INTRODUCTION
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Importance of academic achievement

A prominent feature of contemporary educational thinking has been a growing concern about the effectiveness and efficiency of teaching learning outcome of a system of education which can be assessed in terms of students' achievement.

Academic achievement is one part of the wider term educational growth. It refers to what a student has achieved in different subjects of studies during the course of academic year. Academic achievement has largely to do with the intra-individual differences (differences within the individual from time to time) or with inter individual differences i.e. between one individual and another, between one group and another. Besides areas of functioning, individuals of the same group, same grade and same potential ability may differ in their academic proficiency due to many factors.

Though the content of education may vary significantly between nations and regions within a nation, the process of schooling is more or less similar everywhere. Much of the content in schools is intended to be systematic in that the learning that takes place in one term or year is regarded as a base or pre-requisite for the learning to be provided in subsequent terms or years. At each stage in the schools some measure of achievement is used as a determiner of the students status and as a basis for decisions about the further opportunities for learning to be provided in subsequent stages. In the present context of education, achievement in academic subjects is the main concern of the teachers, students and parents. The scholastic attainment is the basis of selection and differentiation among students.
Academic achievement is important as it helps the students to understand the hierarchy based on academic achievement i.e. higher the achievement more are the openings for the students and they can go for better lines and better jobs in all fields like science and technology, medicine, management, literature, education etc.

Higher scholastic achievement is of paramount importance for progress and promotion in any field. As students with higher level of achievement can have a better chance to get higher level of jobs & the type of work that is given to them provides still better chance of their growth in the professional field.

Another important role that academic achievement plays is the elevation of the socio-economic status of the individual as well as the family because of the higher / better occupational opportunities.

Academic achievement also is an indicator of the level of intelligence and the effectiveness of the teachers, and the overall effectiveness of any institution.

The world is becoming more and more competitive, and the quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance as high as possible. This desire for a high level of achievement shapes their attitude towards the educational system.

In fact, it appears as if the whole system of education revolves round the academic achievement of students though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors.
Schools have been successful in providing rewarding learning experiences to only a small section of students. As a strong reaction to this trend Carol (1963) developed a model of school learning in which he reasoned out the alterability of achievement. According to him, if students normally distributed with respect to aptitude for some subject and if all students are given exactly the same instruction, in terms of both quantity and quality of instruction, but of learning time allowed is made appropriate to the characteristic and need of each learner, the majority of students will achieve mastery of the subject. His model provided basic guidelines for the essential goal of educational success for all. Since education is a purposeful activity in which we seek to have students learn what we teach the achievement distribution should be very different from the normal curve if our instruction is effective. As BLOOM (1971) pointed out, our educational efforts may be said to be unsuccessful to the extent that student achievement is normally distributed.

Carol's model and approach strongly influenced subsequent theorizing. At least four models of school learning evolved albeit partly from his conceptualisation [BLOOM (1976) and BENNETT (1978)]. However, it was Bloom who transformed the conceptual model of Carol into an effective working model for mastery learning.

CONCEPT OF ACADEMIC ACHIEVEMENT

Academic achievement is defined as a measure of a test while as distinguished from aptitude and intelligence tests, measures what has been accomplished as in mathematics, history or French as the general meaning.
The concept has been explained by many academicians as follows:

GOOD (1959) defined academic achievement as the knowledge attained or skill developed in the school subjects usually designated by test scores or marks assigned by the teacher.

TROW (1967) defined academic achievement as attained ability or degree of competence in school task, usually as measured by standardized tests and expressed in age or grade units based on norms derived from a wide symphony of pupils' performance.

MEHTA (1969) expressed the view that the word performance is a wider term which indicates both academic and co-curricular performance of the individual. A level of achievement in the field of students is included in the performance of the individual.

In other words academic achievement refers to the attainment of the pupils in the so-called academic subject, as reading, writing, arithmetic, science and history as contrasted with skill developed in such areas as industrial and physical education.

Thus, there are various aspects of the concept of academic achievement which has a great bearing on the personality of a student. From an early age, a sense of achievement is a source of good feeling and self-esteem and failure a source of anger and self reproach.

Therefore, academic achievement may be defined as a measure of knowledge, understanding of skills in a specified subject or group of subjects. The academic achievement refers to achievement in a separate subject or a total scores of several subjects combined. Hence academic achievement is concerned with the quantity and quality of learning attained in a subject or group of subjects, after a period of instructions.
FACTORS AFFECTING ACADEMIC ACHIEVEMENT

Research has come to our aid by looking into what variables - (personal, home, school, teacher, etc.) promote achievement and what are deterrents to it. It has been thus indicated that a good number of variables: scholastic and personality characteristics of learners, the socio-economic status from which he hails, the organizational climate of the school, curriculum, planning etc. to mention a few, influence achievement in different degrees. These variables are generally referred to as correlates of achievement. Heads of institutions in the task of helping students to achieve better would like to have a knowledge of the extent of influence these correlates exert an achievement.

The importance of scholastic or academic achievement has raised several important questions for educational researches. What factors promote achievement in students? How far the different factors have been hypothesized and researched upon? Researches have come out with varied results at times, complementing each other, but at times contradicting each other. A complete and comprehensive picture of academic achievement still seems to be evading the researchers. The search therefore continues.

Academic achievement is a multi-dimensional, multifaceted phenomena. Hence it is not possible to attribute the differences in academic achievement to a single factor. This is especially true in a developing country like India. DAVE (1960) reviewed 17 studies on factors affecting achievement in all the way from intelligence to physical health through socio-economic status of family, sex, caste, distance of school from house and leisure time activities.

Academic achievement is considered as the unique responsibility of educational institutions. Knowledge of significant and non significant correlation between the different factors and academic achievement is therefore necessary for a teacher in ascertaining the causes of high and low
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achievement and consequently help in promoting achievement of students which is of great concern to the parents, teachers, the institutions and the society. In fact the future of any institution depends on the academic achievement of its students. However, it can be generalized that different factors affecting the academic achievement and study it under two broad categories, viz; personal and social factors.

Personal Factors:

These are the factors pertaining to self of the individuals. These included cognitive and non-cognitive factors, as described here:

**Cognitive Factors:**
- Intelligence
- Motivation
- Creativity
- Learning capacity

**Non-Cognitive Factors:**
- Aptitude
- Level of aspiration
- Physical and mental health
- Self-concept of the learner
- Heredity

The social factors include:

- Home environment/family environment
- Community
- School environment
- Classroom environment
- Friends
- Socio-economic status

These factors effect the academic achievement both positively and adversely.

The factors on which academic achievement depends are innumerable and multifarious. It is not feasible for any investigator to take them up all at a time. So in the present study, family environment and classroom environment have been taken from among the social factors and achievement motivation and intelligence from among the personal factors.
The four above factors i.e. family environment, classroom environment, achievement motivation and intelligence are the independent variables and academic achievement is the dependent variable.

