) concluded that there is a significant gender differences in rural students of mathematics achievement in cross river state Nigeria.
Umadevi (2009) concluded that there is a positive relationship between emotional Intelligence and academic achievement. Male and female, arts and science students do not differ in emotional intelligence and academic achievement.

Chandran & Lim (2010) concluded that cognitive ability, gender, pre-maturity and social factors contribute to poor academic achievement during the early school years.

Padmini (2010) studied that sex has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that sex has significant influence on the scholastic achievement of IX class students in physical sciences at 0.01 level of significance.

Sujatha (2011) investigated that gender has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between academic achievement and gender. Therefore gender is taken as variable in the present investigation.

2.13 ACHIEVEMENT AND LOCALITY

This variable is a neglected one in educational research, particularly on the influence of locality on achievement. As the investigator is interested in locality is included as one of the variables in the present study to examine its impact on the achievement. Some of the earlier studies in this direction are presented below.

Pavithran and Feroze (1965) observed that, the scholastic achievement of urban students of X class is significantly better than rural students in all the subjects.

Rao (1976) studied self - Perception, achievement motivation and academic performance of the prospective secondary school teachers. The finding revealed that there was a significant difference between the achievement scores of rural and urban students, the latter were scored higher.

Jagannadhan (1983) concluded that the Pupils of V, VI and VII classes from urban areas had better achievements than rural pupils.
Vendal (1994) revealed that the urban pupils of 6th, 7th and 8th class (N=442) differ from one another on comparative family and the figurative relationship (idioms, metaphors and proverbs). The results also show significant interaction between urban and rural background and level of academic achievement is also found with regard to mastery of each one of the semantic concepts.

Narayana Koteswara and Ramachandra Reddy (1998) showed that there is locality influence on reading achievement of high school pupils. Pupils in residential schools performed better than pupils rural and urban. Among the three groups pupils in rural areas were the lowest in achievement.

Salim Kumar (1998) reported that locality has significant influence on the achievement in biology of secondary school pupils (N=700) at 0.01 level.

Krishna Moorthy (1999) found that locality has caused no significant difference in respect of academic achievement in History.

Dharma Raja et al. (2000) investigated that the higher secondary students of urban (N=124) and rural (N=103) areas did not differ significantly in computer achievement.

Jyothi Rathore (2000) found that the mean scholastic achievement of rural pupils at primary level in Environmental Studies (Science) is significantly better at 0.01 level than the urban pupils studying at Formal Primary Schools and Non-Formal Education Centers.

Prakash (2000) in his study concluded that urban students were better in their mathematical achievement when compared to the rural students.

Naresh Kumar Gupta (2002) reported that the achievement of majority of V class pupils (N=946) in slum area schools has been observed to be unsatisfactory, not only in mathematics but also in all other subjects.

Panda (2002a) revealed that V class rural students had shown better performance in all the school subjects, when compared to their urban and tribal classmates. (N=887)
Anice James and Marice (2004) studied the academic achievement in science among XI standard students (N=470). Students hailing from rural (N=199) and urban (N=271) areas have the same type of academic achievement in Science.

Gakhar and Aseema (2004) found that X class rural students significantly achieved better in their annual previous examination (IX class), than the urban students.

Panchalingappa (2004) concluded that there is no significant difference between rural and urban high school pupils of Devadasis in respect of their academic achievement.

Viswanathan (2004) investigated that (i) Boys (N=160) and girls (N=69) of XI standard in History. (ii) Boys (306) and girls (N=185) studying in urban schools differ in their achievement in History. The girls perform better than the boys. (iii) There is no evidence to show that the pupils studying in rural and urban schools differ in their achievement in history. Sexena (1960), Williams (1979), Chakrabarthi (1988), Ajeh (1993) and Rangappa (1995) have reported that the urban students had higher achievement than the rural students. But Ojha (1979) observed that the rural boys had better performance than urban boys.

Sura Prasad Pati and Saudamini Acharya (2005) concluded that extensive use of visual aids has a positive significant impact on the academic achievement of rural pupils.

Manchala (2007) found that locality / native place has a significant influence on the scholastic achievement of B.Ed students.

Subrahmanyam (2007) observed that the students who were studying in Urban area schools had better achievement score than the students who were studying in Rural area schools.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their locality.

Padmini (2010) investigated that locality has significant influence on the scholastic achievement of IX class students in biological sciences.
Prabhu Swamy (2010) revealed that Government D.Ed. College trainees have scored that better marks in fill up the blanks type, classification type and true/false type. Also they have scored better in total performance. Rural area D.Ed. trainees scored better marks in multiple choice type, Match the following type and over performance. Urban area students have scored better marks in classification type and true/False. So Locality has significant influence on the marks scored.

Siddi Raju (2010) investigated that native place has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

It is observed from the above there are very few studies showing the relation between academic achievement and locality/native place. Therefore locality/native place is taken as variable in the present investigation.

2.14 ACHIEVEMENT AND MANAGEMENT

The management of the college, in which the student studies may have some impact on the academic achievement. Some of the studies conducted earlier in this direction are presented here under.

Jagannadhan (1983) investigated into the type of the school and academic achievement and found that pupils of V, VI and VII classes in Govt. schools achieved the highest mean (58.50) academic achievement followed by Panchayat Raj (49.81), Private (45.99) and municipal (45.02) schools. The F test (17.17) revealed that the means differed significantly at 0.01 level.

Jyoti Rathore (2000) revealed that the mean scholastic achievement of children (N=500) from Formal Primary schools in Science was better than children (N=500) studying in Non-formal education centers.

Manoranjan Panda (2002) reported that the mean academic achievement of IX class Pupils in the schools managed by SC and ST Development corporation, Govt and Non-Govt differ significantly from one another at 0.01 level. The achievement of pupils (N=370) in Non-Govt schools is better than the pupils (N=140) from Govt schools. The achievement of pupils from Govt schools is better than that of Pupils from (N=40) SC and ST Development Department schools.
Gnanasundararatharasu and Vincent De Paul, S. (2002) found that due to video assisted instruction, there is no significant difference in the mean achievement scores in Social Science among the pupils of Govt and aided Primary schools.

Manjuvani and Mohan (2002) investigated that there is no significant difference in the academic achievement of i) adolescent girls studying in single sex (N=95) and co-education (N=98) schools. ii) Adolescent boys studying in single sex (N=95) and co-education (N=101) schools. iii) Adolescent boys and girls studying in single sex schools and in co-education schools.

Anice James and Marice (2004) investigated into the academic achievement in Science among XI standard students (N=470) and found that students from matriculation (N=196) schools and State Board (N=270) schools have no significant difference in their achievement scores in Science.

Laxmidhar Behera and Sushant Kumar Roul (2004) reported that type of the institution (coeducational and women) did not exert any influence on the achievement of BEd students.

Srinivasan and Arivudayappan (2004) reported that the achievement level of Aided Schools and Govt Higher Secondary Schools is greater than Panchayat union Middle School and Govt High Schools.

Subrahmanyam (2007) observed that the type of management influenced the level of achievement of the students. The students of Private management schools obtained higher mean achievement score than the students of Government schools.

Krishna Reddy, D. (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their management.

Padmini (2010) investigated that management has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that management has significant influence on the scholastic achievement of IX class students in physical sciences at 0.01 level of significance.

Sujatha (2011) investigated that management has significant influence on the academic achievement of B.Ed. students.
It is observed from the above that there are very few studies showing the relation between academic achievement and management. Therefore management is taken as variable in the present investigation.

2.15 ACHIEVEMENT AND CASTE

The caste of the student may have some impact on the academic achievement. Some of the studies conducted earlier in this direction are presented here under.

