CHAPTER-II

REVIEW OF LITERATURE
2.0 Introduction

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

The related literature forms the foundations upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his/her research. It also provided ideas, theories, explanations, hypothesis or methods of research, valuable in formulating and studying the problem. It furnished the researcher with indispensable suggestions about comparative data, good procedures likely methods and tried techniques. The information about the activities of previous investigation stimulate the researcher to use each bit of knowledge as a starting point for new and further progress. The researcher will be able to formulate the hypothesis on the basis of review of related literature which presents the rational for the study.

2.1 Need to know about related literature:

According to C.V.Good 1959 “A survey of related literature is necessary for proper planning, execution, and developing right concepts of the problem and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose”.

J.W.Best (1986) believes that “A summary of the writings of recognized authority and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested”.

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In the field of education, as in 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 formed generally the extent of important up to date information regarding educational research and ideas possessed by educational workers is very limited (Sukhia, 1980).

Availability of adequate information about educational thought and research doesn't by itself result in possession of its knowledge by the 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 fail to get enough information due to the non-existence of sources of such information (Sukhia, 1980).

The review of literature has been divided into the following categories.

1. Review of related theoretical literature
2. Review of related research studies

2.2 Review of related theoretical literature:

2.2.1 Methods of Teaching English:

W.F. Mackey says "A method determines what and how much is taught, the order in which it is taught and how the meaning and form are conveyed and what is done to make use of the language unconscious". Method includes selection, gradation, presentation and repetition of the instructional material. It gives a detail plan for presentation of the language material. Procedures and steps followed by the teacher while a language relates to the conditions available in the class, the teacher, pupils and the equipment.

Grammar Translation Method:

The translation method is the oldest method of teaching in English. In this method every word, phrase and sentence in English will be translated into
mother tongue. This method is known as grammar translation method because the grammar of the new language is taught with the help of the grammar of the mother tongue. Mother tongue dominates the teaching of English. It is so because this method requires the translation of each and every word into the mother tongue. The unit of teaching is a word not a sentence.

**Advantages:**

This is an easy method. In this method the child proceeds from the known to unknown. Child learns the new language through the mother tongue. So it is an easy method. This method helps in the rapid expansion of vocabulary of the students as it avoids difficult definitions and length explanations.

Grammar of the foreign language is easily taught by comparing it with the grammar of the mother tongue.

**Disadvantages:**

The natural order of learning a language i.e. listening, speaking, reading and writing is not followed in this method.

- This method cannot cultivate speech in English which is an essential part of a living language like English.
- The child never acquires the habit to think in English.
- Translation method tries to teach English by rules than by use.
- The student is a passive listener. The teacher who is active most of the time.
- Translation method is dull and mechanical. It is bookish.
- Too much attention to grammatical correctness makes conversation unreal and prevents in expression and it encourages rote memory.
The Direct Method:

The direct method was also called a Natural Method or Reformed Method. It was introduced as a reaction to the demerits of translation method. In this method the learner was expected to learn the new language in a natural manner like his mother tongue. In this method oral teaching proceed any form of reading and writing. The direct method aims at the establishing a direct bond between experience and expression. According to the method, the students should think directly in English. Thorough drilling is given to the pupils for listening, imitating and speaking. Hence, the unit of speech is a sentence not a word. As far as possible mother tongue is not used while teaching English. Emphasis is laid on functional grammar and not on theoretical grammar. The words and phases are taught at definite stages through spoken language.

Advantages:

- It follows the main principle of education Viz. Proceed from particular to general, proceed from concrete to the abstract and practice must proceed theory.

- In this method the order of teaching is listening, speaking, reading and writing.

- The students acquire fluency of speech. If a student can express himself clearly in speaking, he can express himself in writing as well.

- It bridges a gap between active and passive knowledge.

Limitations of this Method:

- Direct Method lays too much emphasis on speaking. It neglects reading and writing.

- It aims at the active command of a language. This makes its learning more difficult.
This method reduces the importance of love for mother tongue in the heart of the Indian Pupils.

It is difficult and expensive method.

This method requires English atmosphere in the class which is almost impossible in an average Indian School.