**FAMILY ENVIRONMENT**

*Family relationship meaning and importance*

A family is the unit of the society. In a family the relationship between individual constituting the family is very closely knit and the interdependence more pronounced. In the process of growth from child through adolescence, and to adulthood an individual is to some degree dependent on the family according to his needs and duties. The patterns of behavior towards the other members of the family also undergo constant change with aging of a child and his level of maturity. During the impressionistic stages of childhood and adolescence the individual is influenced to a great extent by the relationship among the family members.

The child’s relationship at home goes a long way in giving desirable and undesirable direction to his development. The success of an individual child in school or college depends on the family.

Parents vary in their rearing practices and are often tinged with odd combinations of expectations, likes, dislikes and preferences regarding how children should be handled, brought up and educated. There is nothing wrong in setting of norms for the children by the parents as they are their children’s’ well-wishers and guardian. However sometimes the reality is far from being rosy.

Family plays an important role in determining the attitudes and behavior of the child. Children who become successful are almost always from homes where parental attitude towards them was favorable and when a wholesome relationship existed within the family such a relationship pro-
duces a happy, friendly child who is free from anxieties.

The importance of the family as a basic social unit and as a determinant of the child of society is recognized by all sociologists. Studies of this institution are sometimes limited to a descriptive presentation of the family as a social organization or to a study of individual homes as found in society. A mere description of family relationships does not, however, reveal the nature of social life involved in the intimacy of living together. The family may be studied from the standpoint of the individual's experiences within this group and the consequent effect upon his emotional life and development. It may also be approached as a concentrated nucleus of the larger society in a miniature and modified form. This includes the proper social and emotional basis for the child since adequate nurture not only helps the child to become a properly adjusted individual but also prepares him for a role and function in the society to which he belongs.

The fact that the household group has lost in whole or in part many economic activities has actually increased the social importance of the family. The three significant aspects of this group are reproduction, nurture of children, mutual sympathetic understanding, & helpfulness.

• The individual needs this intimate, friendly sympathetic association of persons who are interested in the little things of his life, as well as the more important ones. He needs the sympathetic understanding of persons who care for him and love him and take a responsible interest in him.

In a less highly organized society, the family worked together in such tasks as were necessary for physical existence. These experiences associated to the natural interest and the routines and crises of life, developed a deep seated recognition and response of the members for each other. The transfer of these routines to agencies outside the family removed the need for close and continued association and resulted in the loss of the physical
stimulation and social values found in a face to face relationship. These social values must be given by the family or be lost from the developmental structure of the individual.

The family is a social institution through which our social heritage is transmitted. Much of what we used to call heredity is actually the influence of the family in interpreting people, customs and attitudes and associating them to individual and group reaction ways of thinking, ways of doing, ways of acting. We used to attribute many of our mannerisms to heredity we know how that many of them are the result of imitation.

Within the social structure we have primary and secondary groups. The primary groups are the natural, face to face groups in which we find ourselves and where we do not take on a specific role, but are a natural part. The secondary groups are those of which we become a part continuously and in which we are assigned a role.

Attitudes, approvals, disapprovals, ideals, personality are formed by the primary group contacts of which the family is the most typical. Skills, technical proficiency, special activities come with the role in secondary group contacts. Modern society has reduced the primary group contacts and increased the secondary ones. The result has been that more and more responsibility is placed upon the family for determining the foundation upon which the life of the individual must be built.

Cultural as well as racial continuity is assumed through the medium of parenthood and other aspects of family life. The transmission of culture through the family is no less significant than biological inheritance. The pattern of life culturally determined becomes an important social control of the life of the family and in turn the family through the interpretation and transmission of the cultural pattern, perpetuates the status and serves as a social control of society.
An objective of the family throughout the ages has been the propagation of the race, but the most distinctive and universal function has been the socialization of its members. The significance of this is becoming increasingly evident and even when its importance seems to be declining it is only an irregular fluctuation like a graph of change in a stock market but to a steady upward trend.

We find an ever increasing effort for organizations to save the babies from their parents. The assumption is that parents are not only ignorant but incapable of learning. Children who become emotional orphans, stranded between an abridged parenthood and an impersonal school will carry though life a dangerous void. Nursery schools, glorified day nurseries, whatever the institution or agency may be, are always and only supplementary not substitutes. Certain functions may be profitably delegated in order to devote time and effort to the more subtle things which make up life.

The welfare growth nurture and development of children form the kernel of family life. These processes are likewise tied up to the economic, political, educational and religious life to such an extent that consideration of children is part and parcel of every phase of social organization and control. Children carry with them the future of everything which makes up our civilization. Hence, the importance of the family. It sets the Woof which gives the plan and pattern and justifies the warp which becomes the tapestry of social order.

In the present investigation family relationship refers to the family environment as perceived by the students. It includes such components as cohesion, expressiveness, conflict, independence, achievement orientation, intellectual cultural orientation, moral religion emphasis organization and control, as measured by Family environment scale (1986) for measuring family environment by R. Moos.
Family environment has three dimensions:

**Relationship dimension:**

Cohesion, Expressiveness & Conflict

**Personal growth dimensions:**


**System maintenance dimensions:**

Organization, Control

**Family environment and Academic achievement**

Home is the most influential primary agency investing in the cognitive and non-cognitive development of the child. It is the main source of socio-physical environmental inputs for the child. It sets forth a basic structure for the total development of the child over which a superstructure is built from time to time by other agencies of socialization like school, religion and occupational groups.

Prior to any achievement, academic or non-academic adequate growth and development of the child is the major concern to all interested in the welfare of the child.

With respect to the achievement, home has a multi-functional role to play. This role becomes prominent when the primary source character of the home is perceived in relation to its role in shaping the cognitive and affecting entry behavior of learners. The development of basic abilities and competences is largely dependent on the quality of home environment. Moreover, it is the home which decides which school the child should attend. Home as a supportive agency, not only provides material facilities but also serves the supplementary functions, especially in the early years of schooling.

Psycho-analysts have argued that the frustration engendered by
parental restraints may impair intellectual efficiency because of an increase in anxiety of the child. On the contrary proponents who look upon the acquisition of knowledge as a process of sublimation feel that if a child is allowed too much freedom he will remain at the mercy of the pleasure principle.

**Swift (1965)**: School experiences have shown that the best progress at studies is made by off-springs of parents who engage more in sharing activities ideas and confidence, who are more approving, trusting, affectionate and encouraging than the less achievers, whose parents show more overprotectiveness, high pressure for achievement, more parental disharmony and less regularity of house routine.

**Baldwin & Baldwin (1973)** investigated the relation between family interaction and children's reading problems. It was found that reading problems among children are mostly derived from upset family systems. In fact strained parent child relationship is likely to be a very important factor at the back of reading difficulties and consequently poor achievement.