Nair (1974) aimed at finding out the impact of certain sociological factors like family background, caste, religion and sex on the teaching ability of teachers. He revealed that religion was found to be not affecting the teaching ability of teachers.

Dubey and Mishra (1977) have reported that the school environment was significant predictor of academic achievement among upper caste, backward caste and the S.C and Muslim girls.

Asud Ulla Khan et al. (1982) found that religion of pre-university students (XII class) was found to be not effective in bringing about any variation in the scholastic achievement.

Jagannadhan (1983) observed that the academic achievement of forward caste pupils of V, VI and VII classes is significantly better than that of backward caste pupils.

Gopala Charyulu (1984) found that different castes of student teachers of TTIs had, same achievement of three variables, Theory, Practical and total achievement.

Kumara Swamy (1992) found that caste of the adult learners did not have any influence on their academic achievement in the case of reading, writing, arithmetic (3Rs) as well as total achievement.

Sing (1993), Mehara (1992) and Lidhoo and Khan (1990) have found that the academic performance of upper castes was significantly higher than that of scheduled castes, scheduled Tribes and Back ward castes.

Jayachandrama Naidu (1998) observed that the influence of caste is not significant on the academic achievement of learners N=300 of formal education; where as caste has significant influence on the academic achievement of learners (N=300) of non-formal education and the total sample is (N=600).
Dubey and Mishra (1999) made a study to find the determinants of academic success of scheduled caste (SC), Backward castes (BC), Muslims (MS), upper castes (UC) and rural high school boys (N=400). Results suggest that there was no consistency in the predatory of academic success across the four groups.

Dash (2002) reported that ST students had the lowest percentage of passes in Higher Secondary Certificate (HSC) examinations in the state of Orrissa. A considerable number of X class students of high schools, managed by Tribal welfare Department, Govt. of Orissa were detained and were not allowed to take H.S.C. examination.

Govinda Reddy (2002) found that caste is not significant on the achievement in Theory and total (Theory and practical) achievement of DIET students. (N=600)

Manjula (2002) revealed that the achievement of Tribal students was low, except in language and mathematics, which was only on border line of average performance.

Manchala (2007) in her study on the academic achievement of the B.Ed students found that there was no significant influence of caste / community on their academic achievement.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant Influence on their caste.

Padmini (2010) investigated that caste has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that caste has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

Sujatha (2011) investigated that caste has significant influence on the academic achievement of B.Ed. students.

It is observed from the above there are very few studies showing the relation between academic achievement and caste. Therefore caste is taken as variable in the present investigation.
Hence the investigator is interested in knowing the effect of caste on the achievement of marks in various subjects and particularly in mathematics at secondary level. Hence caste is included, as one of the variable in the present study.

2.16 ACHIEVEMENT AND EDUCATIONAL QUALIFICATION

It is assumed that the educational qualifications may have relation with the academic achievement. Some of the studies on this aspect are:

Jayamma (1962) found that ‘training’ only does not influence the professional success of teachers at primary level, but qualifications could add professional success.

Hall (1964) concluded that fully qualified teachers were more effective when students’ achievement scores were observed.

Howkins and Stoops (1966) reported that the training appeared to have no significant influence over either formal or informal evaluation for measuring teacher competence.

Gupta (1968) revealed that the efficiency in teaching increased with greater academic qualifications and training among secondary school women teachers.

Dhalakia (1980) found that in teaching practice of the teacher trainees, the post-graduate teacher trainee received more positive comments than the graduate teacher trainee. But in contrary, Patil (1984) also observed that there was no significant difference between the academic achievement of the graduate and post-graduate student-teacher in the compulsory paper of B.Ed course.

It was found in a study on the academic achievement of B.Ed students by Manchala (2007) that educational qualifications of the student-teachers have significant influence on the achievement in practical work and do not have significant influence on the achievement in theory and total achievement.

Sankaraiah (2009) investigated that educational qualification of the B.Ed students are significantly correlated with their academic achievement.

Sujatha (2011) investigated that student educational qualification has significant influence on the academic achievement of B.Ed. students.
It is observed from the above that there are very few studies showing the relation between academic achievement and educational qualification. Therefore educational qualification is taken as variable in the present investigation.

2.17 ACHIEVEMENT AND AGE

Age of the students may have some relationship with their scholastic achievement. Some of the related studies are presented here.

Srivastava (1967) found that the relationship between the age and academic achievement is insignificant.

Har Govinda Gupta (1968) reported that no significant relationship existed between the age of the pupils and their academic achievement.

Asud Ulla, Prakasham et al., (1982) revealed that the age of the pupils was found to be not effective in bringing any variation in scholastic achievement.

Vyas (1982) reported that age of B.Ed. students was significantly related to the criterion variable, supervisor's ratings in the case of the total sample (N=300). It was also significantly related to criterion variables, university practical marks and total practical assessment, in the case of total and male sample. But age was not significantly related to the criterion variables, self-rating, university theory marks and university total marks, in all the categories of the sample.

Quraishi and Bhat (1986) found that there is no significant relationship between the age and academic achievement.

Shamshuddin (1996) observed that the mean age of secondary school female teachers (N=64) was found to be 26.5 years and 28.8 years in case of male teachers (N=136).

Dowson et al., (1999) observed that age, gender, cultural background and socio-economic status are strongly related to differences in relations between middle school students' academic motivation, cognition and achievement.

Biswas (2001) investigated into the relationship between the age and academic achievement of distance education learners and found that age has no effect on their performance.
Govinda Reddy (2002) found that there is no significant relationship between the age and total marks.

Suneetha and Mayuri (2002) found that age has significant influence on academic achievement.

Manchala (2007) found that age has significant influence on the academic achievement.

Banarugn (2009) showed that age has significant relationship with academic achievement. Age ($r = 0.33$, $P<.01$) was inversely related with respondents academic achievement.

Sankaraiah (2009) investigated that ‘Age’ of the B.Ed student has significant influence on the academic achievement of them. Young students (22 years and below) exhibited low achievement than the elder students.

Fayegh Yousefi & Rumaya Juhari (2010) Studied that Age and academic achievement were significantly correlated.

Junani & Redzuan (2010) studied that age and academic achievement were significantly correlated ($r = 0.23$, $p< 0.000$).

Sujatha (2011) investigated that age has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between academic achievement and age. Therefore age is taken as variable in the present investigation.

### 2.18 ACHIEVEMENT AND ANNUAL INCOME OF THE FAMILY

Annual income of the family may have some impact on the scholastic achievement of students. Studies related to annual income and achievement, conducted earlier are presented here under.

Fraser (1959) found higher correlation between income and scholastic achievement ($r = 0.44$), than between income and IQ ($r =0.35$)

Wiseman (1964) did not find any significant influence of father’s income on the brightness of the child in the school.
Gopal Rao (1965) found a significant and positive correlation between economic status and scholastic achievement \( (r = 0.39) \).

Har Govinda Gupta (1968) found that except in the high intelligence group, a significant relationship between VIII class pupil’s academic performance and their father’s income seems to exist, in the moderate and low groups. In her study, Fraser (1956) found higher correlations between income and scholastic achievement \( (r=0.44) \) than between income and I.Q \( (r=0.35) \). But Wiseman (1964) did not find a significant association between father’s income and brightness of a child in the school. Gopal Rao (1965) found a significant and positive correlation between economic status and scholastic achievement \( (r=0.39) \).

Jagannadhan (1986) conducted a study on high school pupils and found that father’s income had much impact on the academic performance.

