REVIEW OF RELATED LITERATURE
CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, concept of orthopaedically handicapped children, characteristics and identification of crippled children. Adjustment problem of the crippled children, statement of the problem have been dealt with. In this Chapter a brief review of studies related to self concept, Anxiety, Achievement motivation and Adjustment and their relation to Academic achievement has been discussed.

2.1 Importance of Review of Related Literature

To understand the reason for presenting the review of related literature, it would be worthwhile to consider its importance:

1. It provides the researcher the means of getting to the frontier in her particular field of knowledge.

2. It helps to understand the theory in the field and gives knowledge with regard to the procedure and tools which are proved.

3. It avoids unintentional duplication of previous studies and keeps the researcher in a better position to interpret the significance of her own results.
4. It assures familiarity with both previous theory and research to the researcher. (Donald Ary 1972).

According to Borg (1989) “The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of related literature one work is likely to be shallow and native and will often duplicate work that has already been done better by someone else”.

In the words of John Best (1992) “The Review of related literature is a valuable guide to define the problem, recognising its significance, suggesting promising data gathering devices, appropriate study design and sources of data.

Thus it could be seen that the review of related literature is a very important and essential step in designing any research work. At the same time, the richness of source material in the development of a research design depend not so much on the area covered by the previous researcher in the field but, on the specificity of significant studies centered around a few crucial variables.
Hence, review of related literature becomes imperative on the part of the researcher to review of the work done by other researchers. The related literature obtained is more in connection with the visually and other impairment excluding crippled, because this area has not attracted the attention of researchers in our country. Hence, it is essential to know about the studies conducted in relation to the self concept, anxiety, achievement –motivation, and adjustment of the physically handicapped children.

The researcher could get very few reviews on the subject. Therefore, the studies reviewed by the researcher were classified into four categories as studies related to

1. Self concept and academic achievement
2. Anxiety and academic achievement
3. Achievement motivation and academic achievement
4. Adjustment and academic achievement of handicapped children.
2.2 CORRELATES OF ACHIEVEMENT

2.2.1 Reviews related to Self Concept and Academic Achievement

Studies that have been conducted to identify the relationship between self concept and academic achievement, have been reviewed here.

DEO PRATIBHA AND SHARMA SAGAR (1970): Studied the effect of self concept on academic achievement. Their sample consisted of 700 students of which 362 boys and 388 girls studying in the final years of higher secondary schools of 4 states.

Methodology and Instruments: Self concept inventory based on Deo's personality word list which was standardised by Sharma, was used. Marks obtained in Punjab University higher secondary examination were taken as achievement. Data analysis was made by using SDS Kurtosis and Shewner the self concept scores and achievement scores were calculated. Co-efficient of correlation was calculated between the two sets of scores and it was found to be non-significant. The significance of the differences between self concept groups were tested by using critical ratios.
Results: The group having middle level of self concept had scores of high achievement than those who had very high or very low self concept. The students with low self concept and high self concept differed significantly from the middle group but did not differ among themselves in achievement. Students with high self concept performs better than those with low self concept.


The objectives of the investigation were: (1) To study the nature of the distribution of self concept of adolescents. (2) To study the self concept of adolescents in relation to sex, intelligence and place of residence. (3) To find out the relationship between self concept and scholastic achievement. (4) To find out the relationship between self concept and adjustment. (5) To construct a test on self concept.

The descriptive method of research was followed to carry out the study. The findings of the investigation were: (1) It seemed that the male adolescents received more encouragement and attention at home and in society than the female. (2) The more intelligent
adolescents tended to have brighter self-concept than the less intelligent one’s. (3) There existed a positive relationship between self-concept and achievement. The adolescence with good self-concept were likely to achieve more than those with poor self-concept. (4) Scholastic achievement is highly correlated with the concept of one’s mental health, and SES. (5) There exists a strong relationship between self-concept and adjustment.

SARASWAT: (1982) Studied the self-concept in relation to the adjustment, values of academic achievement, socio-economic status and sex of high school students of Delhi.

The main objectives of the study were to examine the relationship of self-concept measures with adjustment, values, academic achievement and S.E.S. of boys and girls.

