CHAPTER - I

INTRODUCTION

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CHAPTER - 1
INTRODUCTION

1.1. INTRODUCTION:

Among all the creations of God, human life is the most sacred. It has two aspects – the biological and sociological. The biological aspects of the human life are maintained by nutrition and reproduction, the social aspect of life is maintained and transmitted by ‘education’. Man is primarily distinguishable from the lower animals because of his educable ability. He is endowed with intelligence; he wants to remain active, energetic and even original. He always wants to excel in every thing. His aspirations, need, can be met only through good education.

The growth of any nation depends on the holistic development of it’s various sectors. “Education” is the key instrument in this process. Globalization and commercialization of education is becoming a reality and India being a prominent figure, cannot afford to ignore the challenges posed. India’s distinctiveness rests on it’s great foundations, which were built by her ancient sages who relentlessly sought after the highest integral knowledge and perfection. As a result, her culture has been sustained, even through periods of decline, with surprising continuity since remote antiquity. This continuity was attained through education. Education is a liberating force as also an evolutionary force, which enable the individual to rise from mere materiality to superior planes of intellectual and spiritual consciousness. Education is a dialogue between
the past, present and the future. So that the coming generations receive the accumulated lessons of the heritage and carry it forward. In the words of Sri. Aurobindo, the foremost philosopher, “the past is our foundation, the present is our material, the future is our aim and summit, each must have it’s due and natural place in a national system of education”.

According to the noted philosopher, thinker J. Krishnamurthy “the whole task of education is to awaken the individual”. Dr. Zakir Hussain quotes “Education has been for us a means to an end-bread and butter. All roads lead to the Rome of a cultured life, but each individual must approach it along the road designed for him and his life. Education is nothing but the individualized re-verification of objective culture”.

According to late Holyness Sri. Jayachamaraja Wodeyar, a noted scholar of Karnataka “to make men and women enlightened, to give them benefits of that knowledge which is vast and ever expanding and above all to create faculty in achievement is the basic aim of education”.

By the careful analysis of above definitions, ‘Education’ reveals certain characteristics –

- Education is a continuous process and product.
- Education is moulding, growing and initiating.
- Education is a process which aims at “achievement with excellence”.

Education is as old as human race. It’s importance has been realized since time immemorial and it continues right upon this day. It has been accepted as one of the primary needs of every civilized man. Ancient records of Indian tradition testify to the search of the Rishis and Sages for ‘para vidya’ and their discoveries have been continuously
transmitted to posterity and kept alive through it’s long history, marked by periods of expansion, specialization, decline and renewal. This theme of knowledge informs and inspires even the later – developments in the Indian educational system. India, like other countries, visualizes that a new age is drawing, that will be characterized by unimaginable advances in knowledge, synthesis of knowledge, triggering major changes in the objectives, contents, and methods of imparting education. Great emphasis is falling upon lifeline education and the realization of a learning society. Complete human personality will come to be emphasized more and more imperatively.

All the developing countries are spending huge sums of money every year upon the education of the rising generation with a view to equip children for taking their rightful place in the civilized world. Now we are living in the age of competition for which we need children with academic excellence. Academic achievement has always been the centre of educational research and is continues to be the primary and most important goal of education.

1.2 ACADEMIC ACHIEVEMENT:

Whatever the purpose and object of education, academic performance is undoubtedly considered as it’s vital aspect. During the recent years of concern academic performance at all educational levels has considerably increased. In one’s life, academic success is highly valued than other intellectual capabilities of an individual. A scientific analysis of the factors related to academic achievement can not only reduce the vital educational evils like backwardness and stagnation but also can ensure it’s qualitative and quantitative growth.
Academic achievement has always been the centre of educational research and despite many varied statements about the aims of education, the academic development of a child continue to be the primary and the most important goal of education. More than the other aspects of educational objectives, academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of a child.

The term ‘academic achievement’ stands for the identifiable operations that students are expected to perform on the curricular materials prescribed for a course. This term has a wide connotation. It does not indicate the marks alone secured by students in tests and examinations. It represents the totality of the academic gains acquired within the school and outside it, too.

Academic achievement in any course of study affects the entire personality of the students. Low achieving students, it is generally observed, suffer from inferiority complex, frustration, rejection and will manifest other forms of deviant behaviours. They lack self-confidence and find themselves misfit in the company of other students. This seriously affects their entire personality which has far reaching repercussions throughout their lives. Good academic achievement on the other hand tends to help both in improving the personality of the students and also their recognition by parents, peer groups, teachers, neighbours and society at large. It boosts their morale and develops feeling in them that they are useful in the family, school and society.