**Salunke (1979)** conducted a study on the first year college students of M.S. University, Baroda to see the relationship between home environment, socio-economic status, economic management and academic achievement of the students. In this study cohesion, one of the dimensions of home environment was found to have correlation with academic achievement.

**Homchaudhri (1980)** Conducted an analytical study of correlates of academic performance of college high achievers and found the emotional atmosphere of their homes to their liking. The low achievers found an absence of good environment at home on the variables of cohesion.

**Sarkar (1983)**: The variables such as education and study, conducive environment, social background, provision of facilities and parent child relationship, showed a significant difference between the high achievers and low
achievers at 0.01 level. The multiple correlation coefficient was 0.546. The multiple regression equation revealed that the contribution of parent child relationship to academic achievement was about 17% of social background about 7% and of educational environment about 4%. The remaining 5 factors - income, spatial environment, rejection of home making role, harsh punitive control and intelligence explained about 2% of the variance of the criterion scores on control.

**LuYee Wicz (1984)**: In a study to examine mother's influence on her daughter's educational and occupational achievement found that mother's prediction of daughter's educational achievement and daughter's perceived encouragement from mother explained additional 20% of the variance in daughters educational achievement, specially on the variable of Intellectual cultural orientation.

**Yusof (1984)**: Reported that the Pearson's product moment correlation coefficient revealed a direct relationship between parent adolescents communication i.e. on the variable of expressiveness and adolescent academic achievement.

**Wirawan (1986)**: Found that parents rejection and acceptance seems to have an impact on the child's school achievement for girls but not for boys. Also that too much provision for the child's needs may not be helpful for boys in terms of their school performance. This was found to be time in case of conflict, independence, expressiveness.

**Eck (1986)**: Reported no significant relationship between levels of achievement and patterns of cohesion and adaptability in the measured family system.

**Edward (1987)**: The conclusion of a study generated recommendation to researchers and practitioners supporting the need for involving parents in the school programme, in ways, which involve parents in teaching and learning process of their children. Student gains in academic achievement are
the result of specific effort of parental involvement.

CURTIS: Although parental involvement in the home had no direct effect on grades or achievement test scores in high school, but when individual components of parental involvement were analyzed, consistent indirect effects on school grades were found from fathers and mothers. The study suggests that if parents monitor school work, help with school plans (organization variable) and talk to their child about parental experiences, (expressiveness) variable of family environment, their child's time on task, general self esteem and attitude about school will improve in a way that improves grades in school i.e intellectual cultural orientation of the family environment.

CLASSROOM ENVIRONMENT

The classroom environment can be defined as the interactions that take place in the classroom between the teacher and the pupils & among the pupils create an atmosphere which is termed as environment in the classroom. The teaching as well as the learning tempo reflect the climate in the class. It can be supportive or can be defensive. Much depends on the teacher who is a critical member of the group. Creating the climate in the classroom through his different behavior particularly in the early stages of the development of the group is one of the important functions of the teacher. In supportive type of climates the group, along with the teacher, tries to understand each other & shows concern & willingness to share in a problem that the group holds in common. They try to learn from each other respecting each other's view point & value judgements.

The classroom environment is of great importance as far as academic achievement is concerned. The relationship between the teacher & student, between student & student are of extreme importance & should be healthy & unbiased. There should be a competitive spirit among the students.
but it should be healthy & should not be overshadowed by envy or jealousy.

Physical facilities: Also the students should have proper physical comfort. For the students to be comfortable in terms of proper number of desks, chairs, blackboard, duster, chalks, proper light & ventilation. Also proper toilet facilities etc.

Classroom environment includes factors like communication, inter-personal relations, and group behavior. The pattern of relationship among the inmates of school plays an important role in creating conducive environment on the campus. If there is co-operation, mutual understanding & brotherhood, than definitely it will improve the mental health of the child.

Understanding the classroom group behavior i.e. why children behave as they do is increasingly recognized as part of the teachers needed professional knowledge. The teachers ability to apply this knowledge, & to develop the class group cohesion so that they should work co-operatively towards socially desirable goals is essential for the progress towards curricular learning and other educational aims. In some cases the development of such group feeling must precede as well as accompany the usual school curriculum without it little or nothing can be accomplished.

At times almost all teachers face situations when the majority of children in the classroom seem bent on talking, moving round or generally doing a number of things except what they are expected to do. Although teachers plan well. Some days are puzzling and frustrating because the class group as a whole reacts with undesirable behavior, when class group members waste time, become quarrelsome, refuse to co-operate-or otherwise behave in ways that impede the teaching and learning process, teachers often do not understand why their group behave as they do or why the children do not respond in an acceptable manner. Conversely on days when classes respond
willingly and happily to suggestions teachers seldom can explain why this behavior occurs.

In classroom situation, there are a number of possible socio-psychological relationships that strengthen or weaken the solidarity of the group as well as help or hinder the personal growth and development of the individual member. These are known as the dimensions of the socio-psychological structure of the group. Some of these dimensions are:

(i) problem solving and work relationships
(ii) authority relationships for decision making
(iii) Social influence or power relationships
(iv) social acceptance relationship
(v) informal, private or friendship relationships.

These dimensions are closely related and they strongly influence the progress of the group, individual growth, group cohesiveness, problems of achievement, active participation of the individual members, individual achievement and satisfaction in classroom, emotional stability and some of the disciplinary problems which the teacher expect.

(i) **The Norm System (Cohesiveness)**

With the passage of time and as the interaction continues in the group, the shared expectations of the members slowly start binding to each one of them. These norms become stabilized to the time and become powerful determiners of the behavior of the group members. The learning climate as a classroom can be judged from the development of the norms which remain facilitative to optimal learning. These norms pervade the life of the classroom right from dress to the control on the teacher.

(ii) **Group Member Independence (Affiliation)**

Even though the students are generally dependent upon the teacher for
various types of decisions, certain forms of interdependency are bound to
develop within the class as inevitable outcomes of the process of learning
together. However hard a teacher might try he cannot avoid delegating
some of the functions to the members of the group which ultimately brings
them nearer and nearer. Students like to learn and thereby depend more and
more on each other. A role system begins to develop in the group as the
members become more and more aware of their associates as resource. As
members develop interdependence, the group begins to develop as a group.
There is always that constant struggle between the dependency including
needs of the teacher and the dependency resisting needs of the pupils.
Based on this notion the teacher has to take clues from the different participative
or non participative behavior that the class as a group shows. It is any such
behavior of the group which creates that much needed climate for learning
in the class. The participative or interdependent movement in the group can
be in the form of spontaneous interaction among classroom members, high
commitment to decisions made by the class, strong feelings of member re­sponsibility towards group action, feeling of ease and comfort during the
presence or absence of the teacher etc. While, on the other hand, the
dominance by the teacher or by teacher favored students disrupt and break­down if the teacher is absent are some of the behave which show lack of
participative movement in the classroom group. The knowledge of such movements
helps the teacher in understanding the classroom group development which
in its turn helps him in facing some of the managerial problems in the class.