A random sample of 840 students (420 boys and 420 girls) of class IX from 14 schools under the Delhi administration was selected. Data were collected by using the self-concept inventory developed by the researcher the Vyakitava Pareeksh Prashnvali by Saxena and the study of values by Ojha. The achievement was measured by obtaining annual examination marks of the previous classes. Adjustment was measured by Kulshreshta.
moment correlation, t-test, multiple regression analysis and coefficient of multiple determination were used to analyze the data.

The major findings were: (1) The boy's self concept was positively and significantly related to social adjustment, while the girls self concept was positively and significantly related to home, health, social, emotional, school, as well as total adjustment. (2) The boys self concept was positively and significantly related to political and religious values, while the girls self concept was not related to any of these values. (3) Only intellectual self concept was positively and significantly related to academic achievement in both the sexes. (4) Boys and girls differed significantly on total self concept and its physical, social and moral dimensions were considered. Girls were found to be higher in all these dimensions.

**HARVEY, DAVID; GREENWAY, PHILIP (1982):** Worked on parent attitudes and emotional reactions affecting their handicapped child's self concept.

He investigated the relationship between parental attitude and the handicapped child’s self esteem with 24 physically handicapped children with normal intelligence aged 9-11 years. Parents who were close together in their primary mood reactions had the most
influence on their child’s self esteem, and mother who confronted the handicap and came to terms with it were those whose children had higher self esteem.

MICHACEL (1983): Studied the self concept of the mild handicapped and the role of social comparison. He tested the hypotheses derived from social comparison theory by assessing the self concepts of different groups among elementary school children. He administered the Piers-Haries-Children’s self concept scale. In the first contrast handicapped students were found comparable in self concept to normal students. 2nd prediction found a strong, support that lower self concept should be clearly evident when children are forced to reside solely social comparisons group of generally greater ability. The final hypothesis suggest that higher self concept for handicapped students are partially segregated from the larger school population rather than totally.


They administered the Piers - Hareris - self - concept scale for physically handicapped children (9 - 11 years for 20 children
attending normal schools 13 old (9-11 years) physically handicapped children in a special school (7-15 years) siblings of the non-handicapped were considered. Results show that mean scores were lower for both groups of handicapped students than for non-handicapped controls and mean total scores for siblings of the handicapped students were lower than for the siblings of the controls. Results remain the same. There were few significant differences between handicapped students and their siblings. The presence of handicap was associated with a lower sense of self esteem, greater anxiety and less integrated view of self.

MICHAEL (1985): Studied the effect of achievement level, social class, and the self concept of mildly handicapped children. He investigated the effects of SES, special class placement, and achievement expectations on the self concepts of 169 mildly handicapped children (aged 110-149 months) who attended special and main classes. The sample was divided into 4 groups based on SES as high and low groups based on the level of academic achievement as high or low. All students were administered the Pier's Harris children's concept scale. High achievers reported higher self concept scores than low achievers and low SES students
had higher self concept scores than high SES students. Results are interpreted in terms of the influence of social comparison groups on children’s perceptions of their own competence and suggest that mild handicapped children from high SES level remain inadequate academically. In comparison to their special class peers they have self concept significantly lower than those of all other students.

TIMBERLAKE, ELIZABETH (1985): Worked on self concept protection by children with physical differences. Findings show that 85% of the students who were also experiencing academic difficulty, used defensive adaptive techniques several times a week to protect their sense of self and self work from a mental representation of body image as different or defective. Significant differences in coping style were identified between the 10 students who acquired these differences later. Members of the first group were likely to use defensive adaptive techniques designed to repair the difference symbolically (eg, identification, compensation) while members of the later groups were likely to use defensive adaptive techniques designed to eradicate the physical difference.

WELLER, - ROGER., TRUEX, - WAYNE (1985): Worked on assessing the effects of experimental studies on the self concept of
the pre-adolescent physically handicapped. He divided the students as control group and experimental group. For both the groups he has given a therapeutic treatment and the treatment of passive stimulation. Child profile, which (J.B.Geier and D.E Dwney 1979) assess how children see themselves and what they think is expected of them.

Results indicate that students maintained a positive self concept throughout the study and in no way the participation in the project affected them negatively.

SUPER, JOHN-BLOCK. (1992): Studied the self concept and need for achievement of men with physical disabilities. Studied self concept and need for achievement of athletically active and relatively inactive American males with physical disabilities using the Tennesses self concept scale, counselling form, thematic Apperception test. Subjects were 45 men with physical disabilities and 50 able - bodied were also included. Results predicted negligible differences between the disabled students and the able bodied.