Many believed that the academic achievement depends on a number of factors. Academic achievement of children is found to be
correlated by several psychological factors like intelligence, study habits, attitude, self-concept, achievement motivation, creativity, memory and also some sociological factors. In order to find a solution to the student failure and low achievement, it becomes necessary to locate the various factors associated with academic achievement. If one identifies the factors causing low achievement, then we can provide good educational environment to improve their academic achievement.

1.3 SELF CONCEPT:

Self concept are images, people have of them selves. It includes self understanding and self-control or self-regulation. Self-concept tells us what and who we are. Self concept includes two things; one is a real self (i.e. who they/we are) and the “ideal self” (who they/we could like to be). In the growth of self-concept the development of self-awareness, self-recognition and self-definition plays a vital role.

Markus and Nurius (1984) views that self-concept is “the meeting ground of the individual and society”. Middle childhood seems to be the appointed time for that meeting. Children peer into looking glass and their society and blend the image that they see reflected there with the picture they already have of themselves.

Children’s aspirations are likely to be unrealistic because knowledge and experience at this stage are limited. As a result children are unable to assess their abilities accurately enough to know – what they can and what they cannot do or what environmental obstacles might prevent them from doing what they want to do. Aspirations for achievement are influenced more by environmental factors than by personal factors. Some aspiration helps to develop good self- concepts.
Following list exhibits the factors influencing aspirations for achievement.

**Personal factors:**

- Children's wishes for what they want to achieve
- Personal interacts which influence the areas of children's aspirations.
- Past experiences with successes strengthening aspirations and failures weakening them.
- Sex
- Socio-economic status
- Racial background.

**Environmental factors:**

- Parental ambitions.
- Social expectations which emphasize that those who are successful in one area can be successful in all areas if they wish.
- Peer group influence.
- Social values which vary with area of achievement
- Mass media effects
- Social rewards for high achievement and social neglect or rejection for low achievement.

**Sources of self-concepts:**

The material from which children create their ideal self-concepts comes mainly from contacts, either directly or indirectly with real people.
they admire or from the characters they observe and admire in the mass media. Some of the common sources of ideal self-concepts are given below

- Parents
- An older sibling whom the child hero-worships
- Teachers – at school, private tuitions,
- Camp counsellors
- Gang leaders
- Neighbours or relatives who are young and glamorous
- School or college heroes
- National heroes mainly from the child’s own country.
- Character in literature, comics, television and movie.

Self concept among children will make them either ego centric and rejectant. It helps to develop individuality, creativity which in later stages acts as a major foundation for good academic achievement.

1.4 STUDY HABITS :

The word “study” means, application of the mind to books, art or any subject for purpose of acquiring knowledge. It is an act or process of acquiring by one’s own efforts, knowledge of subject.

Education plays a vital role in giving human beings proper equipment to lead a gracious and harmonious life, but now there are many means and sources of learning. Some children may learn better
through the use of different learning materials rather than merely listening to inspirational talk by the teachers. The children today have vast funds and information pertaining to the various aspects of human life. Inspite of these advantages most of the children of today lack depth of thought and breadth of vision due to poor study habits. "The study habits of learner means the ability to schedule his time, the plan for his / her study, the habit of concentration, note-taking, mental review, judicial application by whole and part method and so on.

Study habits helps to have a good level of academic achievement. Those students who succeed well will follow definitely a good study technique that has been worked out by themselves and that incorporates desirable procedures. The success factor alone gives the honour and respect to the student. The successful student has learned how to alternate work with rest. So that the fatigue does not interfere with his/her successful achievement. By good study habits he/she can learn any matter rapidly, takes notes well, attend carefully to classroom discussion and in the other ways to makes the subject matter. The study habits are needed to know she/he discovers herself/himself how much they have study habits oriented or not.

Learning is facilitated by three major factors. They are, the ability to learn, will to learn and the method of learning. On the other hand, the school retardation and stagnation may due to low mental ability, lack of motivation and poor study habits. Most of the students are facing the problem of learning how to study more effectively. It is advisable and need that students should try to evaluate critically their own study habits.
So that they may discover their weakness and then try to improve their study effectively.

In order to develop good study habits some psychological factors and physical factors should be considered.

**Physical factors:**

- Have a definite purpose for study
- Have a definite place for study.