(iii) Communication system.

Good or poor communication in the classroom has been proved
to be a powerful generator of almost all the problems in the classroom in
order to keep it alive invigorating and humming with activities. The inter
personal behavior of a person depends on his motivations and perceptions
An individual expresses his motivations and perceptions through his verbal and non-verbal communications to other individuals. Magnetic influence is created by a person on the receiver through his facial expression, tone of voice, choice of words and amount of talk, while communicating his ideas.

To understand the situation in the classroom, one should analyze the direction of communication, the patterns of communication, and the depth at which communication takes place. Communication though generally is almost at the cognitive level as it being the transmission of ideas from one source to the other, also carries with it a freightage of non-cognitive meanings. Emotions, attitude and feelings too are communicated through talking. A teacher being concerned strongly with building up of child’s personality, has to communicate attitudes and feelings too, along with pure ideas for the students are not the mechanical robots to be fed to pure and dry informations. The communications in the classroom should take place in such a way that mutual trust and a sense of security should emerge out of it. Sometimes the teacher has a lot of difficulties in communicating. The meanings that he intends, simply because the class use, the communicational process (purposely remain silent and posing not to understand) as a form of resistance to the induction of teacher influence. It is such kind of defense mechanisms in communications that the teacher has to win over through different patterns of communication behavior.

(iv) Goal behavior. (Task Orientation)

As there are group norms, so are there group goals which arouse, maintain and direct group behave. It is a common experience of a teacher that a class working diligently to complete a planned project, is also building up group morale, is maintaining the discipline and at the same time, meeting a great number of needs of individual members for status, recognition, security and achievement. The activities in the classroom can be
interpreted easily by keeping these group maintenance goals in mind. Goals may be set by the teacher or established by the group. But for maximum effectiveness, the public and verbalized goals of the group should be integrated to the implicit and functional goals of the group. Imposition of goals from an external source, the manner of goal setting, the overabstraction in verbalizing the goal are some of the barriers which are to be avoided for favorable group behavior around the class.

Thus the class environment includes infrastructure, inter-personal relation, group cohesiveness, intellectual stimulation. This involvement has a direct bearing on the academic achievement of the students as is evident from the studies reported below.

**CLASSROOM ENVIRONMENT AND ACADEMIC ACHIEVEMENT**

**Relationship Between Classroom & Academic Achievement**

According to **DOCTOR** (1984): Each classroom had its own individuality. A classroom with high classroom climate had high pupils psyche. Classroom climate had consistency with academic achievement. Academic achievement was highly dependent on independence of pupils; adjustment was closely linked with classroom trust and expectancy. Classroom climate and pupils psyche were more connected with independence and dependency. Academic achievement was dependent on teachers and pupils psyche and classroom climate.

According to **HIRUNVAL** (1986): Studies carried out by Hirunval (1980) showed that classroom climate bore a relationship to pupils performance, classroom climate in urban schools was better than that in rural schools.

**MOTIVATION**

Historically, the word "Motivation", comes from the latin root "Movers" which means to move. Thus it can be said that in its literal meaning moti-
Motivation is the process of arousing movement in organism. The movement is produced and regulated through the release of energy within the tissues. MASLOW (1943) advanced the theory of hierarchy of needs ranging from basic physiological needs to self-actualization. According to him, motivation is constant, never ending fluctuating and complex and that it is an almost universal characteristic of particularly every organismic state of affairs. According to ATKINSON (1964) definition motivation is "the arousal tendency to act to produce one or more effects."

According to HECKHAUSEN (1967) we all have a desire to achieve something. Our ultimate goal may be economy, wealth, recognition, happiness etc. whatever the goal may be, the achievement is relative to that end. The need to achieve is related to the need for recognition. Most people have such a need. He is also of the view that achievement motivation can be conceptualized as the striving to increase or keep as high as possible one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail.

The whole picture of human motivation is complicated by the fact that man is predominantly a social being whether it is due to inborn nature or as it is more likely trained into us by social custom and education. There is universal tendency to strive to excel and succeed to turnout ahead of others, or to overcome obstructions. This tendency which is called n-achievement can be traced through a great many activities of the end

FUNCTIONS OF MOTIVATION

(i) Motives energize & sustain behavior.

(ii) Motives direct & regulate our behavior.

(iii) Behavior is selective.

ACHIEVEMENT MOTIVATION
A person wants to have a unique accomplishment, an accomplishment of excellence. Such concerns and communities grow these predominance of certain motives at a given period of time. Studies on motives reveal that if a community has a predominance of achievement and affiliated motives then they grow faster than other communities having predominance of other motives. It has been also observed that a person’s high level of achievement motive makes him sensitive to the concern for excellence and as a result he performs better to attain a sense of uniqueness.

Literature in a given society reflects motive configuration which in turn will affect the society. Motives are the prime movers of human behavior which in turn becomes a propelling force in society.

Every human behavior is based on some or the other cause. The prime causations are motives. Motives play a major role and are the causative factors of human behavior.

It has been observed that the economic production in a country is positively related to achievement motivation. Communities grow, develop and outshine other communities as a result of high configuration of achievement motive in them.

Thus, motives - specially achievement motive play a significant role in the total shaping of personalities which in turn shapes the economic and social destiny of a given society. Motives are learnt. Motives can be analyzed and inferred. Motivation can be developed. The potentialities of education lies in the developmental process of motivation.

When a person tries to manifest concern for excellence in his work, we call it a behavior backed by achievement motive. A person having strong achievement motive will try to strive for excellence in his work. Academics will manifest in his ideology, competition with self, competition with others, a sense of unique accomplishment and long term involvement.
Human beings in whom achievement motivation is high, their main driving force is concern for excellence. Their manifestation of affiliation and altruistic motive is associated with their achievement oriented activities. They are rated low in power motive. Whatever little power they manifest is a result of their achievement orientation.

Achievement oriented people would enhance production and manifest concern for excellence in their work. **MC CLELLAND** (1961) emphasized that, if the motive to achievement is to be aroused by performance or by some activity, the individual must consider himself responsible for the outcome (success or failure); there must be explicit knowledge of results so that the individual knows when he has succeeded and there must be some degree of risk, concerning the possibility of success. **ATKINSON** (1964) states, “The theory of achievement motivation attempts to account for the determinants of the direction, magnitude and persistence of behavior, in limited but very important domain of human activities”.