Vijay Kumar Sethi (1990) observed that the parents of achievers of all four courses engineering, medicine, law and teaching were generally had better income than those of low achieving students. Both low and high achieving students also revealed the courses to be difficult. The analysis of responses showed that a fairly high percentage of high and low achieving students would enter into some other professions, if given a chance.

Bhujendra Nath Panda (1991) found that IX and X class students with high income parents were better in their academic achievement, than those of students with low income parents. The studies of Chopra (1964) and Khanna (1980) strengthened the above findings.

Jayachandrama Naidu (1998) found that the influence of father’s income is not significant on the academic achievement of learners from formal education \( (N=300) \); whereas mother’s income has significant influence on the academic achievement of learners of non-formal education \( (N=300) \) and total sample \( (N=600) \).

Krishna Moorthy (1999) observed that the economic conditions of the family has caused no significant differences in respect of academic achievement in History of the second year higher secondary students.

Govinda Reddy (2002) found that the family income has significant influence on academic achievement of DIET Students \( (N = 600) \).
Selvam and Sundara Valli (2002) conducted a study on 300 higher secondary students and found that the academic achievement has significant relationship with their economical, educational and vocational problems.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant Influence on their annual income.

Ekber Tomul and Kzim Celik (2009) investigated the effects of family variables (education of the parents and family income) on the academic achievement (in mathematics, reading skills and science) of 15 years – old students in Turkey with respect to regional diversity. The study was carried out based on the data obtained from the PISA 2006 research in Turkey. The independent variables of the research are education level of the parents, and average annual income; the dependent variables the students' proficiency levels in science, mathematics and learning skills. Family variables affect students academic achievement in mathematics most and their reading skills least. As regional developmental levels decreases, effects of family variables on academic achievement decreases as well.

Sanandaj and Jouhari (2010) showed that family income significantly affected academic achievement [(F(2) = 19.17; p = 0.000)].

Siddi Raju (2010) investigated that annual income has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

Sujatha (2011) investigated that annual income of the family has significant influence on the academic achievement of B.Ed. students.

It is observed from the above there are very few studies showing the relation between academic achievement and annual income of the family. Therefore annual income of the family is taken as variable in the present investigation.

2.19 ACHIEVEMENT AND FATHER EDUCATION

Education of the father may have some influence in the academic achievement of the pupils. General assumption is that educated fathers would assist their children in their studies in the form of counseling and guidance. Hence there may be some relationship between the academic achievement and father's education. Some of the studies reviewed in this regard are given below.
Fraser (1959) found that there exists significant relationship between academic achievement and father's education.

Pavithran and Feroze (1965) found that there is no significant relationship between the scholastic achievement of 10th class pupils and the education level of the fathers or other members of the family.

Har Govinda Gupta (1968) observed that in the case of all the three (i.e.) high, moderate and low intelligence groups of VIII class pupils, no significant relationship seem to exist between subjects’ academic progress and their father’s education.

Sarma (1984) found that father's and mother's education is highly associated with the scholastic achievement.

Jagannadhan (1986) found that high school pupils’ academic performance and father’s education are significantly related.

Vijaya Kumar Sethi (1990) found that father’s education has got much impact on the academic achievement of their sons and daughters studying in professional course (or) engineering, law, medicine and teaching.

Shamshuddin (1996) found that most of the secondary school male teachers were from families where fathers were not highly qualified, whereas most of the female teachers were from families with highly qualified fathers.

Krishna Moorthy (1999) found that there is significant relationship between father's education and the academic achievement in history of second year higher secondary students. This gets support from earlier studies: Chatterjee et al., (1971), Khanna (1980) and Rajput (1985).

Grouws Douglas, A. – Cebullakristin, J. (2000) stated that there is a positive relationship between educational level of the parents and students’ performance in mathematics. But there is a considerable overlap in the performance of students from different educational background. In fact many students whose parents had a high school education or less scored higher than students whose parents had a university degree. Students whose parents were university educated, performed about two-thirds of a proficiency level higher than those whose parents had no more than high school education. However there is one important nuance to add to this finding. Students whose parents worked in an occupation that required advance mathematics skill, in
fact, performed almost one proficiency level higher than students whose parents had similar education levels and income but whose occupation did not require advanced mathematics.

Barbara, Rupa Das (2002) reported that backward caste children of literate parents scored higher than the children of illiterate parents. The academic achievement of first generation learners (i.e.) children of illiterate parents was found to be the lowest. The achievement of girls was found to be comparatively better than that of boys.

Chakrabarthi, Sharmistha (2002) observed the education level of the family influenced female learners (N = 320) literacy achievement attending to literacy centres.

Gnanasundararathasaru and Vincent De Paul, S. (2002) found that due to video assisted instruction, there is no significant difference in mean achievement scores in social science among the primary school pupils of parents with below metric and those of above metric.

Govinda Reddy (2002) investigated that Father’s education and mother’s education have significant influence on the academic achievement of B.Ed. students. Brother’s education has significant impact on the total academic achievement of DIET students.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their father’s education.

Sankaraiah (2009) investigated that father education of the B.Ed. students are significantly correlated with their academic achievement.

Moula (2010) studied relationship between academic achievement motivation and home environment among standard eight pupils. He found that there is significant relationship (r = 0.15) between father’s education and academic achievement motivation.

Padmini (2010) investigated that father education has significant influence on the scholastic achievement of IX class students in biological sciences.
Siddi Raju (2010) investigated that father education has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

It is observed from the above there are very few studies showing the relation between academic achievement and father education. Therefore father education is taken as variable in the present investigation.

2.20 ACHIEVEMENT AND MOTHER EDUCATION

Educational status of the mother may have influence on the scholastic achievement of the students. If mother is educated, it would have an impact on the child's performance. Some of the studies reviewed are presented hereunder.

Pavithran and Feroze (1965) found that there is no significant relationship between scholastic achievement and educational status of the mother in the case of 10th class students.

Har Govinda Gupta (1968) found that there is no significant relationship between academic achievement of pupils and their mother’s education.

Ranga Swamy and Visveswaran (1977) reported that no definite pattern of relationship between the academic achievement of pupils and educational status of parents is noticed.

Sarma (1984) showed that mother's education is highly associated with the academic achievement of their sons and daughters.

Vijaya Kumar Sethi (1990) revealed that the parents of high achieving students of all the four professional groups (i.e.) engineering, law, medicine and teaching are better qualified than those of low achieving students.

Bhujendra Nath Panda (1991) concluded that 9th and 10th class pupils with college educated mothers are having better academic performance than illiterate or elementary class educated mothers.

Krishna Moorthy (1999) revealed that there is significant relationship between academic achievement and education of mother.

Borbora and Rupa Das (2002) reported that backward classes children of literate mothers showed better academic achievement, than the children of illiterate mothers.
Chakrabarti, Sharmistha (2002) observed that educational level of the mother's influenced female learners' literacy achievement attending the literacy centres.

Gnanasundararatharasu and Vincent De Paul (2002) inferred that due to video assisted instruction, there is no significant difference in mean achievement scores among the primary school pupils whose mother's qualification is below metric and those above metric.

Govinda Reddy (2002) investigated that mother's education has significant effect on the academic achievement of B.Ed. students both in theory and total achievement.

Hijazi and Naqvi (2006) conducted a study on the student performance by selecting a sample of 300 students (225 - males, 75 - females) from a group of colleges affiliated to Punjab University of Pakistan. It was found that factors like Mother's education and Students family income are highly correlated with the student academic performance.

Manchala (2007) found that, mother's education has significant influence on the scholastic achievement of B.Ed. students.

Krishna Reddy, D. (2008) concluded that the academic / scholastic Achievement of 10th class students has significant influence on their mother's education.

Sankaraiah (2009) investigated that mother education of the B.Ed students are significantly correlated with their academic achievement.