**Psychological factors**

- Plan the study before the schedule for study
- Follow the definite time table
- During study use method of silent recitation
- Take a brief well-organized notes.
- Study carefully charts, graphs and other illustrated material.
- Develop the habit of summarizing and reviewing.

In order to improve the academic achievement of the students “survey Q4R” method was designed by “ohio”. It consists of six specific steps they are-

- Labeled survey, Question, Read, Recite, Review, Rite

The best way to develop effective study habits is to periodically evaluate one’s existing study habits with a view to discover the point and then attempt to improve them.
Academic career of the students largely depends on the study habits, motivation in learning, attitude etc. One can not say that good study habit means hard working and reading hours together, but can say that they are budgeting time for study, motivation learning, skills in note taking memory reviews etc. In this way study habit becomes one of the prominent factor in the academic achievement of the children.

1.5. ACHIEVEMENT MOTIVATION:

1.5.1. Motivation:

The study of motivation constitutes an integral part of a scientific endeavour to interpret human behaviour. The term ‘motivation’ was originally derived from the Latin word “movere” which means ‘to move’. The term motivation refers to ‘motives in action’. A motive may be conceived as a latent disposition to strive for a particular goal state or aim [Atkinson and Reitman]. The strength of each motive and the pattern of motives influence one’s perception of the world, as also one’s thoughts and actions.

Psychologists generally agree that all behaviour is caused and that with the exception of certain reflex actions, behaviour is purposive. Motivation has been defined as “all those inner driving conditions described as wishes desires’, drives etc. It is an inner state that activates or moves and “the combination of forces which initially direct and sustain behaviour towards a goal”. The arousal of motivation is to perform some act which is attributed to an interaction between the motives of the individual and factors in the situation which confront him. Motivation is therefore closely related to intrinsic forces within the human organism and the external stimuli which are perceived by him as incentives,
rewards or goals to be pursued. The study of motivation is concerned with “how behaviour gets started is energized, is sustained is directed, is stopped and what kind of subjective reaction is present in the organism while all this is going on”. It may further be noted that individual motivational tensions are not merely biological, but also psychological, social as well as economic in their origin.

A man is said to be motivated when his latent energy is directed toward a certain goal. From the organisational point of view motivation is driving power which carries out the plans of management through the enthusiasm of the group. To Carl Hayel “motivation refers to the degree of readiness of an organism to pursue some designed goal and implies to determination of the nature and locus of the forces inducing the degree of readiness.

In motivation we are primarily concerned with –

1. What energies human behaviour
2. What directs or channels such behaviour and
3. How this behaviour is maintained or sustained.

Each of these three components represents an important factor in our understanding of human behaviour at work. First, this conceptualization points to an energetic force within individuals that ‘drives’ them to behaviour in certain ways, second, there is the notion of goal orientation on the part of individuals; their behaviour is directed towards something. Third, this way of viewing motivation contains a systems orientation that considers those forces in the individuals and in their surrounding environments that feed back into the individuals either
to reinforce the intensity of their drive and the direction of their energy or to dissuade them from their course of action and redirect their effort.

The mechanism of motivation begins with need and ends with need satisfaction. A need is lack or deficit of something within a system or organism. When a need is felt by an individual it leads to a chain of activities. These activities are always directed towards a goal.

**The Motivational Process: Basic Considerations**

The basic building blocks of a generalised model of motivation are:
(a) needs or expectations (b) behaviour (c) goals and (d) some form of feedback.

**Inner state of disequilibrium:**
- Need, desire or expectancy, accompanied by anticipation
- Behaviour → Incentive
- Modification of Inner state

**A generalised model of the basic motivation process, adapted from**
"Motivation and work behaviour, Steers R. M. & Porter L. W.

Emergence of need, desire or expectation generally creates a state of disequilibrium within the individuals which they will try to reduce, hence the energetic component of our definition above. Second, the presence of such needs, desires or expectations is associated with an anticipation or belief that certain action will lead to the reduction of this disequilibrium, the goal oriented component of our definition.
The initiation of this action then sets up a series of cues, either within the individuals or from their external environment which feeds information back to the individuals concerning the impact of their behaviour. Such cues may lead them to modify their present behaviour or they may reassure them that their present course of action is correct.

At least two types of human behaviour can be identified as they relate to motivational processes: instrumental and consumatory. Instrumental behaviour concerns acts that are directed toward the means to certain ends, while consumatory behaviour concerns acts that are directed toward the ends themselves.