Dr. West's New Methods:

Dr. West laid more emphasis on reading aloud and silent reading. He was also against teaching formal grammar. The main emphasis in this method is on reading vocabulary which contains form words or structural words and content words. Passive work precedes the active work. The passive command lays foundation for the productive command i.e. proficiency in speaking and writing. This method brings speed and accuracy. Students acquire limits to give them practice in those elements. The child gets a feeling of the language and acquires efficient in reading in the initial stages.

Advantages of this Method:

This method aims at development reading ability which is necessary for learning a foreign language.

By laying more emphasis on silent reading, this method proved more effective in developing comprehension.

Reading becomes easy and free from phonetic difficulties.

Reading makes less than language and it develops interest in reading literature.

Reading gives practice in correct form of language.

The material presented is properly conversed by the pupils.
Limitations of this Method:

➤ Dr. West's clear cut distinction between speaking and reading is not appreciated by many authors.

➤ Dr. West's theory of developing reading ability before the development of speech is also unsound speech always comes first.

➤ Instead of emphasizing the four aspects of language learning this method emphasizing only one aspect i.e., reading with comprehension.

➤ Emphasis on reading especially silent reading is educationally unsound. It will make the teaching procedures passive and dull.

Bilingual Method:

The Bilingual method incorporates different aspects of the direct method and the grammar translation method. The use of mother tongue is allowed but strictly controlled and limited to the teacher. The student uses the mother tongue only if he is expected to be interpreter or translator. The syllabus is built around situations and all language skills are considered equally important. It involves imitation and interpretation. The basic aim of this method is to help the students speak and write fluently and accurately in the target language.

Advantages of Bilingual Method:

➤ In this method teachers saves the time by avoiding creation of situations in order to cover the meaning in English.

➤ The time thus saved is used to provide intensive practice to the pupils.

➤ It promotes fluency and accuracy of speech habits, through practice in sentence patterns and by giving mother tongue equivalents to the new words.

➤ This method suits to all types of schools both rural and urban areas.

➤ It does not require any audio visual aids.
Disadvantages:

- If the teacher handles the method carelessly it is likely to degenerate into translation method.
- This method is more useful at the lower stages and at the higher stages of education.
- A contrast in the features of the two language especially the patterns will confuse the pupils.
- If the teachers are not well versed with the features of the two languages, they may likely to create a lot of confusion and chaos.

2.2.2 Approaches of Language Teaching:

An approach refers to the actual nature of the language and deals with the teaching procedure and learning experiences.

The main approaches used in teaching English are:

1. Structural approach
2. Oral approach
3. Situational approach
4. Communicative approach

1. Structural Approach:

The different arrangements or patterns of words are called structures. According to Brewington, "Structural approach is a scientific study of the fundamental structure of English language". In the learning of a language speech is more important than reading and writing because the language is learnt orally first. Mastery of structures results an effective learning of the language material in this approach. Its emphasis is laid on all the four skills, it
ensures mastery of structures. In this approach the teacher has to create meaningful situations. In these situations, the pupils will be able to learn the structure in a proper way. The various types of meaningful situations can be created by the teacher through facial expression, dramatization actions and by demonstrations.

**Oral Approach or Situational Approach:**

This approach shows a close relationship between the structure of language and the context and situations in which the language is used. In this approach explanation of the meaning of the words or structures discouraged. Accuracy in both pronunciation and grammar is viewed to be important and errors are to be avoided. The language thus learnt enables the students to use it in the situations outside the classroom. The key features of the approach are to introduce and practice the new language items situational and contextually.

**Audio – Lingual Approach:**

In this approach focus is on the student’s ability to gain the communication skills required in everyday discourse. It focuses primarily on the skills of listening and speaking. Reading and writing are given due importance dialogues are the chief means of presenting language items. Like the direct method it avoids the use of mother tongue. Audio – lingual approach shows an easy way to learn English. The graded structural practice also provides a simple and clear way to learn the language.

**Communication Approach:**

The communication approach in language teaching starts from a theory of language as communication. Communication techniques are one which stimulates the operation of all the essential mental processes which are carried out in the normal use of language and take place under conditions which resemble those that are obtained in the ordinary communication. The
objective of this approach is communicative skills. The major skills are
listening, speaking, reading and writing. In the learning tasks, they are
constantly combined and integrated in use. Hence, not four separate skills but
rather composite skills involving one or two or more at a time. This approach
is student oriented and student centered. Learning takes place according to the
needs of the learner. Friendly interaction in the classroom is most essential
factor in learning communicative competence in language.