SHANTI NAYAL AND et al. (1989): Conducted a study of self concept and class adjustment of adolescents in relation to their sex,
school discipline, income group and academic achievement objectives of the study were: To compare the self concept and class adjustment of male or female adolescents. (2) To compare the self concept and class adjustment of art and science students. (3) To determine whether there are significant differences in self concept and class adjustment of first divisioners, second divisioners, and third divisioners. (4) To find out the effect of socio-economic status upon self concept and class adjustment. The sample of 400 students were drawn randomly from the classes of IX, X, XI and XII from Lucknow Urban area.

The conclusions of the study were: (1) Self concept is directly related with academic achievement. (2) Males and females do not differ significantly in their self concept. (3) Science students have superior self concept in comparison with arts students. (4) The higher income group adolescents are superior in their self concept than the average and low income groups. (5) Females are better adjusted than male adolescents.

HASNIAN(1988): Attempted to study the effect of self concept on levels of academic achievement and school backgrounds.
The samples of the study consisted of 180 students who were selected randomly from class XI of government, private and public schools of Pithosagarh and Nainital cities of Uttar Pradesh. The high school marks were taken as the criterion of academic achievement, Mohsin's (1979) self concept inventory was used to measure the self concept of the students. The conclusions of the study were: 1. Academic achievement is relatively related with self concept. 2. High academic achievers, because of their preoccupations in studies, do not have much concern with and their image of themselves. 3. Types of school background influence the self concept of students in a significant way.

JAIN AND PANDIT (1990) Studied self concept and identification of academic goals. The objective of the study was to know whether the self concept has a bearing on the identification of academic goals of adolescent girls.

The study consisted of a sample of 520 girls studying in IX and X grades selected randomly from 40 high schools situated in Nagpur City. Self concept test constructed by Goswami and et, al., (1979) was administered to measure self-concept. Academic goals of the subjects were assessed from their responses to a fact of the
identification tool. The conclusion of the study was, the adolescent girls with high self concept tended to have higher academic goals.

PADHI (1990): Studied the relationship among classroom environment, creativity, academic self concept and academic achievement. It was intended to study, 1) the interior relationship among classroom environment, creativity, academic self concept and academic achievement of the secondary school students. Academic self-concept scale was constructed and standardized by the investigator to measure academic self concept in five school subjects. Sample consisted of 636 students of IX Std. It was found that classroom of students was correlated positively and significantly with academic self concept and academic achievement of all the urban, and rural total sample. Creativity scores correlated positively and significantly with academic self concept and academic achievement. Academic self concept and academic achievement scores are also found to be highly correlated.

LAWRENCE - (1991) Studied on the relationship between self esteem and body image. He states that physical handicap affects the learning effectiveness of handicapped individuals and reduces
the rate of self concept formation. Others can help handicapped individuals to establish a positive self concept.

**BASAVARAJ RUDRAPPA (1993)** Studied to correlate self concept, anxiety and adjustment, in relation to verbal reasoning numerical ability, abstract reasoning among the boys and girls of 9th Std. Students of Bangalore City.

The main objectives of his study were: 1. To measure some of the personality traits such as self concept, anxiety and adjustment of the students of 9th standard. 2. To find the relationship between the above stated personality traits with respect to their cognitive abilities.

The researcher has used cluster sampling technique to collect the data the size of the sample consists of 300 students.

The tools used by him to collect the data were:


To test the hypotheses, product moment correlation, 't' test, were used.

Findings seem that 1) There is a low and positive correlation between self concept and numerical ability. 2) Achievement and
numerical ability. 3) There is a very low and negative correlation between self concept and abstract reasoning.

There is a significant mean difference (a) Between boys and girls with respect to self concept, (b) Girls of co-education and non co-education schools with respect to self concept.

**GOSWAMI AND SHANTINAYAL (1978, 1989)**: studies indicates that there is a strong relationship between self concept and achievement. Harvey and David (1984) studies states that handicaped children was associated with lower self esteem and greater anxiety. Michael (1988) indicate that the high achievers had higher self concept than the low achievers.

All the studies reviewed above indicated that self concept and academic achievement were positively related to each other. But when the academic achievement of the handicapped children was observed, it seems to be less, because they lack self concept. So there is a need for the development of self-concept among the handicapped children.
2.2.2 Reviews Related to Anxiety and Achievement

Studies that have been conducted to identify the relationship between Anxiety and Achievement have been reviewed here.