Several complexities exist which tend to complicate the theoretical simplicity. Dunnette and Kirchner and others identified four such complications. First, motives can really only be inferred, they can not be seen. In fact at least five reasons have been identified for why it is difficult to infer motives from observed behaviour: (a) any single act may express several motives; (b) motives may appear in disguised forms; (c) several motives may be expressed through similar or identical acts: (d) similar motives may be expressed in different behaviour; and (e) cultural and personal variations may significantly moderate the modes of expression of certain motives (Hilgard & Atkinson, 1967). A second complication of the model centers around the dynamic nature of motives. Any individual at anyone time usually has a host of needs, desires and expectations. Not only do these motives change but they may also be in conflict with each other. Third considerable difference can exist among individuals concerning the manner in which they select certain motives over others and the intensity with which they pursue such motives. A
final complication of the model is the impact of goal attainment on subsequent motives and behaviour. The intensity of certain motives is generally considerably reduced upon gratification. When this happen other motives come to the forefront as primary motivating factors.

In conclusion, above description of motivational processes represents a very general model of human behaviour. Considerable research has been done in an attempt to more vigorously define the nature of relationships between the major variables in this process.

- Instinct theories, Drive theories, Cognitive theories

The cognitive theory of motivation stress the need to achieve by a person.

The motivation is always achievement oriented. The degree of achievement motivation among the children is linked with their academic achievement.

1.5.2 Concept of achievement motivation:

Over the years behavioural scientists have observed that some people have an intense "need to achieve" others, perhaps the majority, do not seem to be as concerned about achievement. This phenomenon has fascinated David C. McCleland for over 20 years. He and his associates at Harvard University studied this urge to achieve. McCleland research leads him to believe that the need for achievement is a distinct human motive that can be distinguished from other needs. The people in whom the need for achievement is strong and seek to become accomplished and improve their task performance. They are task oriented and prefer to do
challenging work on which their performance can be evaluated in so many ways by comparing it with other people performance.

- **Murray (1938)** defines need for achievement as the motives “to accomplish something difficult, to overcome of struggles and attain a high standard, to excel oneself, to rival and surpass others, to increase self-regard by successful exercise of talent”.

- **Atkinson (1960)** define achievement motivation as “the achievement motivation is conceived as the latest disposition which is manifested in over striving only when the individual perceives, performances as instrumental to a sense of personal accomplishment”.

- **Newcomb (1964)** defines achievement motivation as the acquired tendency and one of the most important social needs.

- **Dechrm (1968)** defines achievement motivation as a disposition to strive for success in competition with others with some standard of excellence set by individual.

Achievement motivation of a person is always a will or behaviour to perform can be explained or predicted by the intensity of his or her need for achievement. **Murray** and his associates viewed an individual personality as being composed of many divergent, and often conflicting needs which had the potential of motivating human behaviour. This list of needs included the need for achievement, affiliation, power, autonomy, nurturance, and deference. According to **Henry’s** is model needs may be manifest or latent. A latent need does not imply that the need is not strong, only that it has been inhibited and has not found overt form of expression. Thus a person may have a high need for achievement but
such a need may not be strongly aroused because of impediments in the environment. The result would theoretically be poor performance. If sufficient arousal of need were attained we would expect the resulting drive to energize achievement oriented behaviour.

**McClelland theory of achievement motivation:**

One of the most prominent researcher in the achievement motivation is David C. McClelland. McClelland and his associates view the achievement motive as a relatively stable predisposition to strive for success. More specifically he defines achievement motivation as “behaviour toward competition with a standard of excellence”.

McClelland proposes a formalized theory of motive acquisition. A central concern of this article is the nature by which needs and motives are learned or acquired. Shortly after world war II a group of psychologists led by David C. McClelland of Harvard University began to experiment with TAT to see if, it was sensitive enough to detect changes in motivation that were caused by simple attempts to sway the individual's attitudes. In order to simplify their task, Mc-Clelland's group decided to select one particular motive for intensive analysis.

McClelland has concerned himself with the assessment of the achievement motive in people and by this means a natural desire possessed by most human being to accomplish something, which might not necessarily be concerned with work. His studies have revealed that as many as 10% of people in America have a strong achievement motive but of-course this will vary in the working situation according to the type of work being undertaken, being concentrated in certain areas such as
management and marketing. Self-motivated achievers can be recognised as those who exhibit three characteristics that McClelland has described:

1. Such people need to set their own goal and enjoy striving to achieve them. Being a selective in their goal setting they are not too responsive to goals set by others such as their supervisors. They prefer those tasks for which they assume complete responsibility.