2.3 Factors involved in learning a second language:

Language acquired is an extremely complex process. The richer the
learner's exposure to the target language, the more rapid the more
comprehensive learning is likely to be.

Language learners are known to undergo a silent period during the
initial stages of language learning. The learner's minds are actively engaged
in processing and making sense of the incoming language data. Learners at
this stage may be to understand words. Phrases and even sentences in the
language which they are learning but often, they may not be able to use the
language at this stage may cause anxiety.

It is not possible for learners to produce only correct language forms
while they are still in the process of language learning and con not and need
not be avoided from the earliest stages. In fact, the presence of errors indicates
that the learner is experimenting with language and trying out hypotheses
about the language system.

Learners learn to communicate in a new language by actually using it
for natural communication in different kinds of situations. Practice of
language structures alone can also play an important part in language learning
in formal teaching situations but even in such situation there is need for
sufficient exposure to comprehensible and natural language and sufficient
opportunities for learners to practice using language for natural
communication.
A relaxed and anxiety-free atmosphere promotes language learning as it encourages to take the risk of using their limited knowledge of language for actual communication without bothering about any errors learners may make. Excessive anxiety (such as may be caused by over-correction of language forms) can slow down the language learning process because it may discourage such risk-taking and may prevent learners from making use of opportunities to try out and practice language.

2.4 Review of related research studies

2.4.1 Related studies on achievement of students in English language:

Educational research had always concerned itself with identifying and analyzing factors which influence achievement. Educations all over the world are interested in knowing why students perform better than the others academically. Research in this area has pointed out various variables which influence the learner's performance in the classroom; the main factors are personal factors, family factors and institutional factors.

Achievement tests are used to find out how much language material in a particular course has been mastered by students (Moller, 1975).

Odle and Florence Neal (1976) conducted a study on reading and language achievement of Navajo Indian Children of VIII grade Navajo Pupils. The purpose of the study was to compare the achievement in reading and language in (1) Federally operated boarding schools, (2) Public schools on the Navajo reservation and (3) Public schools. Reading comprehension, reading vocabulary, total reading and language scores of the three groups of Indian pupils were compared to determine if achievement varied significantly among the pupils in three types of schools. In all cases the pupils in boarding public schools scored the highest. It was concluded that the reasons might be due to school programme, motivation for attending particular schools or the relative impressing environment of the schools.
The primary goal of achievements test is to measure past learning, that is the accumulated knowledge and skills of an individual in a particular field or fields (Karmeland Karmel, 1978).

Singh, V.D. (1983) conducted a study of the linguistic and communication abilities of high school teachers of English in relation to their classroom functions. The sample (N=60) consisted of trained graduate teachers (TGTs) and post graduate teachers (PGTs) teaching high school classes in 15 Central schools located in the states of Rajasthan, Uttar Pradesh and Delhi. Five specific research questions were addressed.

1. Is the speaking ability of the subjects' adequate for teaching ESC at the secondary and higher levels of school education?

2. Is the subjects' writing ability adequate?

3. Do the subjects' possess grammatical and stylistic competence to identify and correct errors in student writing?

4. Do the subjects' possess synthetic control and fluency to be able to put ideas in complex sentences economically and effectively, where necessary?

5. Is there a significant difference between the subjects' speaking ability and their writing ability?

To find answers to these questions, from text measures were developed for the Test of Speaking Ability (TSA), samples of classroom teaching were audio-recorded. For the Test of Writing Ability (TWA), the subjects had to write a model composition for high school pupils. In the Test of Sensitivity to Pupil-Errors (TSE), the subjects' had to identify and correct as a protocol errors relating the grammar, usage, idiom and style, and in the Test of Sentence Complexity (TSC) they had to unite sets of short sentences to produce complex sentences. All the form tests were related to an ESL teacher's classroom functions.
The TSA and the TWS were criterion–governed tests of performance. The measurement of the speaking ability and the writing ability was done within the framework of communicative testing. Measurement instruments, called rating grids, were devised for the TSA and the TWA. The instruments consist of rating grids with analytical scales and were employed by trained judges to rate the oral and the written protocols. The rating grids distinguish levels of performance and the basic distinction is between levels of adequacy and inadequacy, for which a cutting score was determined. The performance on the other two tests is scored and discrete point lines of scoring. Linguistic ability, which implies grammatical, phonological and lexical accuracy, is considered to be of paramount importance to the non native speaker ESC teacher, and crucial to communication ability. Accordingly, it occupies the central place in the evaluation of the subject's perform.