AGARWAL, RITA, KAUR: JASBIS (1985) Studied on the anxiety and adjustment levels among the visually and hearing impaired and their relationship to locus of control, social, cognitive and biological variable.

He studied the personality dynamics of 45 hearing impaired and 40 visually impaired residential school children (6-16 years) to examine the relationships between stress and stresses. Students were administered measures of adjutant anxiety and locus of control, scores relating to intelligence and academic level, teacher and peer acceptance and biographical variables were also obtained. Findings show that the correlation between anxiety and adjustment differed qualitatively as well as quantitatively between the groups.

MOHANTY (1985): Worked on the effects of state trait Anxiety on classroom learning and personal adjustment of elementary school pupils. The objectives of the study were: (1) To investigate the incidence of state trait anxiety in elementary school children. (2) To explore the relationship between anxiety and their adjustment,
intelligence and achievement. (3) To formulate instructional materials and apply them to reduce children's anxiety in the classroom. (4) To find out the effect of interaction on anxiety and adjustment, intelligence and achievement. (5) To formulate instructional materials on anxiety, adjustment, intelligence, and achievement. The tools used for data collection were, (1) An oriya version of the state-trait Anxiety inventory for children by Spielberger et al. (2) An oriya version of the General Anxiety scale for children (GASC) developed by Soransan et. al Ravens coloured progressive matrices, Achievement tests and teacher rating scales.

The pre-test and post test on control group was used in the study. Multiple classification analysis of variance and analysis of covariance were used for analysis of data.

The findings of the study were:

1. The anxiety scales showed a high degree of split-half reliability.

2. Children at elementary school stage distinctly showed experience of trait, state anxiety trait among children was noted at all educational levels.
3. There was no interaction between anxiety and educational level.

4. Both types of anxiety had a significant negative relationship with adjustment of elementary school children.

5. There existed a low negative correlation between trait anxiety scores and intelligence test scores.

6. Trait and state anxiety were negatively related to academic achievement.

7. The intervention programme improved the adjustment and academic performance of children at the high levels of the school by reducing their level of anxiety.

WILHAM, JAMES (1989): Worked on Fear and Anxiety in low vision and totally blind children. He conducted a survey on fear and administered a manifest anxiety scale, for 139 visually impaired children. Students were classified into totally blind and low vision groups. Fears and anxiety scores of totally blind students were similar to those of low vision students. General levels of anxiety for the total sample compared favorably with the general population. Students fears tended to reflect concern for bodily injury.
HASNAIN, MEHTA, JOSHI (1982): Worked on the self disclosure, anxiety and ascendance | submission anxiety among physically handicapped and normal students.

He compared 10 handicapped and 10 normal students on their responses to self disclosure. An inventory, comprehensive responses to self disclosure, inventory submission scale was given to the students. Results show that normal student self disclosure was significantly more than handicapped students. A slight difference was found in the anxiety scores of normal and handicapped students was found. Handicapped students were significantly more ascendant and submissive than normal students.

GYANANI (1984): Studied on the frustration reactions as function of achievement motivation and anxiety at different age levels.

The main objectives were: (1) To find out the nature and extent of relationship of need achievement, anxiety and age with frustration reactions. (2) To establish a regression equation between variables and need achievement, anxiety and age as predictor variables. (3) To find out the role of needs achievement anxiety and age in determining the frustration reactions of an individual. The
sample study consisted of 300 students (male) studying in various classes of schools. The tools used for data collection were: (1) Self prepared controlled projective types frustration reaction tests. (2) Self prepared projective type on achievement test. (3) Sinha's self analysis form of trait anxiety. Statistical techniques such as Chi-square test, 't' test, percentile correlation, two way analysis of variance, multiple correlation, regression analysis, was used. Findings seem that most of the boys of age group 17 and 20 years were more self critical rather than aggression oriented. The boys with low level of anxiety were more need persistent where as the boys with high level of anxiety were found to be more obstacle dominant. The boys with low level of achievement motivation were found to be more ego defensive and obstacle dominant in their behaviour.

JONES REGINOLD (1974): Studied on the correlates of orthopedically, disabled children's school achievement and interpersonal relationships. The study attempts to correlate the orthopedically handicapped children's school achievement and interpersonal relationship. Results indicate that there is a full
range of achievement. Rated physical dependency was statistically independent of achievement.