Moula (2010) found that there is significant relationship ($r = 0.14$) between mother's education and academic achievement motivation of standard eight pupils.

Siddi Raju (2010) investigated that mother education has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

It is observed from the above that there are very few studies showing the relation between academic achievement and mother education. Therefore mother education is taken as variable in the present investigation.
ACHIEVEMENT AND OCCUPATIONAL STATUS OF THE PARENTS

Academic achievement of students may vary depending upon the occupation of parents. Some of the earlier studies are shown hereunder.

Pavithran and Feroze (1965) found that the occupational status of the parents highly accelerates the scholastic achievement of X class students.

Har Govinda Gupta (1968) found no significant relationship between academic achievement and occupation of the father in the case of VIII class students, except in the case of moderate intelligent group. Other research studies namely Fraser (1959), Alexander (1965) and Smith (1966) corroborate these results. The students in the high intelligence group reported their mothers. The students are employed in any occupation. In the low group there seems to exist no significant relationship between the subject’s academic performance and their mother’s occupation. Only in the moderate group, a significant relationship seems to exist. Such a phenomenon is difficult to explain. Further research alone may solve this tangle and identify underlying currents.

Ford Dawson (1970) found that the employment of mother’s had no effect on the achievement of children either in a positive or negative direction.

Rangaswamy and Visvesvaran (1977) reported that no definite pattern of correlation could be noticed between the academic achievement and occupational status of the family of XI class students.

Jagannadhan (1986) found much impact of father’s occupation on the achievement of students.

Bhujendra Nath Panda (1991) observed that 9th and 10th class pupils (N=280) with skilled professional parents were found to be better in their academic achievement when compared with their counterparts.

Shamshuddin (1996) found that only a small percentage of both secondary school male and female teachers (N=200) indicated business, legal and medical indicated that their fathers were either in service or farming/ cultivation.

Ayishabi and Moly Kuruvilla (1998) found that there is no significant difference between mean scores of achievement motivation of pupils of IX standard
of working and non-working mother's, for the total sample (N=871). The findings are congruent with the findings of Stein (1973) and Bal (1988) who found a positive effect of maternal employment on the achievement motivation of adolescent and college going children.

Jayachandrama Naidu (1998) found that the influence of father's occupation is not significant on the academic achievement of learners from formal education (N=300); whereas father's occupation has significant influence on the academic achievement of learners from non-formal education (N=300) and the total sample is (N=600).

Goswamy; Minakshi (2002) found that children studying IX class with working mother's were more achievement oriented than the children of non-working mother's. Boys with working mothers were most achievement oriented than girls with working mothers.

Govinda Reddy (2002), reported that the employment of father, brothers and sisters have significant effect on the academic achievement of B.Ed. students in practical work and practical examination (N=600).

Panda (2002a) investigated that father's occupation did not have any significant impact on the learning achievement of V class pupils (N=882) in rural, urban and tribal primary schools.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their parents' occupation.

Sankaraiah (2009) investigated that mother occupation of the B.Ed. students are significantly correlated with their academic achievement.

Moula (2010) found significant relationship (r = 0.22) between father's occupation and mother occupation and academic achievement motivation of standard eight pupils.

Siddi Raju (2010) investigated that father occupation and mother occupation has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.
Sujatha (2011) investigated that parent’s occupation has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between academic achievement and occupational status of the parents. Therefore occupational status of the parents is taken as variable in the present investigation.

2.22 ACHIEVEMENT AND NUMBER OF MEMBERS IN THE FAMILY / NUMBER OF CHILDREN IN THE FAMILY

It is assumed that the size of the family (i.e.) the total number of persons in the family/number of children in the family may have some impact on the studies of the children and hence on the academic achievement. Some of the earlier studies are presented hereunder.

Bhujendra Nath Panda (1991) observed that IX and X class pupils coming from small families were better in their academic achievement, when compared to that coming from big families.

Shamshuddin (1996) found that the average number of children was three in case of secondary school male teachers (N=136) and two children in case of female teachers (N=64). It was also found that almost all the teachers had joint families and they also supported joint family system.

Jayachandrama Naidu (1998) reported that family size has no significant influence on the academic achievement of learners from formal education centers (N = 300); whereas family size has significant influence on the academic achievement of total sample (i.e.) formal and non-formal education learners (N = 600).

Manchala (2007) found that there would be no significant influence of total children to the parents on the scholastic achievement of B.Ed. Students.

Krishna Reddy (2008) found that there would be no significant influence of total children to the parents on the scholastic achievement of X class students in mathematics.

Tenibiaje Joseph (2009) found that there is no significant difference between family size and academic achievement of students in higher institution.
Moula (2010) found significant relationship ($r = 0.26$) between family size and academic achievement motivation of standard eight pupils.

Padmini (2010) investigated that number of members in the family has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that total number of children in the family have significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

Sujatha (2011) investigated that number of members in the family and number of children in the family has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between academic achievement and number of members in the family / total number of children. Therefore number of members in the family / total number of children is taken as variable in the present investigation.

2.23 ACHIEVEMENT AND BIRTH ORDER

Birth order means, the child born first, second, third and so on. Birth order may have some relationship with the academic achievement of the students in mathematics. The investigator included Birth order as one of the variables in the present study. Some of the earlier studies are presented hereunder.

Jagannadhan (1983) found that the birth order of V, VI and VII class pupils did not have any significant influence on their academic achievement.

Bhujendra Nath Panda (1991) found that birth order of IX and X class students did not have any significant influence on their academic achievement.

Govinda Reddy (2002) revealed that the birth order of DIET students have significant influence on the academic achievement in practical and in total achievement.

Manchala (2007) in her study on the academic achievement of the B.Ed students found that there was no significant influence of birth order on their academic achievement.
Krishna Reddy (2008) found that birth order did not have significant influence on scholastic achievement of X class students in mathematics.

Tenibiaje Joseph (2009) found that family size and birth order have no significant influence on academic performance of pre degree students of the University of Ado-Ekiti, Nigeria.

Padmini (2010) investigated that birth order has significant influence on the scholastic achievement of IX class students in biological sciences.

It is observed from the above that there are very few studies showing the relation between academic achievement and birth order. Therefore birth order is taken as variable in the present investigation.

2.24 ACHIEVEMENT AND RELIGION

Cultural background of the students may have some influence on the academic achievement of the students. Community / religion may also have some impact on the scholastic achievement. With this view, studies related to community / religion and achievement are presented hereunder.

Nair (1974) aimed at finding out the impact of certain sociological factors like family background, caste, religion, and sex on the teaching ability of teachers. He revealed that religion was found to be not affecting the teaching ability of teachers.

Asud Ulla Khan et al., (1982) found that religion of pre – university students (XII class) was found to be not effective in bringing about any variation in the scholastic achievement.

Radhamohan (1998) reported that there is significant difference in the high school student’s academic achievement belonging to different religions (viz.,) Hindu, Muslim and Christian.

Kobal-Palcic et al., (1999) showed that French pupil’s scholastic achievement was more, when compared to that of Slovenian pupils.

Krishna Moorthy (1999) observed that there was no significant difference on the achievement, in History of second year higher secondary students (N= 455).

Regnerus, Mark (2000) analyzed religious socialization as it relates to schooling success. Results indicates that respondents’ participation in church
activities is related to heightened educational expectations, and that these more intensely religious students score higher on standardized Maths/ reading tests, even while controlling for a variable that often show religious effects to be spurious.

Selvam and Sundara Valli (2002) conducted a study on 300 higher secondary students and found that the academic achievement has significant relationship with their religious attitude.