The research entailed both quantitative & qualitative methods. The findings were:

1. The speaking ability of the three fourths of the subjects' is adequate though it is deficient in accuracy.

2. The writing ability of most of the subjects' is not adequate.

3. The subjects' possess grammatical competence to correct pupil errors, but not stylistic competence to the same extent.

4. In error-correction, they apply the norms of sentences level accuracy and are oblivious to discourse and contextual constraints. Errors for them mean grammatical errors, not errors of idiom and style.

5. The subjects' generally possess adequate syntactic control & fluency.

6. There is a significant difference between the subjects' speaking ability and their writing ability. Their operating ability is better than their writing ability. In sum, the overall performance of the subjects' displayed their deficiency in linguistic accuracy.
A questionnaire was also used to elicit views and information. The answers, among other things, reveal that most of the subjects favour a formal teaching of grammar, and they insist that their pupils always speak and write grammatically correct English. Most of them felt that the practice & experience of teaching had improved their own English.

Few other findings need a mention:

i. The performance of the M.A’s in English (N=39) was consistently superior to the performance of the non-M.A’s in English (N=21).

The performance of the subjects varied from measure to measure. The findings of the research and generalizable to the population of 900 on 20 TGTs teaching in 450 Central Schools, from whom the sample was drawn.

*Soumni, P.* (1984) designed a course based on communicative approach to English Language teaching in regional medium high schools. The course was designed for regional medium class IX and X students using Science as the content. The parallel group experimental design was employed. The sample consisted of high school students. English proficiency test I, II science pre-test, post-test, questionnaires were used for the study.

In the case of science pre and post-test gain, scores of the experimental group demonstrated a significant improvement due to communicative approach. The educational implications of the study are: (I) English Language Teaching through the Communicative Approach will give the students some capacity both for receptive and productive knowledge (iv) Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communication skills.

*Jallaluddin, K* (1985). “A study of the course book, communication skills in English, introduced by Osmania University for first year degree students”, examined different types of approaches in comparison with
communicative approach, he concluded that communicative approach in English Language Teaching was more effective than the existing methods of approach to language teaching. Further he explained that effectiveness of communicative proficiency test, which would focus on “Content Validity” and “Face Validity” and also test the integrated skills among the students.

Navaneeta, M. Krishna Bose (1985) in her thesis “Language Learning in structural and communicational, classes at primary level”, used communicative approach along with structural approach in English Language Teaching at Primary level. Her research work showed that the communicative approach would also be used at primary level basing on structures of English Languages. This was in contrast to the generally held opinion that the communicative approach can be adopted only after a certain level of language skills has been attained.

Gupta R.L. (1988) conducted an experimental study to find out the efficacy of language laboratory exposure in developing languages proficiency and Communicative Competence of tribal learners of English. The study was delimited to listening and speaking skills of VIII, IX and X classes tribal learners.

The experimental pre-test, post-test equal design was used for the study. A standardized test for listening comprehensive and another test developed by the researcher were used. It was found that language laboratory exposure developed language proficiency of tribal learners of English.

The Communicative competence in English developed through language laboratory exposure is more than that developed through audio lingual method (without laboratory exposure). It was also concluded that language proficiency in English helped develop the Communicative Competence of tribal learners of English.
Thornton, Mary, M. (1992) noted that teaching reading habits are necessary to increase vocabulary, comprehension and reading rate.

Dave, J.D. (1996) conducted a scientific inquiry into the effectiveness of three different approaches viz., the communicative, the structural and the conventional approaches to English language teaching (ELT) at secondary level.

The major finding from the classroom experiment was that the conventional approach was most effective. Further, when communicative approach and structural approach were compared, result favoured communicative approach. The student’s were favourable to both communicative approach and conventional approaches.

T. Radhika Rao (1996) studied “Developing writing skills in L₂ using the L₁ abilities in a bilingual” The study was an alternative teaching strategy to develop the mother tongue medium learners’ L₂ – writing ability.