MURPHY HARRY (1976): Worked on the comparative studies of academic achievement between hearing impaired and non-hearing impaired students of California State University.

Studied the academic achievement between hearing impaired and non-hearing impaired students. He found that the academic achievement of non-hearing impaired students at California University is significantly superior at each class level to that of hearing impaired students.

PLINER, SUSAN; HANNAH MARY - E (1985): Studied the role of achievement in teachers attitudes towards handicapped children. Results indicate that teacher hold negative attitude (as indicated by placements in more restrictive environment) towards this group only when the child’s level of achievement is low. When achievement was at an acceptable level, teachers were positive towards the handicapped.

Results indicate that co-operative learning experiences promoted higher achievement, greater retention, more positive attitude and higher self esteem than did individualistic learning experience.

PADMAPRIYA; MYTHILI (1988): Worked on the comparative study of deaf and normal children cognitive factors and academic achievement, he selected 52 deaf and 52 normal children for his study (11-18 years). He used Rawen's standard progressive matrices and a paired associate list as measures of intelligence learning and recall. Academic Achievement was determined by taking the average of annual examination marks of 2 recent years for each 5 students. Results show that deaf students were significantly less intelligent and recalled significantly less number of visual imaginary words and auditory imaginary words than normal students. Findings showed a significant relationship between intelligence, learning and recall and academic achievement for normal students and for deaf students, only auditory imaginary and total on trial were significantly related to academic achievement.

He examined the relationship between children behaviour at school and their mother attitude towards them. He interviewed with 357 mothers of non-handicapped children, and 93 mothers of mildly retarded children. In the non-handicapped children emotional components of the mothers attitude were associated with assessment of children academic achievement, while motivational components were associated with assessment of general behaviour. For the handicapped children the relationship between school behaviour and maternal attitude was less clear. Maternal attitude towards these children were less related to academic achievement.

MEHROTRA (1986): Studied on the relationship between intelligence, social, economic status, anxiety, personality adjustment, and academic achievement of high school students.

The tools used by him were Jalota’s group general mental ability test to measure intelligence. Kuppuswamy socio-economic status scale to assess families of the students. Saxena’s adjustment
inventory to assess personality adjustment in five areas viz home, health, social, emotional and school adjustment Saxena's general anxiety scales was used for measuring anxiety. Marks of the 3 years school examination were taken as the criterion of academic achievement.

The main findings of the study were: 1. There was an inverse relationship between level of anxiety and academic achievement. 2. There was a positive relationship between socio-economic status of the family of the students and academic achievement. 3. There was a positive relationship between intelligence and academic achievement. 4. There was a positive relationship between level of adjustment and academic achievement. 5. In general the girls had comparatively higher level of anxiety than the boys.

Mohanty (1985 in his study, he found that there is no interaction between anxiety and educational level, and anxiety was relatively related to academic achievement.

Meharotra (1980) found that there was an inverse relationship between level of anxiety and academic achievement. There was
positive relationship between adjustment and academic achievement.

Thus the studies reviewed above showed contradictory results, there was no unanimity among the researcher as to what actually would be the influence of manifest anxiety on academic achievement. Hence there is a need for the present study to probe into further details about the nature of relationship of manifest anxiety with academic achievement. This has helped the researcher to select the appropriate scale.

2.2.3 Reviews Related to Achievement Motivation and Academic Achievement

Studies that have been conducted to identify the relationship between achievement motivation and academic achievement have been reviewed here.


Correlated the observed behaviours of 64 mother helping their sons to perform 2 verbal and 2 non-verbal tasks with the autonomous and social comparison achievement motive scores for
31 hearing impaired boys and 33 normal hearing boys. Autonomous Achievement scores were positively related to non-specific direction for the hearing impaired the direction of the relationship between autonomous achievement motive scores and reward was different for each of the 2 groups for the verbal tasks the normal hearing children had higher Social comparison achievement motive scores than did the hearing impaired.

**ANDREANSKA, VIASA : ANDREANSKA, MISROSLA (1981)**: Studied on the specificities of motivation in handicapped children. It is reported that (a) Contrary to the normal population, the sequence of their motivation responses was contingent on the type of activity to be performed and thus was not a stable personality characteristic as has been found. (b) There are differences in the motivational behaviors of individuals with different handicaps. In the mentally retarded for e.g., external stimuli were more effective motivational one than the internal stimuli.

