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REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION:

Research can never be undertaken in isolation of the work that has already been done on the pattern that are directly or indirectly related to a study proposed by the researches. Researches can take advantage of the knowledge which was accumulated in the part as a result of constant human endeavor.

Review of related literature provides the researcher, the means of getting to the frontier in his/her particular field of knowledge. It helps to understand the theory in the field and gives knowledge with regard to the procedures and tools, which are provided. It is very important and essential step in designing any research work. In the words of Scots and Mertheims (1986). ‘Review of related literature may serve to avoid unnecessary worn out, problems and may help to the progress towards solution of new ones’. Review of related literature allows the researcher to define the units of his research.

John W. Best (1988) observes a familiarity with the literature on any problems or area that helps the student to discover what is already known, what others have attempted to findout, what method of attack have promising or disappointing and what problems revived to be solved. In other words a review of related literature is very essential for an effective researcher to avoid any forms of duplication.
For this purpose, the researcher made a careful review of books, research journals, surveys, research abstracts, encyclopedias, and also tried to review the previous literature with the help of the internet.

In this chapter research studies in following headings were reviewed.

- Self concept and it’s relationship with academic achievement.
- Study habits and it’s relationship with academic achievement.
- Achievement motivation and it’s relationship with academic achievement.
- Home climate and it’s relationship with academic achievement.

2.1 SELF-CONCEPT AND ACADEMIC ACHIEVEMENT

2.1.1. Studies conducted Abroad

Francisco Javier Peralta Sanchez and maria Doleres Sanchez Roda (2003) conducted a study to find the relationship between self-concept and academic achievement in primary schools of Armenia – Spain. They found a close relationship between academic self-concept and measures of academic performance. Additionally they also demonstrated that total self-concept and academic self-concept are good predictors of general performance.

In Graig's (1976) study, significant positive correlations were found between gains in self-concepts and gains in academic achievement. Graham (1975) found that the students' reading achievement scores were significantly related to their intellectual and school status self-concept scores and the Mathematics achievement
scores were significantly related to both their behavioural and intellectual and school status self-concept scores.

Cole (1974) found highest correlation between self-concept and total (Mathematics) achievements. Jones and Greeneeks (1970) found that self-perception appeared to be the most accurate predictor of academic achievement. Engle, Davis and Mayer (1968) found that under-achievement was function of the student's attitude towards himself. Quimby (1967) found a relationship between low self-ideal and under-achievement. Brookover, Hamacheck and Erickson (1966) found that there was a relationship between self-concept and academic "achievement of students in secondary schools. Davidson and Greenberg (1967) found that lower the level of esteem, the lower the level of achievement, while consequently high levels of self-competence were associated with higher levels of achievement.

Blair (1968) also found the relationship to be linear in the case of Negro students. Edward (1966) investigated into the prediction of college success with biographical data and self-ratings and found the relationship of self-concept with academic achievements to be linear. Resonbert (1965) found a positive correlation between high school achievement and self-esteem. Watterberg and Chilford (1964) found that kinder-garten self-concept was significantly predictive of progress in reading, but that it was not significantly related to mental ability.

Everett (1964) concluded that the value the students place upon their own worth affects their achievement which means that academic under-achievers are less confident, less optimistic and less self-accepting than academic achievers. Brookover and Thomas (1964) study
indicated that specific self-concept of ability is a significantly better predictor of grade point average if Mathematics, Social Studies and Science; the same did not hold for females except in Social Studies.

Thus it was found that self-concept was positively related to academic achievement. But the studies conducted by other investigators showed zero relationship between self-concept and academic achievement.

**Fiedlar et al. (1958), Gustar (1962), Sohaar (1967) and McIntosh (1967)** reported that relationship between self-concept and academic achievement was found to be zero. **Henderson (1975)** found no significant relationship between self-concept and reading achievement. **Shawetal (1963)** reported a direct association between negative self-attitudes and academic achievement when ability levels were made equal. The findings of **Christopher et al (1970)** did not appear to support that the enhancement of self esteem by itself was a sufficient condition for the improvement of academic performance.