The bilingual methodology proposed in the study also supports the contention that the L₂ writing skills of a vast number of mother tongue medium learners of the country can be developed with a greater degree of success by harnessing their L₁ writing abilities.

Lapp, Diane et al., (1999) described how one fourth grade teacher used television, videos, computers, classroom guests, and lots of reading and writing to engage his students in their language-arts unit. They noted that such ‘intermediality’ increased students’ comprehension and understanding of text.

Sasikala, R. (1999), studied the Oral English Acquisition Effect of communicative tasks and cognitive strategies. She attempted to assess the effect of communicative tasks and cognitive strategies on the oral English acquisition among class XI students.
Objectives of the study: (i) To introduce a task-based course material for oral English acquisition, (ii) To identify the variety of cognitive strategies used by higher secondary students while acquiring oral English, (iii) To find out the utilization of cognitive strategies in performing communicative tasks, and (iv) to find out the effect of communicative tasks and cognitive strategies on oral English acquisition.

Methodology: The sample comprised twelve students from IX standard. Data were collected through communicative tasks package and oral English Assessment Scale. The researcher used qualitative as well as quantitative analysis to treat the data.

Major Findings: (1) Communicative tasks facilitated oral English acquisition (2) Group work and pair work tasks enabled students to acquire more English. (3) Role-play tasks helped acquire oral English (4) Imagery was the most used strategy.

Sushma, Chaturvedi (1999) explored group dynamics through communicative tasks in a secondary classroom based on her experiences in teaching English at the secondary level. One of the techniques that she used was dividing the class into groups and involving the learners in the tasks-based activities. She studied the relationship between the group dynamics and tasks. The belief that learning cannot take place in a vacuum has gained importance in Communicative Language Teaching (CLT). The communicative approach perceives language learning as a process that grows out of the interaction between learners, teachers, texts and activities. It is based on the assumptions that mere exposure to language is not a sufficient condition to language learning/ acquisition.

The study also revealed use of strategies for communication more than strategies for rule-taken and use of strategies. The findings of the study have implications for materials production, teacher training, learner training and ELT research.
Anup, K. Kumar, (2000) evaluated the implementation of the West Bengal functional-communicative syllabus with particular reference to rural schools. Since the introduction of the new approach and the methodology in 1984, it has been put to arid comments by some sections of people. In fact, it is a never-ending debate with regard to a model of second language teaching suitable to all learners in West Bengal irrespective of their background, upbringing, exposure to English (both at home and in school), classroom. The main findings of his study are that the implementation of curriculum change has not been effective despite a good syllabus worked out with good intentions based on a rational, need-based approach.

Rafik Ali Mohamed Al-Sharmiry (2000) undertook a research study about the Yemeni learners' oral Communicative Competence in English at the tertiary level. This study attempted to identify the nature of problems faced by Yemeni students in communicating with competent native speakers of English, especially those speakers who do not share the first language with the learners. He opined that the traditional method of intensive vocabulary and grammar teaching at the tertiary level does not really help students in actual oral communication and in order to make the English teaching in Yemen effective and realistic, the problems of Yemen students needed to be extensively addressed. His study focused on the nature of problems and reasons for failure of the Yemeni students in oral communication.

In order to investigate the problems faced by students a detailed questionnaire was administered to students and teachers. The questionnaire was supplemented by interviews. The study followed the usual pilot run-main study format. The responses of the teachers and students of English in Yemen at the tertiary level are analyzed in order to validate the hypotheses, thought they vary in their degree of importance. It emerged from the study that the student's lack of communication strategies is the major factor that adversely
affected the students' ability to communicate. Yemeni students were not aware of the strategies that could enable them to keep the channel of communication open with their interlocutors.

Kramarski, Bracha et al., (2000) examined the contribution of an Internet environment on students’ (eight grade) reading comprehension. Results showed a significant impact on motivation but none on achievement.

Meera K.P. (2001) examined the relationship between language aptitude and achievement in English vocabulary and reported positive and significant correlation.

Senechal et al., (2002) found that children's book exposure is related to vocabulary development and listening comprehension.

Elliot, Deborah A., et al., (2002) studied the influence of increased reading time, the use of visual aids, multiple exposures towards, and activation of prior knowledge. They developed a variety of solution strategies to study the impact of the said variables. The results indicated an increase in expressive and receptive vocabulary; enhanced understanding of new vocabulary and an increased use of theme related words in writing and speaking.