**OLIVIA (1985)**: Worked on the psychological education input for the enhancement of self-concept and achievement motivation in the first year degree students. The objectives of the study were: (1) To develop a psychological education input programme for
enhancement of self concept and achievement motivation among college students. (2) To study the effect of the programme on the self concept and achievement motivation of the student to whom the input treatment is given. (3) To study the gain on self concept and achievement motivation through the input treatment.

The tools used were Mc. Clelland's TAT modified by Prayag-mehta, Sharma's self concept inventory and Basavanna's self confidence inventory. The quantitative data were analyzed using analysis of co-variance test.

Findings seem to be that (1) The three phased input programme was effective in significantly raising the self concept, self confidence and n - Achievement.

(2) Self - knowledge, self understanding, self acceptance, self discovery were intensified through the input exercise on self.


The objectives of the study were: To study (1) The aspects of self concept, that is, real, ideal self concept and self ideal discrepancy. (2) To observe the interaction effects of age, sex and socio economic status and achievement motivation.
The tools used in the study were, (1) The Rao Socio economic status scale (1973). (2) The Mehta Achievement motivation test for high school boys (1969). (3) The self concept inventory with two dimensions real self concept and ideal self concept the last tool measures four aspects viz ability adjustment, personal social orientation, masculinity and femininity. The split half reliability was 0.86 and it had content validity.

Findings seem that no age differences were found in self concept with respect to adjustment, no sex differences were found to be the highest among the high SES groups and lowest in low SES groups.

3 GANDHI (1982): Worked on the academic achievement in relation to Achievement motive, affiliation motive and power motive.

The main objectives of the investigation were

1. To develop and standardize comprehensive objective measures of achievement motive, affiliation motive and power motive.
2. To study the inter relationship among these three motives.
3. To study the relationships of these three motives with the academic achievement of high school students.
4. To study the joint and relative contribution of these three motives and background factors in determining academic achievement of high school students.

5. Multiple regression equation for predicting.

6. To measure the interaction effect of high, average and low levels of these three motives on the academic achievement.

The inventories were administered to 370 high school students. For analysing the data three way analysis of variance 3 x 3 x 3 factorial design and multiple regression equation were employed.

The main findings of the investigation were.

1. There was no significant sex difference with respect to achievement motive.

2. High school boys were significantly high on power motive in comparison with high school girls.

3. Achievement motive was significantly and negatively related to affiliation motive.

4. Achievement motive was significantly and positively related to academic achievement of high school students of both the sexes.

6. There was no significant interaction of high average and low levels of achievement motive and affiliation motive, or
achievement motive, and power motive, or affiliation motive and power motive, or affiliation motive and achievement motive and affiliation motive and power motive scores on the academic achievement of either high school boys or girls.

4. CHATERJI (1983): Worked on a comparative study of personality intelligence and achievement motivation of students in different academic groups.

The objectives of the study were
1. To compare the personality, intelligence and achievement motivation of students studying in different academic groups at the +2 stages.
2. To find out the academic group differences among high scores in each of these three variables.
3. To find out the academic difference among low scores in each of these variables.
4. To compare the personality, intelligence and achievement motivation of successful and unsuccessful students in different academic groups. Tools used were Eysenck personality inventory (Srivastava (1976), Jalota group test of general mental ability used to measure intelligence, Achievement motivation was measured by
the test developed by Gandhi and Srivastava (1980). Academic Achievement was determined based on the board examination. Findings seems that: 1. Science students were significantly higher in achievement motivation in comparison with those of other. 2. Scores on intelligence test in science and commerce groups were significantly higher than those of all others. 3. Scores on Achievement motivation of students of science or commerce were significantly higher than those of the other groups.

INDRANI (1985): Conducted a study on relationship between academic achievement and achievement motivation of the 9th standard students.

The major objectives of the study were:

(1) To find out the relationship between academic achievement and achievement motivation of the 9th standard students. (2) To locate high and low achievers. (3) To find out the relationship between academic achievement and achievement motive of boys and girls. Boys from different schools were selected as sample under purposive random sampling. Achievement motivation of Prayag Mehta was used as a tool, mean scores, percentages and standard deviation were calculated by using ‘t’ value. The major findings
were: (1) There is a significant high positive relationship between academic achievement and achievement motivation. (2) There is a significant positive relationship between academic achievement and achievement motivation on total scores.