Manchala (2007) found no significant influence of religion on the academic achievement of B.Ed student - teachers.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their religion.

Benjamin Mc. Kune and Hoffmann (2009) indicate that the association between adolescents, religiosity and academic achievement is largely due to family, social capital, but the association between academic achievement and religious homogeny between parents and adolescents is largely independent of family and community social capital. In particular the highest achievement is predicted when parents and adolescents report similar levels of religiosity. The lowest achievement is predicted when parents report high religiosity and adolescents report low religiosity.

Sankaraiah (2009) investigated that religion of the B.Ed students are significantly correlated with their academic achievement.

Padmini (2010) investigated that religion has significant influence on the scholastic achievement of IX class students in biological sciences.

Rohani & Ahmad Tormizi (2010): Studied that illustrated and identified significant relationship between students beliefs about importance of mathematics and beliefs on one’s ability in mathematics with mathematics achievement.

Siddi Raju (2010) investigated that religion have significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

It is observed from the above that there are very few studies showing the relation between academic achievement and religion. Therefore religion is taken as variable in the present investigation.
2.25 MISCELLANEOUS STUDIES

Some of the miscellaneous studies related to academic / scholastic achievement are given herewith:

Mishra et al., (1960) found that children coming from high home environment achieve better in schools than their counterparts coming from low family environment.

Morrow and Williamson (1961) while analyzing the back ground of the family factors responsible for higher achievement of physically challenged group children, concluded that more congenial home environment, less parent domination and sympathetic parental encouragement, have been found to be responsible for achievement of children.

Husen (1967); Dave and Dave (1971) found that poor academic achievement was due to the low educational standards of their parents

Long and Resh (1976) could not find significant differences between father’s income and child’s level of abstract achievement.

Sharma (1977) made an attempt to examine the achievement of children in relation to the school system. He found that children of the recognized private schools achieved higher scores in Arithmetic than those of the corporation schools.

Hilde Brand and Patricia (1978) have shown positive relationship between educational environment and child’s performance in Biology.

Sudha R. Sinha (1980) in the study “Effect of school system on the competence of secondary school students”, investigated into the difference between the system of private and government schools and how it influenced the competence of its students. Three aspects of the system were, examined- the material, organizational and human relations. The findings revealed that despite less physical facilities and higher workload, the private schools had better organizational structure and more competent students than the government schools.

Head, John (1981) found that extraverted boys and introverted girls did well within their own sex group, when they were given mathematics activities. Students studying in private schools had better achievement than those studying in government
schools. This achievement was due to the strict supervision by the principal and managements of private schools, better teacher-pupil interaction, good educational environment, teacher's special care of the weak students, teachers interest in the study of the children and sense of security and guidance and counseling in private schools.

Chopra (1982) found that student's achievement was not significantly different in different organizational climate of schools even at 0.05 level. There was no significant relationship between students' achievement and teachers' job satisfaction.

Vyas (1982) reported that age, academic achievement, verbal intelligence, non-verbal intelligence and SES contributed to the supervisors rating in case of a total of 300 male samples of B.Ed. Students.

Lalithanhawla (1983) studied the causes of failures in science and mathematics among high school students of the Mizoram state and found that general standard of achievement in science was 33.24% as compared to 27.86% in mathematics. Students from urban areas and from privately managed schools and older schools did better than those in rural areas and government schools and newly established schools. The provision of good library, laboratory and special coaching classes are not related to the students' achievement in these subjects.

Chadha and Sunanda Chandana (1990) observed that there is a positive and significant correlation at 0.01 level between creativity and intelligence of XI grade students', when the effect of scholastic achievement is partialed out. There is a positive and significant correlation at 0.01 level between intelligence and scholastic achievement when the effect of creativity is partialed out. There is negative and significant correlation at 0.01 between creativity and scholastic achievement when intelligence is partialed out.

Mac Aculay, Dohina (1990) reported that there is a positive significant relation between academic achievement and home environment.

Venkataiah and Jayachandrarma Naidu (1990) reported that there is significant difference between academic achievement of dropouts \( N=39 \) and Non-Starters \( N=261 \) at Non Formal Education Centers (NFE). The dropouts from formal
primary schools are superior to non starters in their academic achievement as NFE centers.

Cobb, P. et al., (1991) found that students number sense was improved by a problem centered curriculum that emphasized students interaction and self generated solution methods. Students also demonstrated increased persistence in solving problems.

Yeh- Hsiang-Yeng (1991) reported that weak but positive correlation existed between achievement motivation and academic achievement. There is no significant difference in the achievement of boys and girls in the case of Govt and private schools. Urban students are better than rural students in respect of their achievement in Biology.

Kumara Swamy (1992) investigated that variations in the amount of General Ability possessed by the adult learners significantly effects their achievement.

Vyas (1993) found that academic failure was associated with lower affiliation, teacher control, rule clarity and teacher support variables.

Martin (1995) concluded that there was a significant relationship between academic achievement and home environment.

Varghese (1995) found that the achievement scores showed a systematic improvement with improvement in facilities of school and that the difference in the mean achievement scores between the learners in the last facility schools and the best facility schools was very large in both in Hindi and Mathematics.

Shui Feng (1997) conducted a study on the influence of family factors on the academic achievement and concluded that children's academic achievement has been shown to be influenced by many family factors. It indicated that authoritative parenting and children's academic achievement were significantly correlated.

Slemmer, Gerald (1997) found that required tutoring seemed to be an effective way of improving the academic achievement of marginal students of 10th, 11th and 12th grades.

there is a positive significant relation between academic achievement of students and their home environment. Private Schools and Government Schools. Private Schools and Government aided Schools. Private Schools and Cooperation Schools and there is no significant difference between the students of Government Schools and Government aided Schools, Government Schools and Corporation Schools and Government aided Schools and Corporation Schools. It also shows that educational Qualifications of parents have a powerful bearing on the interest of the students in mathematics.

Kumar, Anil (1998) in his study concluded that there existed a significant positive correlation between academic performance and study habits.

Narayana Koteswara and Ramachandra Reddy (1998) showed that there is locality influence on reading achievement of high school pupils. Pupils in residential schools perform better than pupils in rural and urban. Among the three groups pupils in rural areas were the lowest in achievement.

Krishna Moorthy (1999) found that locale of school has caused no significant difference in respect of academic achievement in history of the second year higher secondary students (N=455). Having Parent - Teacher Conferences, Meeting Parents at PTO meetings. Using Educational Psychology for providing a model to parents in assisting their off spring in home work. Integrating human relations and curricular improvement in Teaching-Learning situations.

Molia M. S. (1999) showed that the use of inductive thinking models improved the achievement of the students in mathematics.

Wood (1999) found that whole-class discussion works best, when discussion following individual and group work improves student's achievement.

Devi and Mayuri (2000) revealed that 1. Family factors were not found to be critically important for the achievement of residential school children. 2. School factors like, qualified teachers good physical facilities and classroom organization, checking of the curriculum and subject matter, time maintenance impressive method of teaching and teacher student interaction contributed significantly to the academic achievement.
Dhall, G. D.; Gautam, S. K. S.; Autar, Ram and Sankar, M. (2000) revealed that the teaching of students with low achievement with remedial materials prepared after diagnostic test increased their achievement.

Dhanna Raja et al., (2000) investigated that the higher secondary students of urban (N=124) and rural (N=103) areas did not differ significantly in computer achievement.

Jyothi Rathore (2000) found that the mean scholastic achievement of rural pupils at primary level in Environmental Studies (Science) is significantly better at 0.01 level than the urban pupils studying at Formal Primary Schools and Non-Formal Education Centers.