Vidal, Karina (2003) presented study of the acquisition of English-as-a foreign language (EFL) vocabulary through academic listening. They explored the EFL proficiency and lecture comprehension on vocabulary acquisition.

Abu-Rabia, S. (2004) investigated the relationship between foreign language (FL) anxiety and achievement in that language. The role of the foreign language teacher as perceived by the learners was also tested (N=67 seventh graders). The sample was administered an anxiety questionnaire, a Hebrew reading comprehension test, an English comprehension test, an
English spelling test. The result indicated that anxiety was negatively and significantly correlated to FL achievement on all FL tests. Gender and teacher’s attitudes were the only significant predictors of FL anxiety among these seventh grade students.

**Suraprasad Pati and Saudamini Acharya** (2005) concluded that extensive use of visual aids has a positive significant on academic achievement of the rural pupils studying class VII.

### 2.4.2 Related studies on achievement and study habits:

Individual study habits play a pivotal role in determining in a pupils academic achievement. A student achievement in the classroom depends upon several factors namely interest in subject, study facilities, Instructional facilities and students study habits and so on. Students achievement in English is closely associated with their study habits.

**Tiwari** (1982) and **Shanmugasundaram** (1983) indicated a positive relation between academic and study habits.

**Premalatha Sarma** (1986) studied the achievement of rural girls and found that poor study habits were highly associated with underachievement. She has also reported that underachieving rural girls significantly differ in their study habits from the high achieving rural girls of 9th and 10th classes.

**Gordan Darlene** (1998) found that the students having good study habits possessed good achievement.

**Patnaik and Basavaiah** (1991) reported that there was no significant relationship between study habits and achievement in mathematics.

**Ruthlee** (1992) conducted a study on development of study skills to improve grades in 9th and 10th students. It was found that development of study skills increased the student achievement.
Ekin Judith (1993) studied the study approaches of distant learning students studying in second language. He reported that command of English is related to the study approaches and skills that lead to academic success and persistence.

Sam Sananda Raj and Sreethi (2000) found that study habits and academic achievement of students are positively and significantly related.

Nagaraju (2001) concluded that the academic achievement of pupils in 10th class public examinations in all the school subjects and total academic achievement have significant influence on study habits score at 0.01 level.

Naveen Kummar Reddy (2003) found that study habits and academic achievement of students are positively and significantly related.

Rajani (2004) observed that there is positive significant relationship between the academic achievement of intermediate students (N=1200) and their study habits.

Arockiadoss (2005) studied the correlation between study habits and academic performance of college students (N=925). He reported that the academic performance of the college students is influenced by study habits.

The above studies on achievement and study habits have revealed that they are both relevant variables, which influence the performance of students. Student’s achievement and study habits are corrected. Above studies supported that students English achievement and study habits have significant association, good study habits leads to good achievement.

2.4.3 Related Studies on achievement and Gender difference:

Many investigators considered sex as one of the variable, which would contribute to academic achievement. Some researches proved that girl students are more successful in achievement than their counterparts, and some
others proved just the opposite. A few studies difference between both the sex groups as for their achievements was concerned. Hence the relationship between sex and academic achievements appears to be a controversial aspect. Many studies revealed in this aspect.

Flyn et al., (1997) investigated possible gender bias in relation to reading skills and found no evidence of gender bias on total reading, silent reading and listening comprehension.

Pravinchandra (2001) and Poormanand (2002) found that the girls scoring by and large, a better performance than boys. In other hand saxena (1963) Misra (1997) proved that a boy was superior to girls. In other hand Jain (1983) Shykle (1984) found that there is no difference between boys and girls in the academic achievement.

Lehto et al., (2001) examined the cognitively high-level text processing of expository passages. They investigated reading comprehension during the sixth and ninth school years. They found that girls out performed boys regardless of the comprehension measure and also found that performance correlated with school achievement.

Suneetha and Mayuri (2002) argued that gender was found to be the more important variable than IQ in deciding high academic performance as more girls were found among top ranking students studying classes 9th and 10th.

Mohammed Khayyer and Philip R.delacey (2005) investigated that girl’s academic achievement was higher than boy’s academic achievement.