MANSURI (1986): Studied on the achievement motivation of students of V, VI and VII in relation to some psycho social factors.

The objectives of the study were: (1) To prepare a reliable and valid verbal achievement motivation scale. (2) To study the achievement motivation of pupils of classes V, VI and VIII and to establish norms. (3) To compare the level of achievement motivation of pupils of classes V, VI and VII. (4) To study the achievement motivation of pupils of classes of V, VI and VII with regard to their psycho social factors such as SES, Anxiety, Motivation towards school and general ability.

Data were collected by using SES scale constructed by Patel and Vora the Jalota scale for measuring motivation towards school the anxiety scale by Nigharoan and General Ability test of Patel. The investigation has constructed the achievement motivation scale. The factorial design was adopted and analysis of variance was used for testing significance of difference between mean and to
study the interaction effects. Some of the findings were: (1) The difference among means of grades V, VI and VII were significant and in favour of successive advancement in achievement motivation. (2) The students with high SES level were found significantly higher in their achievement motivation than with low SES level. The interaction effect between grade and SES was not significant. (3) The students with low anxiety level and with more achievement motivation than those with high anxiety level and less achievement motivation the interaction effect between grade and anxiety was not significant. (4) The students having high level motivation towards schools were better in achievement motivation than those with a low level of motivation towards schools. The interaction between grade and motivation towards school was not significant. (5) The students having good general ability also had a high level of achievement motivation, the interaction effect between grade and general ability was not significant.

1. To find out the level of achievement motivation in 9th standard students.

2. To find out the relationship between Achievement motivation and Self Concept of the 9th Std students.

3. To find out the relationship between achievement motivation and adjustment problems.

4. To find out the combined effect of self concept adjustment problems and Socio-economic status in relation to achievement motivation of students studying in 9th Std. The size of the sample consisted of 184 students. The tools used were Worthy’s self concept scale Bell’s adjustment, Kuppuswamy’s revised SES scale, Prayag Mehta’s Achievement motivation inventory, to test the hypotheses product moment correlation and multiple correlation was used.

Findings seem that: (1) There is a very low and negative correlation between achievement motivation and adjustment problems of students. (2) The relationships between achievement motivation and self concept combined with adjustment problem among the students studying in government school is very high. (3) The relationship between achievement motivation and self concept is very high.
Thus it was found from the above review of related studies that there were controversial findings in respect of the relationship between achievement motivation and academic achievement of students. Therefore, a study was taken up to pin-point the nature and extent of relationships between achievement motivation and academic achievement of crippled children.

2.2.4 Reviews related to adjustment and achievement.

Studies that have been conducted to identify the relationship between adjustment and achievement have been reviewed here. SINGH. (1983) studied on the patterns, achievement and adjustment of mentally superior children, the objectives were (1) To study and compare the need patterns of mentally superior children with those of average children. (2) To study and compare with their I.Q. & (3) To study and compare the adjustment in social, health, home, emotional and sexual areas of superior children with those of average children. The adjustment inventory by Singh and Singh and Indian adaptation of Rotter and Rafferty's incomplete sentence blank for measuring adjustment in social and sexual areas. The achievement scores were taken from the annual
examination marks. The data were analysed with the help of correlation technique.

The findings were: (1) Need patterns, achievement and adjustment had a low positive relationship. (2) Superior girls had better adjustment in social and sexual attitudes. (3) There was a positive relationship between intelligence and achievement for the superior group but a negative relationship for the average group. (4) There was a significant relationship between adjustment of superior as well as average children.

2 PANDEY (1985) studied on the affectional deprivation, ego-strength, and adjustment pattern among visually handicapped children and their relationship.

The main objective of the study was to make a psychological study of affectional deprivation, ego-strength and adjustment among visually handicapped children and their rehabilitation.

The tools used by him for adjustment was Adjustment inventory by Eysenck’s : Maudsley personality inventory (M.P.I.)

JALOTA KAPPOR (1965). Findings seem to be that: 1. The deprivation as felt by rural blind children was significantly more acute than that felt by urban blind children.
2. There was no significant difference in the pattern of affectional deprivation between congenitally blind children and post-natally blind children.

3 LATA (1985): Studied on the impact of parental attitude on handicapped and normal students in different areas of adjustment. The objectives of the study seem to be: (1) To investigate the difference of parental attitude towards the normal and handicapped school students.