**Highly Motivated Persons have Achievement Related Ideas**

High achievers enjoy working hard for things and overcoming difficulties. They not only enjoy challenges, but actually seek tasks which challenge them. They will find no joy in running at simple, easy things, which anyone could win. High achievers desire for excellence and therefore they have achievement oriented ideas. They will hardly feel satisfied to do things like everybody else do, but they have their own ideas of how to do it, which will obviously be different from others. They do not like it to be ordinary and therefore will not be satisfied with the ordinary things. They have to take up tasks which they will solve in a hard way and thus brings satisfaction and a sense of accomplishment. They will not be afraid of new, challenging tasks. In fact, new things appeal to them since they are highly...
achievement oriented. They often do things exceptionally well, and they know the difference between the achievement imageries and plain task imageries. Their ideas about life and activities are real and practical. They are attracted to the dynamic ideas and want to do things, others have never attempted. A child is not likely to continue growing effectively unless he can change “here” and “now” where there is every possibility of good conditions of growth. Life offers opportunities to those who seek and it is the achievement oriented individual who will first stumble on these opportunities because they are for ever seeking for new and challenging task.

Highly motivated people’s ideas manifest in four different ways:

(a) Competition with self
(b) Competition with others
(c) Long term involvement and
(d) Unique accomplishment.

Achievement motive is a pattern of thought associated with a type of goal. In achievement oriented individual, the thoughts are focused on excellence, progress, doing things better faster, more efficiently, doing something unique or in general ways competing with others. Increase in achievement motivation may result in a wide variety of increase in concerns for excellence.

An achievement oriented person is not and will never be satisfied with things as they are, he craves for accomplishments. In other words he will want to make himself and the world better than what they actually are. If he feels he should sing, he will want to sing very well and tries his best to satisfy his need. In these kinds of actions, he shows competition with himself with his own potentialities and attitudes.

Secondly, they desire to make themselves better than others. They are optimistic about their abilities and feel and if one could reach the
top, they too are capable of doing likewise. They possess a dynamism which induce them to try to do better for their positions. If they start as school teachers, they will aspire to become professors and work till they get it. A student who stands second in class will determine to come first in the next examination. In competing with others, they find a real accomplishment. They can even overcome certain failure in their struggle for excellence, but they will make sure that they can be as good as the others. Besides all this, an achievement oriented person aspires to be unique in his accomplishment. He would like to maintain a certain standard of excellence in whatever he decides to do in a unique manner, thus deviating from an average personality and this will motivate him in doing any task, since they possess a peculiar desire to strive for excellence.

The people with high need achievement will fail at times, because, they attempt to do very well in terms of high standards of excellence to succeed at difficult task and to accomplish unique things. Yet high need achievement oriented people fail less often in reaching challenging goals, as they think out their plan and obstacles carefully well in advance.

**Achievement Motivation and Academic Achievement**

People usually do what is expected of them. Much of our behavior is governed by the expectation of these around us.

Likewise teacher's expectation's from his pupils will greatly affect the pupils performance. A teacher could increase pupils motivation by decreasing his anxiety. Broadly speaking, a student who wants to perform better is "motivated". Motivation gives direction and intensity to the students performance and behavior in the school situation. Motivated individuals feel adequate and secure but not threatened. Hence, it affects the quality of their performance. They will undoubtedly move forward and perform better.

_Atkinson & Rietman_ (1956) found in their studies that the perform-
ance level of high achievement groups to be high.

LUM (1960) found that lower achievers revealed a greater need to improve the self or status. They have a strong motivation for studying, they tend to be more self confident and appear to have a greater capacity for working under pressure.

EVANS (1967) found that the college students with high achievement motivation performed at a higher level regardless of the incentive conditions provided for them.

Many investigations have been carried out to find the relationship between motivation and achievement in school.

According to studies carried out by ABROL (1977) it was shown that there was a significant positive relationship between academic achievement and motivation. He further found that achievement motivation was greater in boys than in girls.

GUPTA (1978) showed positive correlation between motivation and academic achievement.

According to HIRUNVAL (1986) boys are more academically motivated than girls. Pupils in rural areas were more academically motivated than those in the urban areas.

SHIVAPPA (1986) found achievement motivation and academic achievement are positive correlates.

JOHN & ABRAHAM (1981) found that apart from interest academic motivation is yet another important factor which affects the achievement of the students. When the students are highly motivated they exert greater self effort and strive to continuously improve their performance not only in comparison to others but also themselves.

RAJEEVA (1982) found that there are significant differences between the academic achievement scores of high and low achievement motivated schools.
There was a direct relation between high motivation and high academic achievement. Studies carried out by Joshi et al. showed a positive relationship between motivation and school grades. Mehrotra (1986) showed both for the boys and the girls there was a positive relationship between socio-economic status of the family of the students and academic achievement. There was a positive relationship between intelligence and academic achievement. Wilson (1993) documented the positive influence of intrinsic motivation on academic achievement.

**INTELLIGENCE**

Psychologists have been generous to a fault to their definitions of intelligence. They do not manufacture the concept of intelligence. Philosophers have pondered over it, teachers have evaluated it in their pupils and the man on the street has assumed without question that he knows what it is. Inspite of its wide and common current usage and ancient roots, intelligence is relatively a recent concept in psychology. Almost every writer on the subject has put forward his own definition and some in the fullness of time, have offered even more than one. It is true that some of the apparent disagreements are mainly verbal but many of them reflect fundamental differences of opinion concerning the concept of intelligence. The fact that intelligence is a concept rather than a power or a thing that can be observed causes difficulty when a definition of it is attempted and leads to a great variety of interpretation.

Dictionary definition of intelligence center around understanding, or reasoning, taking effective action in new situation and acquiring and utilizing appropriate information.

Intelligence, as far as a layman is concerned, manifests itself in
terms of how an individual behaves in society. It is not a thing or object but the way of acting in a situation.

Psychologists have disagreed as to just what are the essential factors of behavior we label "intelligence". Some have emphasized adaptability to new circumstances, some abstractness of complexity, some facility in the use of symbols. To some intelligence was seemed to represent one central uniform trait to others the sum or average of a great many separate and diverse mental abilities.

Operationally speaking, intelligence is the ability to succeed in school or college. The definition would be justified by the fact that the criterion used in various standardized intelligence tests has usually been the teachers' ratings of the school placement and progress.

The concepts of intelligence as stated by psychologists were so varied that the editor of the Journal of Educational Psychology (1921) invited seventeen psychologists to take part in a symposium as an attempt to reach an agreement concerning the conceptions of intelligence & meaning of their measurement. Out of these fourteen responded.

Although there was some agreement, it was startling that fourteen clearly different concepts of intelligence emerged. Some of the participants in this symposium on "intelligence & its measurement" as recorded in Journal of Educational Psychology (1921) stressed on it as the ability to learn others saw it as the ability to think abstractly. Some said that it was the ability to form concepts & to relate in diverse ways & to grasp their significance.

Some other definitions that emerged as a result of the symposium are "Intelligence involves two factors, the capacity of knowledge and knowledge possessed (Henmen)"; "an individual possesses intelligence in so far as he has learned, or can learn to adjust himself to his environment"(Colvin).
"it is an acquiring capacity (Woodrow)"); "Capacity to learn or to profit by experience (Dearborn)" point by which the contributors in the above mentioned symposium had their ideas in common was a belief that intelligence is highly complex & the test of intelligence should be very mixed.