Panda (2000) found that rural students exhibited better performance in all the school subjects as compared to their urban and tribal class mates. Boys and girls studying in different areas did not differ in their performance in all the school subjects. Father's occupation and tuition did not have any significant impact on the learning achievement in all the three areas. Rural students performed better in all the school subjects where infrastructure facilities were available in the schools compared to the schools with less facility.

Prakash (2000) in his study conclude that urban students were higher in their mathematical achievements as compared rural students.

Ravindra, Basavaiah D. and Basti (2000) showed that Boys were found good in abstract thinking and symbolizing concepts in mathematics, where girls were good in logical thinking and mathematical modeling Both males and females have the same level of liking for mathematics Both males and females have the same level perception of mathematics Males stated that “social factors do not favor girls to go for higher studies in mathematics” as the main reason for not having top level women mathematicians. But females stated that “Vocational interests of women are different” as the main reason

Alam, A.M. (2001) showed that the academic achievement of normal children was found to be significantly higher than that of learning impaired children in both boys and girls when taken together and when taken separately. The normal students were found to be higher in academic achievement.
Basantha and Mukhopadyaya (2001) indicated that academic achievement of secondary school rural students (N=320) was significantly related to their home environment, but the school environment was not significantly related to academic achievement, where as both school environment and home environment were significantly correlated to each other.

Elegbeleye and Akoda (2001) investigated that there existed a significant difference between the academic performance of pupils (N=150) of secondary schools from single and double parenting background. Academic performance of children of mother present was significantly better than children of mother absent.

Rose and Elizebeth (2001) examined the patterns of academic progress and outcome in different inner city school settings for African American and White, lower, middle and upper socio-economic strata students. They revealed that the overall academic out comes were higher for gifted students enrolled in the programme sometime during their school career than for general education students.

Soundaravalli (2001) found that the academic achievement of standard XI1 students (N=300) had significant relationship with physical problems and family problems scores.

Agarwal, Archana (2002) found that significant positive relationship was found between academic achievement and intelligence. Academic achievement was found to be positively related with their socio-economic status. There was significant negative relationship between the academic achievement and size of the family. Significant negative relationship was found between academic achievement and birth order. The study has no reference.

Anuradha and Bharati (2002) found that a trend of negative association was observed between III, IV and V classes children (N=300) academic achievement and their amount of T.V watching. Watching only a selected programmes improved children’s academic achievement significantly rather than watching all the programmes.

Arya, Kalpana, and Kistwaria (2002) found that the involvement of adolescent daughters in the household activities of employed home makers was more than corresponding non-employed home-makers. A majority of the adolescent daughters of
non-employed mother's devote more time for their studies in comparison with the corresponding employed mother's. A higher percentage of the adolescent daughters of employed mother's were not participating in co-curricular activities than that of the other respondents. The study cites 6 references.

Basantha, J. M. and Mukhopadyaya, D. (2002) revealed that Psycho-social constraints and academic achievement of high school students are negatively correlated with each other.

Gnanasundaratharasu and Vincent De Paul, S. (2002) investigated that due to Vedio assisted instruction, there is no significant difference in mean achievement in social science between rural and urban pupils at primary level.

Goel, Swami Pyari (2002) in their study on the relationship of achievement and feeling of security, family attachment found that Low achievement had a positive relationship with the feelings of security; where as the average and high achievement had a negative relationship with the feeling of security. Family attachment and achievement scores were negatively related. A related factor responsible for higher educational achievement was parental attitude. Feelings of security- insecurity were significantly and positively related to the family attachment. Theoretical, aesthetic and religious values were positively related with achievement score, but economic and political values were negatively related with achievement score. Social value had a positive relationship with the average achievements but the low and high achievements were negatively correlated. There was no difference in value pattern of low and average achievers where as high achievers gave the first preference to theoretical, value, than to social, political, economic, aesthetic and religious value. The study has eight references

Govinda Reddy (2002) examined that (i) Region (Andhra, Telengana and Rayalaseema) has significant influence on the academic achievement of DIET students (N=600) at 0.01 level. Andhra students (N=240) performed better than the Telengana students (N=240) performed better than Rayalaseema students (N=120) (ii) Place of birth does not have significant impact on the academic achievement of DIET students.
Hamingthanzuala (2002) found that students of X standard who had higher interest in business were found good at English, social science and in overall academic performance.

Mohanty (2002) conducted a survey to see whether components of family environment bear any relationship with academic achievement of gifted, underachievers and his findings were the mean score of boys was higher than that of girls. The boys scored higher on cohesion, intellectual cultural organization, Moral and Religious emphasis, while the girls scored higher on conflict, achievement orientation and organization of components of family environment scale (FES). utility the underachievers' academic achievement was significantly related with all components of FES except active Recreational organization. For underachieving boys no correlation between a component of FES and academic achievement was found to be significant. However in the case of underachieving girl's cohesion, Independence and control components of FES were found to be correlated significantly with academic achievement.

Naresh Kumar Gupta (2002) reported that achievement of majority of V class pupils (N=946) in slum area schools has been observed to be unsatisfactory not only in mathematics but also in language environmental science and social science.

Panda (2002a) observed that V class pupils (N=882), who were taking midday meal, free Uniform, Scholarships and free textbooks as incentives performed well when compared to that of not receiving any incentives.

Sharma, S. Nidhi (2002) in their study examined the effect of parental involvement and Aspirations on academic achievement of +2 students found that. Parents of high and low achieving students exhibited differentiated behavioral profiles with regard to some dimensions of parental involvement. Parents of high achieving students often provided academic guidance to their and also planned various cultural activities such as arranging picnics, dance show and other festivals. Achievement scores of children belonging to high, average and low groups of parental educational aspirations were not equal. The academic achievement scores were different for children belonging to different parental involvement groups. High parental involvement group, scores higher on educational aspirations as compared to their counter parts in the low parental involvement group. Higher parental involvement
resulted in higher occupational aspirations of students. High, average and low parental occupational aspirations groups yielded unequal levels of learning styles.

Vamadevappa, H.V. (2002) conducted a study to find out the relationship between parental involvement and academic achievement. His findings were that there was a positive and significant relationship between parental involvement and academic achievement. There was a significant difference in the achievement scores of boys and girls of high parental involvement group. There was no significant difference in the achievements of boys and girls of high parental involvement group. There was significant difference between high achievers and low achievers with respect to the parental involvement. There was no significant difference between boys and girls in their academic achievement.

Guest and Schneider (2003) conducted research on what influence various social factors had on the relationship between extracurricular activities and academic performance. They found that most of the studies previously conducted on the relationship between these two factors had not taken into account the meaning that participation in extracurricular activities “[held] for individual participants within distinct social contexts”. They believed that every school and community assigned certain values to the various activities, putting more importance on some over others. The value that is placed on each activity affects the relationship between that specific activity and academic performance.

Nwankwo and Kemjika (2003) found that the relationship between test anxiety and academic achievement were inversely proportional at secondary levels.

Prakash (2003) found that the ascendance, vigorous and persistent temperaments were significantly related with mathematics achievement in girls and total sample among boys, the ascendance, accepting, vigorous, cooperative and tough-minded temperaments were significantly and positively correlated with mathematics achievement. Girls with low sociability appeared significantly higher in mathematics achievement than girls with higher sociability at high memory level only.

Rahaman M.H. (2003) in his comparison of achievement in mathematics of eighth grade students of different ethnic groups of Nepal found that there was significant difference among the four ethnic groups with regard to the over all
achievement in mathematics. Tamang students were found to be the best among the four groups in overall achievement in mathematics. Ethnic groups significantly differed from each other with respect to the achievement on knowledge, skill, comprehension and application levels. No significant difference was found between Tamang and Magar groups in knowledge. Sarkari children were found to be the lowest achievers on knowledge among all ethnic groups. The study cited two hundred nineteen references.