2. The goals that these workers set are those which are attainable but not easily won and which contain a certain amount of risk to provide the motivation and satisfy the achievement need.

3. The goals that are chosen provide a quick feedback of progress or results, the situation found in selling and marketing for example.

1.6 HOME CLIMATE:

Home or Family is the oldest form of social organization known to man. Home gives the child experience of attention and of small community in which he is important. Home is rightly called the primary school of civic virtues. ‘Mizzni’ rightly quoted that “the first lesson of citizenship is learnt between father care and mother kiss”. Due to modernization, urbanization etc., the age old practice of joint families are now becoming nuclear families. Here the responsibility of parents is increasing.

In our social system, each family member occupies a position with defined responsibilities, privileges and expected behaviour. Family members also provide the model for behaviour. Children imitate the
people around them especially the people they love and admire. There is a saying that “Home is an elementary school and mother is the first teacher”.

From contacts with family members, children lay the foundation for attitudes toward people, things and life in general. They also lay the foundations for patterns of adjustment and learn to think of themselves as the members of their family think of them. As a result they learn to adjust to life on the basis of the foundations laid when the environment was limited largely to home.

As social horizons broaden and children come in contact with peers and adults outside the home, these early foundations, laid in the home may be changed and modified, though they are never completely eradicated. Instead they influence later attitudes and behaviour patterns.

1.6.1 Contributions of the Home to the development of children:

Following are the contributions of home to the framing of personality of the children.

- Feelings of security from being a member of a stable group.
- Children can rely on to meet their needs physical and psychological.
- Sources of affection and acceptance, regardless of what they do
- Models of approved patterns of behaviour for learning to be social.
- Guidance in the development of socially approved pattern of behaviour.
- People can help the children in solving their adjustment problems.
- Guidance and help in learning skills – motor, verbal and social needed for adjustment.

- Stimulation of their abilities to achieve success in school and in social life.

- Aid in setting aspirations suited to their interacts and abilities.

- Sources of companionship until old enough to find companions outside the home or when outside companionship is unavailable.

The contributions of the family to children’s development come from the type of relationships children have with different family members. These relationships, in turn, are influenced by the pattern of family life as well as by the attitudes and behaviour different family members have towards the children of the family.

1.6.2 Dimensions of home climate:

Because of the many conditions responsible for the development of attitudes, it is to be expected that there would be a wide variety of different parental attitudes, not a uniform attitude. A list of most common and most frequent of these attitudes together with a brief statement about how they affect children’s behaviour and in turn family relationship is given below.

Some typical parental attitudes include:

a) *Over protectiveness*: Parental over protectiveness consists of excessive care and control over the child. This fosters over dependency in children, dependency on all people, lack of self-confidence and frustration.
b) **Permissiveness** : Parental permissiveness is shown by the parents willingness to permit children to do things much as they wish with few restraints. This leads to or ‘child-centered home’. If permissiveness is reasonable, it encourages children to be resourceful, self-reliant and well adjusted socially. It also encourages self-confidence and creativity.

c) **Indulgence** : Excessive permissiveness – indulgence – makes children selfish, demanding and often tyrannical. They demand attention and service from others – behaviour that leads to poor social adjustments in the home and outside.

d) **Rejection** : Rejection may be expressed by unconcern for the child’s welfare or by excessive demands on the child and open hostility. This leads to resentment, feelings of helplessness, frustrations, nervous mannerisms and hostility to others, especially those who are smaller and weaker.

e) **Acceptance** : Parental acceptance is characterized by a keen interest in and love for the child. The accepting parent provides for the development of the child’s abilities and takes into account the child’s interacts. The accepted child is generally well socialized, co-operative, friendly, loyal, emotionally stable and cheerful.

f) **Domination** : The child who is dominated by one or both parents is honest, polite and careful but tends to be shy, docile, easily influenced by others. Submissive and overtly sensitive. Dominated children often develop inferiority complexes and feel martyred.

g) **Submission to child** : Parents who submit to their children permit the children to dominate them and the home. Children boss their parents and
show them little consideration, respect or loyalty, they learn to defy all authority and try to boss people outside the home.