2. To study the difference between normal and handicapped students in adjustment. Tools used by him are Adjustment Inventory developed by Sinha and Singh. The test - retest, Split - half - method, coefficients, the parents judgement scale, developed by Irkin was translated into Hindi. Findings seem that the attitude of father and mother of normal handicapped students did not differ significantly for boys and girls. Normal children showed a significant difference from handicapped children in adjustment.

Parental attitude did not significantly affect the adjustment of normal students. The attitude of parents affected significantly the adjustment of handicapped girls but did not affect the adjustment of handicapped boys.

He did a comparative study on crippled and non-crippled children.

Objectives of the study were: 1. To compare the home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment, and total adjustment of crippled and normal children. 2. To compare the level of aspirations of crippled and non-crippled children. 3. To compare the self-concept of crippled and non-crippled children. 4. To compare the academic achievement of crippled and non-crippled children.

The sample comprised of 50 crippled and 50 non-crippled children ranging in age from 13 years to 16 years studying in high schools.

The tools used were: (1) General Mental Ability test by Jalota. (2) Vyaktitva Pareeksh Prashnavali by Saxena. (3) Self concept inventory by Singh.

Wilcoxon's matched-pairs signed Ranks Test was used to examine the hypothesis. Findings seem to be that crippled children
differed significantly from normal children in all types of adjustment.

Findings of the study were: 1. Crippled children differed significantly from normal children in all types of adjustment. 2. Crippled boys differed significantly in social adjustment while crippled girls differed significantly from normal girls in social adjustment, emotional adjustment and total adjustment. 3. Significant differences were found between crippled and non-crippled in the level of aspiration measured in terms of goal discrepancy scores. 4. All these children differ significantly in self esteem as well as social esteem. 5. Crippled children were found to be facing various educational problems.

**BAWA (1985):** Worked on the comparative study of the mental makeup's and educational facilities for the physically handicapped and normal children.

The objectives of the enquiry were: (1) To study physically handicapped and normal children with respect to personality traits, values, self concept, mental makeup's and adjustment. (2) Educational facilities for normal and handicapped children. Tools used for the study were: (1) Personality questionnaries of Cattell,
the All port, Veernon and Lindgey inventory of values. The Deo - personality word list. The Jalota General Mental Ability test. Sinha and Singh Adjustment inventory. A questionnaire for comparing educational facilities. Major findings of the study were:

1. Deaf, blind and orthopaedically handicapped children differed significantly from normal children in personality trait and values.
2. The adjustment of deaf children was less stable.
4. Orthopaedically handicapped children had a poor concept of their power and strength and had more negative tendencies.

Majority of studies conducted showed a positive and significant relationship between adjustment and academic achievement. This was true even when different tools were used to measure adjustment. In other words, those children who were well adjusted with their home, school, society and their emotions achieved better academically and act a higher level than those who are ill adjusted in those areas of adjustments. Hence there is a need for the present study to consider adjustment as one of the variable, which would influence achievement of the crippled children very
significantly. This has helped the researcher to construct the adjustment inventory.

**Conclusion**

This chapter helped the researcher in the selection of tools for collection and analysis of data, defining the problem formulation of hypotheses, formulation of objectives. It was possible to come up with specific recommendation by providing justification based on the present study and also keeping in view, the total perspective of studies in this area.

From what has been reviewed above, it may be concluded that,

1. Some of the findings of the studies discussed are contradictory. In the light of these conflicting results it is of great importance to pursue the study and examine the problem in greater detail.

2. It may be further noted that studies reviewed above included only two or three variables as independent to find their relationships to academic achievement. No study has included four predictor variables of academic achievement.

3. Most of the studies have not investigated the factors affecting the academic achievement of physically handicapped pupils (crippled).
4. Therefore, there is a need to bring together greater number of variables influencing academic achievement of physically handicapped pupils and to study their relative contribution in predicting academic achievement of physically handicapped pupils.

In this chapter, the researcher has discussed the importance of reviews and reviews related to self concept and academic achievement, anxiety and academic achievement, achievement motivation and academic achievement, adjustment and academic achievement of physically handicapped children.

The next chapter deals with the discussion of variables selected, conceptual definitions of the terms used in the study, discussion of hypotheses, sampling procedure, a brief description and justification of tools used for data collection and analysis.

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