Upadhyya (2003) found that constructivism was found to be a better technique of teaching mathematics.

Anice James and Marice (2004) studied academic achievement in science among XI standard students (N=470). Students hailing from rural (N=199) areas have same type of academic achievement in Science.

Bhaskar Rao, Somasurya Prakash Rao and Bhuvaneswara Lakshmi (2004) have identified a positive relationship between study habits and academic achievement.

Bose, S. and Joshi V (2004) studied the effect of parents involvement in the achievement of students and found that Children whose parents were involved in their education led a disciplined life at home and had better academic achievement at school. Involvement of parents was also reflected in the activities that a child pursued in his leisure time. It was found that parents could not reinforce the things, the children learnt at school and some children attended tutorials. Tutorials did not help the children in performing better, rather the children who attended school regularly and received proper care at home, fare better. The study also found that home environment that indoctrinates children into a disciplined life and healthy life style ensures better academic achievement.

Gakhar and Aseema (2004) investigated that Shahpur Nagappa and Panchalingappa (2004) while investigating the influence of the study habits, family climate adjustment and academic achievement of Devadasi, children of Karnataka state, found that there is no significant difference between boys and girls children of Devadasi with respect to family climate. There is no significant difference between boys and girls children of Devadasi in respect of their academic achievement. There is
no significant difference between rural and urban children of Devadasi in respect of their academic achievement. There is no significant difference in interaction effects of sex and location in terms of academic achievement of Devadasi children. There is no significant difference between boys and girls children of Devadasi in respect of academic achievement. There is no significant difference between boys and girls children of Devadasi in respect of their study habits.

Kumar, S. and Anita (2004) from their findings revealed that both the variables self-learning module and classroom environment can not be ignored in respect of their effect on achievement. There was no interaction between mode of teaching and classroom environment.

Madankar (2004) observed that Residence, Peer group, Curriculum, Classroom teaching and Evaluations have negative and significant relationship with academic achievement, where as ‘food’ and ‘co-curricular activities’ have negative and not significant relationship with academic achievement of school subjects.

Mehera (2004) found that Achievement in mathematics was significantly related to major learning environment, attitude towards the subject, mathematics. No sex-wise difference was found in achievement of students in mathematics.

Sensarma (2004) while attempting to determine the relationship between class-room interaction variables of different branches of mathematics and mathematics achievement and attempting to predict the achievement from interaction variables concluded that. Higher values of Praise, acceptance of pupil’s ideas, asking questions by teacher, pupil’s response and the rate of class-room transaction are associated with higher pupil’s achievements in mathematics. Teacher’s tendency to react to the ideas and feelings of pupil’s is positively and significantly related to the better achievements in algebra, arithmetic, and geometry. Velocity of class-room transition is positively and significantly related to the achievement in algebra, arithmetic and geometry separately. The pupil’s initiation is negatively associated with mathematics achievement in all the branches, algebra, arithmetic and geometry.

Sirohi (2004) investigated that All under-achievers indicated deficiency in study habits98.70% of the under achievers tend to possess unfavourable attitude towards teachers and needed guidance.97.50% of the students had poor concentration
92.50% of students indicated deficiency in school and home environment. 72.80% of them faced mental conflicts. 72.80% of underachievers were low in self confidence. 24.60% of them indicated deficiency in attitude towards education.

Uma, S. (2004) on studying the role of computers in the performance found that 1. The achievement scores improved in the test conducted after the revision of the lesson by 'teacher'. 2. Thoroughly revising the lesson through computers has increased their performance; the best scores are when the revision is by the Teacher and when computers are not used. 3. Some of the interesting points observed by her are (i) Learning through computers was high with below average students than with good students. (ii) The attention span and interest duration of the slow learners is comparatively, less than that of very good students. (iii) Very good and good students have better reading and comprehension skills. Thus they were fast on the computers. The below average students took time to read and comprehend. Thus they usually took more time to complete the work on computers.

Viswanathan (2004) investigate that (i) Boys (N=160) and girls (N=69) of XI standard studying in rural schools do not differ in their achievement in History. (ii) Boys (306) and girls (N=185) studying in urban schools differ in their achievement in History. The girls perform better than the boys. (iii) There is no evidence to show that the pupils studying in rural and urban schools differ in their achievement in history. Sexena (1960), Williams (1979), Chakrabarthis (1988), Ajeh (1993) and Rangappa (1995) have reported that the urban students had higher achievement than the rural students. But Ojha (1979) observed that the rural boys had better performance than urban boys.

Arockiados (2005) studied the correlation between study habits and academic performance of college students (N=025) He reported that the academic performance of college students in influenced by study habits.

Avinashilingam N.A.V and Sharma.G (2005) made a study to find out the factors influencing the student's academic achievement. Their findings are it was found that classroom factors play a major role in affecting the student's academic performance. This is followed by the environmental factors and developmental factors. The student's inner urge, the competency of teachers no physical distraction...
and contacts with like minded colleagues make a student more competent to succeed in life.

Darling, Caldwell, and Smith (2005) conducted a longitudinal study concerning extracurricular activities and their effect on various aspects of development, including academic performance. A survey containing a list of twenty different extracurricular activities was distributed to students; they were asked to check which extracurricular activities they participated in that year. Demographic questions, such as their favorite activity, gender, and ethnicity were asked in order to take the social factors and influences into account when calculating the results. The students were also asked what their academic goals were and their grade point average. The results showed that the students who participated in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in extracurricular activities at all. The students who did not participate in any extracurricular activities showed the poorest adjustment as far as grades, attitude toward school, and academic aspirations, while non-sport extracurricular activities showed the most positive adjustment, with sports related extracurricular activities in the middle.

Dwivedi, R.D. (2005) conducted a study to compare the educational achievements of students belonging to different categories of schools, according to their environment and found the following. The students from schools with enriched environment had significantly better academic achievement than students from poor school environment. The students who were high approval seekers had significantly greater achievement than the students who were low approval seekers. Academic achievement of students of the urban schools was significantly higher than that of the schools of the rural schools.

Gurubasappa (2005) while studying the effects of adjustment and mental ability on scholastic of secondary school children, concluded that the well adjusted children's achievement in school is high the children with better mental ability will definitely achieve high. The product of learning academic achievement of students is certainly influenced by some psychological factors like adjustment and mental ability.

Kimiko Fujita (2005) found that the results of the One-dimensional Chi-square test suggest that participation in extracurricular activities improves academic
performance; participation in musical performance does not improve academic performance; athletic participation improves academic performance; watching television improves academic performance; and participation in community service improves academic performance among the junior high students attending Walnut Creek Christian Academy.

Manas Ranjan Panigrahi (2005) while studying the influence of intelligence and socio-economic status on academic achievement of high school students concluded that there exist a significant and positive correlation between academic achievement and intelligence. It is also found that high intelligence leads to better academic success. There exists a low positive correlation between academic achievement and socio-economic status. It is observed that high socio-economic background might not always facilitate high academic success. It is found that there is no significant difference between boys and girls with respect to academic achievement. The students having higher intelligence are high achievers in academic performance than students having low intelligence. High socio-economic status has effected the girls greatly to be very conducive to high achievement and vice-versa is the case with boys. The girls of high socio-economic status are high achievers in academic performance than boys of high socio-economic status, boys of low socio-economic status and girls of low economic status.