**h) Favouritism:** In spite of claims that they love all their children equally, most parents have their favourites. This makes them more indulgent and loving to the favourites than to the other children of the family. Favoured children tend to play up to their parents but are aggressive and dominating in sibling relationships.

**i) Parental ambitions:** Almost all parents have ambitions for their children often unrealistically high. These are often influenced by thwarted parental ambitions and parental desires to have their children rise on the social ladder. When children cannot live up to parental ambitions they tend to become resentful, irresponsible underachievers. In addition they develop feelings of inadequacy often colored by feelings of martyrdom stemming from parental criticism for their lack of achievements.

In general attitudes of parents in home will definitely play an important role in making the child more achievement oriented. Depending upon the parental attitudes and relationships among the members of the family, the home climate can be diversified into Encouraging home climate, moderate home climate and Discouraging home climate. The type of home climate will play a vital role in enhancing or decreasing the academic achievement of the children.

Usually schools emphasize only on the knowledge aspect in academic achievement. But apart from knowledge aspect, emotional, social, motivational and personality factors also influence academic achievement.
1.7 NEED AND IMPORTANCE OF THE PRESENT STUDY:

Low academic achievement of children may be due to the inadequate preparation, poor study habits, personal problems, personality traits, low self-concept, low level of achievement motivation etc. The present study aims at investigating into the factors responsible for academic achievement.

Self concept is composite of ideas, feelings, and attitudes, a child has about himself. Self concept helps the child to know himself better i.e. his/her weakness and strengths. According to Rogers, when a child understands 'self' better, he attains self-actualization by achieving something in each and every step of his academic career. The present study is an attempt to see the relationship between self-concept and academic achievement.

Study habits is one of great importance both from the theoretical and practical point of view. Theoretically, efficient learning depends upon the development of the study habits. From the practical point of view, it helps to know whether is due to good study habits academic achievement. Thus there is a need to investigate into the factors that are responsible for academic achievement.

In the present globalized world children need to be motivated intrinsically to compete with the international standards achievement motivation is a social motive which is learnt by children from the family and school environment. It has to be developed by training and by providing challenging situations. Schools and home emphasize on extrinsic motivation for the academic achievement of children instead of motivating them intrinsically. It is essential to study how achievement motivation influences academic achievement of children. Hence the present study was considered relevant in the present context.
Home is the elementary school and mother is the first teacher. Every aspect of the child is developed by contribution of Home climate. The Encouraging home climate, moderate home climate and discouraging home climates will definitely increase or decrease the study habits, achievement motivation, self concept and at large academic achievement of the children.

The selected 7th standard is a overlapping period of childhood and puberty. Here we can find approximately two years overlap the end of childhood and two years of overlap in the beginning of puberty according to Havighurst and Developmental tasks for childhood.

During phases of disequilibrium, a constellation of environmental pressures and biological changes affects the child behaviour in turn effects the academic achievement of the children. Research in the area of academic achievement of 7th standard children is of dire need. Since dearth of researches has been found in this area, it was thought the present study will be useful in improving academic achievement of 7th standard children in Davangere district.

The present study therefore is an attempt to study some psychological factors and home climate related to academic achievement of 7th standard children in Davangere district.

1.7.1 Statement of the problem:

The problem of the present study is stated as follows - “A study on the relationship between some psychological factors such as self concept, study habit, achievement motivation and sociological factor like home climate on academic achievement children studying in 7th standard of Davangere District”.

1.9 OVERVIEW OF THE STUDY:

In overview of the study the researcher gives the brief idea about the present and succeeding chapter of this study.

In the first chapter *Introduction*, a description of the selected variables such as academic achievement, self-concept, study habit, achievement motivation and Home climate is given. Also need and importance of the study and over-view of the study is also explained.

The second chapter deals with *Review of the related literature*. It includes the need and importance of review of related literature. Also researches conducted in India and abroad on self concept, study habit, achievement motivation and home climate were reviewed.

The third chapter is the *The problem*, which includes, 'statement of the problem', 'general objectives', 'specific objectives' of the study, variables, research hypothesis, scope of the study and definition of technical terms.

The fourth chapter is *Methodology* which includes method of research, sample, tools used for collection of data, collection of data and statistical techniques used in the present study.

The fifth chapter is *Analysis and interpretation of data*. It includes analysis of data by using statistical technique, testing of hypothesis, interpretation of each hypothesis and conclusion.

The sixth chapter is *Summary and Conclusion*. It includes summary of the study, discussion of the result, educational implications, limitations of study, suggestions for further research and conclusion.