Thorndike in 1926 recognized that intelligence is given meaning only by its observable consequences or as he expressed it, by its “products”. The “products” of intelligence are the tasks an individual is able to complete, the difficulty level of the task completed indicates the person’s intellectual level. Thorndike, therefore, envisaged as many different types of intelligence as there are different types of task.

Stoddard (1943) evaluated the various concepts stressed by the psychologists and included their functions and elements in a comprehensive and operational definition of intelligence. He believes that “Intelligence is the ability to undertake activities that are characterized by (1) difficulty (2) complexity (3) abstractness (4) economy (5) adaptivness to a goal (6) social value (7) the emergence of originals and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces. Stoddard has tried to include all the important aspects of intellectual thinking in his definition of intelligence. However, the inclusion of the last two characteristics “social value “ and “the emergence of originals, and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces”, are doubtful propositions when they are tested on the arrival of common experience “Intelligence and social value may not necessarily go together. As regard, the emergence of originals, there is no doubt that it is one of the important aspects of intelligence. The main difficulty is in regard to its measurement.

If it is measured it loses its characteristic of being original. The resistance to emotional forces, emphasizes the non intellective aspect of per-
sonality which are certainly affected by intelligence but are not necessarily its resultant.

Another more comprehensive and perhaps appropriate description, given by Garett (1949) is that “Intelligence includes at least the abilities demanded in the solution of problems which require the comprehension and use of symbols”.

Piaget (1950) has defined intelligence from a different angle. According to him “Intelligence constitutes the state of equilibrium towards which tend all the successive adaptations of a sensorimotor and cognitive nature, as well as all assimilatory and accomodatory interactions between the organism and the environment. Piagets General theory is in the category of cognitive psychology but he pays so much attention to sensorimotor activity, at least in the young child, that he almost qualifies as a behaviorist.

In Piaget’s concept it can be said that thought is internalized action. Even logic shows the consequences of origins of thinking has a very strong motor bias. He further says that intelligence is "the most plastic and at same time the most durable structural equilibrium of behavior as essentially a system of living and acting operations.

Fromm and Hartman (1955) also hold the same view and observe that intelligence is a complex concept. They have approached the topic from a different point of view. In reviewing the past and present theories of intelligence, they advocate three major types.

1. Intelligence, is a separate entity consisting of urban abilities only and is independent of emotional, environmental and educational factors.

2. Intelligence is a separate entity consisting abilities, but it can be influenced by emotions, environmental and educational factors.

3. Intelligence is an integral part of the total dynamic functioning unit, called personality.
Further they concluded that "intelligence has to be considered as a part of total functioning unit called personality, that it cannot function in a vacuum, regardless of how and what a person feels". Again they observed "the understanding of intelligence does not profit by dissecting intelligence out of the living, pulsating organism in which it functions". It is intrinsically interrelated to emotions, feelings, attitudes, moods, life experiences, physical illness or well being and leads no life of its own. It can only be understood if it is conceived of as a dynamic, functioning part of the unit that is called the personality.

Wechsler (1958) gives what he proposes as an operational definition when he says "Intelligence, operationally defined, is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively to his environment. It has been termed global for it is composed of elements or abilities which though not entirely independent are qualitatively differentiable. The measurement of these abilities which though not entirely independent are qualitatively differentiable.

The measurement of these abilities is the ultimate evaluation of intelligence but is not the sum of these intellectual abilities. Although intelligence is not a mere sum of intellectual abilities the only way we can evaluate it quantitatively is by the measurement of the various aspect of these abilities says Wechsler (1958). He concluded that "general intelligence is not a unique entity but a complex constellation of interacting factors. Drever (1958) has given various definitions of intelligence, as the capacity to meet novel situations, or to learn to do so, by new adaptive responses"; "the ability to perform tests or task, involving the grasping of relationship. The degree of intelligence being proportional to the complexity or the abstractness or both of the relationship"; the relative activity of the mind"; "insight as understood by the Gestalt psychologists".

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For Guilford (1967) however, intelligence is contained in four words "comprehension, invention, direction and criticism". He continuously revised his definition of the nature of intelligence and finally characterized intelligence as "inventiveness dependent upon comprehension and marked by purposefulness and creative judgement".

He also gave an essentially operational definition when he stated that intelligence as a measurable capacity must be defined as the capacity to do well in an intelligence test. In other words he emphasized that intelligence is what intelligence tests measure. This so called operational definition, has been a favorite among psychometricians who are wary of theoretical disputes but very impressed with the wide spread use of intelligence tests. Instead of using the term "intelligence test" what most psychologists prefer to describe such measures as tests of "general mental ability" , "Scholastic aptitude" or "academic aptitude".

He further says that a very common definition of intelligence is "the ability to learn and the learning is adaptation to new situations. There are no one unitary ability called intelligence and no unitary ability to learn. In both cases, according to him, multiple abilities and processes are involved.

In fact, during the last few decades, various models and theories have been offered in the interpretation of these factors. This discovery of the components of intelligence has been by means of the experimental application of factor analysis. In this, each component or factor is a unique ability that is needed to do well in a certain class of task or tests. Guildford (1967) developed one such model, called S.I. Model in which a way has been found to integrate by putting all the intellectual factors in a single solid model, with five operation categories arranged along one dimension and the six product categories along the third dimension. In this way content operat-
tion, and product are the parameters of a three dimensional model. Each cell in the model calls for a certain kind of ability that can be described in terms of operation, content, and product for each cell is at the interaction of a unique combination of kinds of operation, content, and product. This model may or may not persist but the fact of a multiplicity of intellectual abilities seems to be well established.

The disagreement on an accepted operational definition of intelligence, promoted the later researches to propose that since the only intelligence one can discuss objectively is the intelligence that can be measured and hence studied one should define intelligence as that which an intelligence test measures (Stanley and Hopkins 1972).

Thus we see that intelligence is not a simple entity but a complex function and depends upon the resultant effect of the interaction of a number of factors. In the present investigation intelligence has been taken to be in the broader sense of the term. It is a part of the total personality of the individual and is one of the personality variables.

Operationally it has been defined as the score on the general mental ability as measured by Raven's standard progressive matrices for the present investigation.

Relationship between Intelligence and Academic Achievement

Academic achievement is dependent on a number of cognitive factors like intelligence and creativity or non cognitive factors like personality variables—adjustment, study habits, socio-economic status etc. These variables have a positive correlation with each other. Some of the important and related studies on intelligence and academic achievement are given below. Many scientific researches in the past have shown and given a considerate weight to intelligence as a major influencing factor in the domain of academic achievement.
GILL & SPILKA (1962) in their study found that over achievers appear to be both more intellectually efficient and socially more mature than their under achieving classmates. The achiever wins good grades.

BRIGGS (1962), SHEFFIELD (1966), HARRIES (1968), VERNON (1970) all have shown that intelligence influence the academic achievement of the children to a great extent.