2.4.4 Related studies on Academic achievement and personality factors:

Krishna (1956) observed that the personality factor A (emotionally stable,socio type), factor B (adjusted schizoid Vs maladjusted schizoid)and factor C(not named throughout indicating sociability)have a significant positive correlation with study habits of college students.
**Williamson and Knecht** (1962) offered an analysis of the literature and concluded that the nature of relationship between personality traits and achievements alone could not help accurate prediction of achievement.

**Mc Reynolds and Church** (1973) commented on the high rates of dropouts in students participating in behavior modification study skill programmes.

**Rutkowski and Domino** (1975) declared that there was definite and pronounced relationship between study skill variables and personality variables.

In the studies of **Das** (1975), anxiety measurement could not significantly differentiate between students those who passed and those who failed in science.

**Gupta** (1983) declared that certain personality variables are related to achievement of a particular sex, Factor B and J in the case of male adolescents and factor C,D and O in the case of females.

**Bhadra and Girija** (1984), explored that the personality characteristics of high and low achievers on motivation to succeed, efficient work plan and competitiveness. They indicate that the two groups differ significantly. The achievers, who are good in all these aspects scored higher. The trend of the results and the personality scale description, suggest that the high achievers are highly motivated to succeed in whatever they want to accomplish in life.

**Sween** (1984), Pathini (1985) and Meharotra (1986) considered self-concept as a factor related to academic achievement.

**Keshap** (1993) found that the attitude towards study and fear motive, and pugnacity-sadism motive and attitudes towards study were found to be significantly related.

**Bhujendranath** (1994) studied and concluded that the parents and teachers should encourage students to take risks thereby the children will have balanced personality.
Rawat and Lella (1995) found that the parents-present students differed significantly from the parents-absent students on their personality adjustment, while they didn’t differ on study habits, except on comprehension and concentration dimensions of study habits.

Narayana Koteswara M. (1997) investigated the relationship between 14 personality factors of HSPQ and vocabulary acquisition in Telugu language and he reported that all the 14 personality factors have influence on vocabulary acquisition of the high school students.

Mavi and Iswar Patel (1997) explored the relationship between academic achievement and selected personality variables of 9th grade tribal adolescents. It was found that there was a weak relationship between the personality variables chosen and academic achievement in the case of tribal students.

H.Samsundara Raju and Sreethi (2000) reported that procrastination behavior of students can lead to the most of the personality factors do not show any significant influence on study habits of the x class pupils.

Natesan and Susila (2000) indicated that the chosen personality factors (Cattle’s Children Personality Questionnaire) are not significantly influencing the achievement (Environmental Science) of V standard boys (N=300) and girls (N=300) in the age group of 9-10 years studying in the schools.

Nagaraj (2001) found that very few personality factors have their own influence on the pupils study habits.

2.4.5 Related studies on Achievement and family factors:

In several investigations family factors were taken as variables. The variable still continues to be examined by several investigators and relates it to the academic achievement of pupils. The following are some of the studies relating to family factors and students achievement.
CASTE:

One of the most obvious facts about society and social life is the existence of divisions based on, or related to, various kinds of inequalities. Considerable arguments are going on among sociologists on whether or not there in any relationship between educational performance and social inequalities. However, studies have been done to establish relationship between educational achievements and number of variables such as socio-economic background, family structure and stability, facial ethnic group differences, social variations etc., some of the studies which related caste with achievements is discussed below:


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

Location of the family and achievement:

In Education research Urban and rural is one of the aspect in academic achievement. It is a known fact that Urban rural difference exists in there environmental condition. There is much variation between Urban and rural student in their style of living, Parental influence, value orientation, peer group relation, exposure to entertainment, educational facilities and occupational and educational status of parents. All these factors have influence upon academic achievement and involvement of the students. The following review reveals all such studies.
Sinha (1966) has reported that low achievement come from rural areas, high achievement come from urban areas Jain (1981) found that the achievement of the pupils from urban areas was better than that of the pupils from rural areas. Sundararajan (1984), Busamma (1995), Jyothi Rathore (2000) obtained similar results on the other hand Shukla (1984) Mestas (1981) prove there were no significant rural and urban difference in the achievement.

Sharma (1983-88) found that the self-concept level of the children of working mothers was higher than that of the children of non-working mothers. The children of non-working mothers were also found to be more excited, anxious, tender hearted, sensitive, dependent and more protected in this study.