Manoranjan Panda (2005), in his study on correlation between academic achievement and intelligence of class IX students concluded that there is significant difference in academic achievement of students studying in different categories of schools. There is no significant difference in intelligence of students studying in different categories of schools. There is low relationship between academic achievement and intelligence in different categories of schools. The findings of the study clearly state that there is little significant relationship between academic achievement and intelligence in schools of Dhenkanal district of Orissa state.

Neetha George, Dr. Anitha Ravindran (2005) revealed that there is a linear relationship among accuracy in time perception, coping styles and level of academic achievement. In other words time consciousness or punctuality is a quality that would enhance the academic achievement. They suggested that these results can be considered in helping low achievers.
Periaswamy (2005) showed that the teaching and learning of addition and subtraction through activity based learning materials (TLM) improves academic achievement of IV standard pupils ($N=30$). A significant relationship was found between student’s perception of teacher’s attitudes towards them and their academic achievement. A significant relationship was found between the academic achievement of students and their self-perception.

Satya Prakash and Patnaik, S. P. (2005) made a study to find out the effect of cooperative learning and found the following. There was positive effect of cooperative learning on achievement motivation. Cooperative learning has a positive effect on achievement in biology in terms of understanding, Knowledge and application of objectives as well as total achievement.

Sindhu I.S (2005) revealed that better liking of teachers contributed to better achievement of boys.

Malvinder Ahuja (2006) studied the impact of parental involvement and socio-economic status of the family on academic achievement of IX class students. Their findings indicated that 1. Socio-economic status of the family and parental involvement were associated with each other 2. Socio-economic status and academic achievement of students were independent of each other 3. Academic achievement of high and low parental involvement group were not significantly different. 4. There was an interaction effect of socio-economic status and parental involvement on academic achievement of IX class students.

Ayodhya (2007) revealed that 1. Emotional problems did not have any influence on the scholastic achievement in the present day. 2. Life events did not have any influence on the scholastic achievement. 3. No difference was found with regard to socio demographic factors and emotional disorders, scholastic achievement and life events. 4. No association was found between scholastic achievement and intelligence.

Manchala (2007) showed that all the ten areas of study habits inventory have significant influence on scholastic achievement of B.Ed. students. Better study habits are associated with better scholastic achievement.

Annakkodi (2008), in her study entitled “study of scientific attitude of pupils of class XI and their achievement in Science, concluded that There was positive
significant difference in the scientific attitude of students in relation to their achievement in Science. It was found that there was a high significant difference in the scientific attitude of students based on their type of school, the corporation school students show high mean value of scientific attitude when compared to Government aided schools. It was found that there was high positive significant difference in the scientific attitude of rural and urban students. It was found that there was a significant difference in the scientific attitude of students based on their Gender.

Kasinath (2008) conducted a study on interactive effect of Mental Health, School Adjustment and SES on Academic Achievement. The major findings are: (i) performance of the students with good mental health was better in the school subjects, (ii) the comparison of mean values indicated that students who were well adjusted perform better in their school subjects, (iii) the achievement in science and mathematics was depended on the influence of SES of students, (iv) the academic achievement was influenced by the interaction effects of school adjustment and SES of students and (v) academic performance of the students was depend on their adjustment with the school and SES background.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their separate room for study. Hence it is concluded that students having separate study room will have better achievement. The number of hours of study at home has significant influence on the scholastic achievement of 10th class students in mathematics. The variable “works at home” has significant influence on the scholastic achievement.

Lekhi and Kaur (2008) conducted a study on ‘intelligence, achievement motivation and study habits as correlates of achievement’. The sample of the study consisted of 100 students randomly selected from four English medium schools of Punjab. The students of class 10th were taken for the study. The findings of the study were: (i) intelligence, achievement and study habits correlated positively with the academic achievement of the students, (ii) academic achievement of high intelligence students was significantly high in their academic achievement and (iii) students having good study habits had better academic achievement as compared to those having poor study habits.
NCERT (2008) conducted a mid-term national survey to gauge the learning achievement of class V children. The survey covered Eighty four thousand, three hundred and twenty two (84322) students, fourteen thousand, eight hundred and ten (14810) teachers and six thousand, eight hundred and twenty eight (6828) schools, across, two hundred and sixty six (266) districts, in the country. The survey tested the learning achievement of class V level students in mathematical, environmental studies and languages. It concluded that 1. Mother’s education is important than father’s education. 2. The schools that enjoyed better infrastructure and facilities like T.V, computer, more number of teachers and community participation contributed ten Percent (10%) more in (E.V.S) Environmental studies, eight point four (8.4%) percent better in mathematics and Nineteen point six (19.6%) percent better in languages.

Pandey and Manikhur (2008) conducted a study to find out the relationship between SES and academic achievement of adolescent students. The results of this study revealed a significant relationship between academic achievement and socio-economic status. However, significant differences were observed between academic achievements of adolescents belonging to high and low SES.

Panday, S.N., Md. Faiz Ahmed (2008) conducted a study on a sample of 621 students of XI standard Male Adolescents (417) and Female Adolescents (204) and found that there is no significant difference between male and female adolescents on measures of achievement motivation.

Rajamanikham and Vasantha (2008) conducted study on the relationship between student adjustment problems and their academic achievement. The findings: (i) there was a significant positive correlation between adjustment and achievement, (ii) the scores of the students on their adjustment gradually decreased as the qualification of the parent increased while achievement scores gradually increased as the qualification of the parents increased, (iii) the different sibling groups differed significantly on the academic achievement, (iv) it was found that as the number of siblings decreased, the achievement score increased.

Subramanyam and Sreenivasa Rao (2008) established that there is no significant difference in the achievement of boys and girls with regard to their emotional intelligence.
Sujatha (2011) investigated that intelligence, all personality factors, democratic value, knowledge value, family prestige value and attitude towards teaching profession have significant influence on the academic achievement of B.Ed. students.

2.26 APPRAISAL

From the brief review presented in the foregoing pages it may be seen that a few studies have been carried on, in the area of academic achievement at D.Ed. level. Again by and large, except on a few variables the results obtained are not coinciding, which necessitates, further exploration in this area. Further, studies on the relative impact of each of the several independent variables that effect academic achievement are rare to find.

Achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Certain researchers found gender, literacy level of the family and family income contribute significantly to academic achievement. A great deal of research work has been done to assess the relationship of academic achievement with intelligence, personality and other variables.

The importance of academic achievement has raised several important questions for educational researchers. What factors promote academic achievement among the students? How far do the different factors contribute to the academic achievement? Many factors have been hypothesized and researched upon.

It may be seen from the brief review of literature presented in this chapter that a number of studies have been carried out on the relation between academic achievement and other variables. The studies yielded contradictory results on the relation between different personal and demographic variables and academic achievement. Therefore it is difficult to summarize the conclusions of these studies as they have concerned themselves about a wide variety of aspects of achievement of the student-teachers in relation to different variables.

Although self efficacy, emotional intelligence and achievement motivation are also important from the educational point of view, these areas have much explored in
the level of academic achievement. The results of even the few studies present a confusing picture with contradictory results.

Review of related literature reveals that an extensive study of influence of psycho-sociological factors on the academic achievement especially of the D.Ed. students. It is needless to say that a very few studies have been conducted to study the academic achievement of teacher training students specifically on D.Ed. students and whatever studies exists, none of them is comprehensive enough so as to enable one to draw any conclusive result. It is an attempt to see the relationship between presage and product variables of academic achievement.

Under these circumstances, it is quite reasonable to say that there is a great need to conduct more and more similar studies. Hence, the investigator was made to move in this direction and conduct the investigation in which the academic achievement could be studied in comparison with self efficacy, emotional intelligence and achievement motivation of D.Ed. students. This resulted, finally, into the statement of the present problem whose procedure of investigation is described in the following chapter.