According to the researches of STARR & NISCHORE (1973), LAMP (1973); MAKHIJA (1973); SANDHU (1979); CACUTHEN (1980); Intelligence was positively and significantly related to achievement.

The research literature also denotes that as the age advances the two variables do not relate as high as they do at younger age level.

MOHAN (1975) reported that intelligence as measured by progressive matrices scale was positively related with total educational attainment. In the study of S.S.C. passed students.

SUDAMA (1978) & CONTRACTOR (1977) on the basis of the review of various studies concluded that relation between intelligence and achievement on a school level ranged from 0.30 to 0.70 where as at college level the range is from 0.2 to 0.70.

According to DHANI (1979) The relationship between intelligence and scholastic achievement was satisfactorily significant and high, it was higher in case of students of private schools than for those of government school.

According to SHIVAPPA (1980) IQ was a significant positive correlate with academic achievement.

DIXIT (1985) stated that in general the intelligence test scores of the boys were higher than those for the girls. In case of the boys there was very high correlation between intelligence test scores and academic achievement. In girls there was average correlation between test scores and academic achievement.

According to DAS (1986) intelligence was the most powerful predictor of
academic achievement contributing 40.26 percent of total variance. According to MEHROTRA (1986) there was a positive relation between intelligence and academic achievement.

**SOCIO-ECONOMIC STATUS**

Considering the importance of home in the educational development of the child, researchers have attempted to analyze home environment in terms of structural, attitudinal and process dimensions. The most frequently examined educational environment of the home is that involving structural variables and socio-economic status is one of the principal variables in this dimensions. The structural variables may not influence educational outcomes directly. Yet, they are correlated with other dimension of environment and may be seen as exerting an indirect influence.

Socio-economic status is an index of the power and prestige of the family. Psychologists and educationist usually use this variable either as an independent variable or as a control variable. Studies have demonstrated that social class differences are related to a wide variety of variables, including achievement. The assumption is that the higher the position of a family in the hierarchy of socio-economic status, the more the chances for the social psychological environment of the home being conducive to achievement.

In a prior study, Sasidharan (1986) developed one socio-economic status scale for assessing the social class position of college students of Kerala state (Calicut socio-economic status scale). In the scale, five variables are included, education, occupation, social participation, income and material possession of the family members. Information is sought about father, mother, elder brothers, uncle and grand father who are living in the same house with the subject. The scoring procedure is different from other scales. Instead of adding the scores of each person for each variable, only the highest position, by whoever it is occupied, is considered in the scale.
The term socio-economic status in a lay man's way of thinking would simply refer to the hierarchical stratification of the society into three main categories viz high, middle and low.

According to MACIVER & PAGE (1975) socio-economic position is the scale that determines its possessors, apart from its personal attributes or special service, a degree of respect and prestige.

Socio-economic status has usually been confined to five components.
1. Education of the parents and other members of the family.
2. Profession of parents and others.
3. Income of the family from all sources.
4. Size of the family
5. Total socio-economic status of the family.

STEPHEN (1958) feels that socio-economic status refers to cluster of factors which include occupation, income and cultural features of home.

STANDARD OF LIVING: A useful brief definition for standard of living is that it consists “all those things which one insists upon having” It is a folk conception. It is an integration of habitual and traditional patterns of thought emotion and behavior.

For an individual decision with respect to standards of living depend upon the social situation in which he at the moment of decision finds himself. His values have been shaped by his life experiences and those experiences include his having assimilated the often contradictory standards of society and his groups.

Multiple standards of living

There are thus in a society a great many standards of living, each typical of some part of the population when functioning as members of
that part. It may be restricted to a modest selection of items concerned chiefly with subsistence, it may include a great many alleged needs for goods, facilities and services which may be sought for the most part to hearten social prestige, status or power. Items described and used solely to raise or maintain status are cited by "the social economist (Veblen) as instances of conspicuous consumption" or even of "conspicuous waste".

In any discussion, however, it is necessary to know and remember whether a mentioned standard is one held popularly and by which people try to live or is one being advocated or to which people aspire.

**MODE OF LIVING**

In contrast to a standard of living a mode of living is a matter not of insistence or aspiration but of actual behavior or accomplishment. It is the pattern apparent in the processes of family economic activity typical of a society or of a group within a society. It involves more than the mere amount of energy or number of dollars available, used and reserved. No single numerical index can suggest it. Six families making similar expenditures of energy can have six different modes of living, even if they have similar monetary incomes. The terms "plan of living" and "contour of living" are also used, but "mode of living" more adequately labels the social behavior in question. Like a standard of living, a mode is also "something more than the sum of its parts". It is an inter related pattern of behavior. It is the result at a given time and in the light of existing circumstances on the efforts by individuals and groups to implement their standard of living. It includes acquisitions of a great many kinds. It also includes the diverse use of similar items, as we have seen, the goods and services required may be essential in a very narrow sense to the sustenance of life, or they may be primarily for conspicuous exhibition or consumption. Their acquisition and the manner of their use by a given family depend chiefly upon the degree of the family's
assimilation into its ethnoid segment and its social class.

Socio-economic status of the family not only helps a student in getting higher education, but also it helps in academic achievement. It is important in achievement, because higher the socio-economic status better the educational facilities available, together with more intellectual stimulation which is not present with the socio-economically deprived children. Socio-economic status seems to influence students attitudes, interests, values, motivations etc. and thus his academic accomplishment. In this respect Vernon writes that social class is so closely associated with cultural level and to attitudes towards education that it has a marked effect on educational progress. Occupational status is an important socio-economic characteristic that go together with educational accomplishment. Likewise economic status of the parents play an important role in this connection, because under economic deprivation, smooth continuation of study becomes difficult.

**Relationship between socio-economic status & academic achievement**

Some studies report that difference in socio-economic status does not show any evidence in the difference of achievement. But it has been observed from the studies that merit scholars tend to come from higher socio-economic status compared with non-scholars. In other words Ramaji Rao contended that socio-economically disadvantaged children were poor in academic achievement due to poor study habit, lack of proper teaching facilities in the schools in which they study and shorter tenure of teachers handling their classes. It is, thus, apparent that socio-economic status is positively associated with the academic achievement of the students.

The large percentage of present 10+2 students hail from middle class, lower middle class and backward castes. Moreover quite a number of first generation learners who enroll themselves in higher education come from families which have hitherto not attached much significance to education as
such. This has a considerable influence on the environment in which these youths have been reared, placing them at a disadvantage when compared to the students who possess an educational background.

As stated earlier the entrants to higher education are a highly heterogeneous group. They are composed of students from different socio-economic status backgrounds, educational status of parents occupation of parents, and from different residential backgrounds. Aikara (1980) reports that in comparison to the non scheduled caste students the schedule caste students were found to be inferior in performance and progress in studies. They also were inferior in socio-economic and educational backgrounds.

Generally it is felt that there is a positive relationship between socio-economic status and academic achievement.