Jagannadhan (1986) has conducted a stud on 5th, 6th and 7th class pupils and fund that socioeconomic status and father’s occupation have got much impact on the academic performance.

Bhujenmdra Nath Panda (1991) observed that 9th and 10th class pupils (N=280) coming from small families were better in academic achievement than the pupils living in big families. He reported that pupils with high income or college educated parents were better in their performance than the pupils with low income, or illiterate or elementary educated parents. He further illustrated that pupils having skilled professional parents were found to be better in performance than their counterparts.

Vijaysalakshmi and Hemalatha Natesan (1992) observed positive correlation between academic achievement and socioeconomic status of 9th standard pupils (N=100).

Narayana Kotesware, M (1997) investigated the influence of demographic and socioeconomic variables on comprehension. He reported
that gender, type of school, personal factors, school factors, home factors and socio economic factors such as caste, occupation of the parent, size of the family, and income of the family are positively correlated with the comprehension levels of the high school students in their regional language.

**Goswami, Minakshi** (2002) revealed that (i) children of working mothers studying class IX were more achievement oriented than the children of non-working mothers.

**Brendhan Bartram** (2006) found that parental influence appears to operate in a number of ways, ranging from the role model potential of positive/negative behaviour and communication of educational regrets, to the ways in which parents help to construct their children’s understandings of foreign language importance and status.

2.4.6 **Related studies on Institutional Factors and Achievement:**

Several research works reveal that there is close association between achievement and school factors.

**Asha Bhatnagar** (1980) found that the public (Private) and the Central Schools provide more needed study facilities than the Government and Private aided Schools.

**Rammohan Babu** (1988) reported that there was significant difference between the study habits of Residential school pupils and non-residential school pupils studying VIII class.

**Nagarjuna Reddy, M.** (2001) reported that the residential pupils do not have better study habits than the non-residential pupils.

**Nagaraju M.T.V.** (2001) found that the type of school has significant influence on the study habits.
Mehran (1989) investigated that the school environment was not just the sum of the environment of all classrooms within the school but intended to be a composite environment of the total school. Therefore this composite environment in the result of physical environment, Academic environment as well as the social environment of the school.

The Six institutional characters five were determined by Levy (1989) 1) Internal communication 2) Organizational Structure 3) Political Climate 4) Professional Development opportunities 5) Evaluation and Promotion and 6) Regard for personal concern. In this study the Organization climate is considered as one of the component of institutional variables.

Saxena (1989) in his article pointed out that a modest physical environment is much deserved by students in the school to facilitate effective learning. Saxena, spelt out the physical environment in terms of proper location of school, adequate area of land durable.

Furniture and other functional and operational programmes of the school which were considered to be the basic issues and needed environment for healthy development of Pupils (Therefore the institutional climate is the environment for the students to learn effectively and develop into multidimensional personality for the teachers to teach effectively in a dedicated manner and for the administrator to manage more harmoniously and efficiently.

Cooley (1990) researched to determine the extent of relationship between school climate and the student achievement in the basic skills. The results indicated there was no significant relationship between school climate and student achievement (ICDD – Institutional climate Description Questionnaire)

Goddard, Roger, D et al., (2000) examined importance of a school climate characterization by high levels of academic emphasis. They concluded that academic emphasis accounts for differences among urban elementary schools in student reading achievement.
D. Bhaskar Rao, A. Somasurya Prakash Rao and D. Bhuvaneswara Lakshmi (2004) observed that the students of government and private secondary schools possess high study habits, without any significant difference between them.

Panchalingappa (2004) noted that there is significant difference between high school boys and girls of Devadasis studying in rural and urban schools in respect of their academic achievement scores.

2.5 Conclusion

This chapter was developed to make a survey of the available literature related to factors influencing student’s achievement in English. The literature enabled the researcher to get perspective of theoretical frame work. In review of the studies mentioned above by and large reveals that few studies have been taken up in the field of English achievement and related factors. The investigator recognized the importance of English in Indian atmosphere and realized the need to conduct the present investigation.

Capitalizing on the reviews of expert researchers can be fruitful in providing helpful ideas and suggestions. The review helped in framing objectives, hypothesis of the study. The method of investigation was designed based on light thrown by related studies.