These arguments are further supported by the studies carried out by various academicians.

CURRY (1962) it is well documented that the low socio-economic status children perform less successfully than middle socio-economic status children in any kind of academic and experimental situations.

MANNINO, WALL & SINGH (1962) concluded in their studies that socio-economic status and academic achievement are positively related. Wall further says that children of the parents who are interested in education do very much better than whose parents are uninterested and they rather showed a great deal of variation.

CHOPRA (1965) examined the relationship of socio-economic factors and academic achievement and keeping the effect of intelligence constant. He found positive correlation between achievement and socio-economic status.

SWIFT (1965) of Oxford University made an investigation in socio-economic status and found out positive relationship between family environment...
and education achievement.

CHABRA (1970) observed in his study the relationship between socio-economic status and academic achievement. The sample consisted of 182 XIth students from Chandigarh. The results of her study show that the coefficient of correlation between academic achievement and socio-economic status is significant at 0.01 level. It indicates that there is a positive relationship between achievement and socio-economic status. The students of high socio-economic status excel the students of low socio-economic status.

MILLER (1970) concluded that factors associated with achievement of children are generally less associated with social class.

ANAND (1973) says in the study to the effect of the socio-economic status and medium of instructions on the mental abilities and the academic achievement of children in Mysore state found a positive correlation.

LALITHAMA (1975) abstracts that the achievement of high school children in Maths was positively related to socio-economic status.

HILDE AND PATRICIA (1979) say conceptual understanding of Maths at each development stage is likely to be influenced by family environment.

LEWIS (1985) found that routine socio-economic factors have got much impact upon the academic performance of children. They can do better if socio-economic background is conducive to better learning and a well educated describable personality will emerge.

According to KAPOOR (1987) among both the boys and girls the high achievers tended to show a higher level of intelligence as compared to the average and the low achievers. A majority of the high achievers belonged to higher socio-economic status groups and a large number of low achievers belonged to the lower socio-economic status groups.

MISRA (1986) concluded that there was a positive relationship between
socio-economic status and academic achievement.

According to Patel S. (1986) the results of the entire sample showed that the higher the socio-economic status, the higher was the achievement.

According to Gertrude, Nunner & Winkler, social, economic and inherited cultural capital has a significantly higher weight in determining occupational opportunity and higher achievements.

According to Penny & Bond (1991) in recent literature of the variables associated with school level achievement only socio-economic status recurs with any regularity and stability.

The conceptual framework and the review of the literature presented above enabled the investigator to identify and formulate the problem, which is stated as below.

**STATEMENT OF THE PROBLEM**

A comparative study of academic achievement; family environment, classroom environment, achievement motivation & intelligence of senior secondary students of different socio-economic groups

**OBJECTIVES OF THE STUDY:**

In accordance with nature of the data the present study was carried out with following objectives.

1. **Objective pertaining to descriptive analysis**
   The first objective was to study the nature & distribution of variables under study viz. academic achievement; family environment, class-room environment, achievement motivation, Intelligence & socio-economic status.

2. **Objectives pertaining to comparitive & differential analysis**
   A. The second major objective of the study was to compare the
students of different SES groups with respect to all the variables viz. academic achievement, family environment, classroom environment, achievement motivation & intelligence.

B. To compare academic achievement, family environment, classroom environment, achievement motivation, intelligence & socio economic status of total boys with total girls.

3. **Objectives of bivariate analysis**

The third major objective was to establish bivariate relationship between academic achievement, family environment, classroom environment, achievement motivation, intelligence, socio economic status for the total samples as well as for the sub groups based on SES.

4. **Objectives of multivariate analysis**

The fourth objective was to find multiple regressions & multiple correlations in order to find the predictors of academic achievement from among the independent variables of family environment, classroom environment, achievement motivation, intelligence & socio economic status.

This analysis was done seperately for the total group as well as for the sub groups of high, average & low SES groups. The purpose of this analysis was to see whether some or all of the independent variables exhibit any predictive efficiency of the dependent variable in this case academic achievement.

5. **Objectives based on factorial analysis**

The fifth objective was to factorially analyse the data in order to see configuration of the independent variables as they constellate with the dependent variable in this case academic achievement in a particuar factor. It aimed to see the underlying structure of variables constellating in a particular factor.

The factor analysis was done for the total sample as well as for the
three sub groups viz low, average & high SES groups.

**HYPOTHESES BASED ON THE OBJECTIVES OF THE STUDY**

Based on the above mentioned objectives the following research hypotheses were formulated & tested with the help of relevant statistical techniques.

1. **Hypothesis related to descriptive data**

   (i) There exists a wide range of distribution of variables, which varies from average to above average with regard to the scholastic variables like academic achievement, achievement motivation, intelligence & also the socio economic background.

   (ii) There also exists a wide range of perception of the students with respect to the variables of family environment & classroom environment. It is further hypothesised that all these variables fall within the range normality of distribution.

2. **Hypothesis based on comparative & differential analysis**

   In order to make comparisons of the various groups on the variables under study the hypotheses formulated were:

   IIA. **Hypothesis related to the comparison of the three SES groups on variables under study.**

   There exist significant differences in the three sub groups of SES on the variables of academic achievement, family environment classroom environment, achievement motivation & intelligence.

   It was further hypothesised that students of the high & average SES groups have (i) higher academic achievement (ii) perceive the family environment & classroom environment in a healthy manner (iii) have high level of achievement motivation (iv) have high level of intelligence in comparison to their counterparts from low socio economic status group.
Hypothesis related to sexwise comparison

It was hypothesised that the two groups of boys and girls exhibit significant differences on academic achievement, some variables of family environment, some variables of classroom environment, achievement motivation, intelligence & socio economic status.

3. Hypothesis pertaining to bivariate analysis

The stated hypothesis was that there exists a positive significant relationship between the variables of achievement family environment, classroom environment, achievement motivation, intelligence & socio-economic status of the total sample & the three sub groups viz low, average & high SES groups.

4. Hypothesis pertaining to multivariable analysis

It was hypothesised that on the basis of stepwise analysis of the multiple correlation & multiple regression coefficient of the total sample, academic achievement can best be predicted by some of the independent variables, such as intelligence, socio economic status, achievement motivation & by some components of family & classroom environment.

(i) The research hypothesis was that each variable of family environment, classroom environment, achievement motivation & intelligence; SES contribute to the prediction of academic achievement independently as well as conjointly with one another in case of total sample.

(ii) In case of high average & low SES groups each of the independent variables predict academic achievement both conjointly as well as in isolation, exhibiting a different set of prediction for each sub group.

5. Hypothesis pertaining to factorial analysis

(i) Certain dimensions of family environment & classroom environment, & the variables of achievement motivation, intelligence, SES share significant loadings constellating with academic achievement in certain factors in case of
total sample.

(ii) There exists a different factor structure of variables in case of high average & low socio economic groups.