### 2.1.2 Studies conducted in India

**Brajesh Kuamr, Sharma, K.B. Subramaniyam K, U.L. Narayana (2006)** studied the relationship between self-concept, achievement motivation and achievement in Mathematics. This study reveals that self concept and achievement motivation are very important attributes of understanding and predicting behaviour. Self-concept and achievement motivation affect achievement of an individual therefore self-concept achievement motivation and achievement are correlated to one another.
Mittal S. (1997) conducted a study on self-concept and scholastic achievement of the girls of working and non-working mothers. Results indicate that daughters of non-working mothers are high achievers and have high self-concept than the daughters of non-working mothers. 

Rangappa K.T. (1992) conducted a study on self-concept, reading ability in relation to achievement in maths of 7th Standard. The results revealed that there was no significant difference in the achievement of students having different levels of self concept.

Patel (1987) found that the total achievement was positively related with self-concept, the social aspect of teacher estimation and achievement motivation in the scheduled caste group.

Pathani (1985) investigated the effect of self-concept and need (self-actualisation) on academic achievement of adolescents. He found that self-concept was a significant predictor of academic achievement (actual) and academic achievement (perceived).

Sween (1984) studied the impact of self-concept on students performance. He found that students with high self-concept achieved significantly higher scores than those with low self-concept.

Shanmugasundaram (1983) investigated that high and low achievers did not differ significantly in their self-concept. Singh (1983) studied the relationship between self-concept and academic achievement of male and female students. He found that there was a positive and significant relationship between self-concept and academic achievement of arts, science and commerce students. There was significant difference in the self-concept of high and low academic achievers. This was true in both rural as well as urban male and female students. He also found that
there was no significant difference in the self-concept of urban male and female high achievers.

**Hirunval (1980)** found that self-concept, pupils' academic performance and classroom climate were positively related.

**Sharma (1979)** found that the level of self-concept affected academic achievement positively and significantly. **Homchauduri (1980)** found that self-concept emerged as the most significant correlate of academic performance. Further, he found that there was no significant difference between the girls and the boys with regard to their self-concept.

**Goswami (1978)** found that global self-concept and scholastic achievement had a significant positive correlation. **Srivastava (1976)** found that high strength of self-sentiment was the typical personality characteristic of high achievers. **Mathew (1976)** found that four factors - total adjustment, anxiety orientation, group adjustment and self-esteem – accounted for total variance of the over achieving group.

**Passi and Lalithamma (1973)** found that the mean scores of self-concept of over, normal and under-achievers were of decreasing order. In **Ramkumar's (1973)** study, it was found that a realistic evaluation of self-concept and adequate appraisal of one's aspirations could be conductive to inspire achievement.

**Vanarase (1970)** found that the achievers were found to be more self confident, more independent, more mature, emotionally more stable and more conscientious. **Saxena (1972)** found that a positive self-concept was associated with higher academic achievement in Mathematics,
Commerce and Aris streams. In Ramkumar's (1973) study, it was found that there was a relationship between self-concept and academic achievement and it was positive and significant.

Agarwal and Brij Bhushan (1967) found that a positive relationship existed between self-concept and scholastic achievement. Mehta (1968) studied the self-concept of bright under-achieving students in relation to their academic achievement and found the relationship to be linear. Bhatnagar (1966) noticed a definite relationship between the ego-function and scholastic performance. Dar and Ali (1965) found that failure was due to personality factors such as anxiety, negative perception of the self, and lack of motivation.

All the studies reviewed above indicated that self-concept and academic achievement were positively related to each other. But the research investigations conducted by Satya Bhushan (1967); Sharma (1968); Pratibha Deo and Sharma (1970); and Pratibha Deo and Gupta (1972) arrived at altogether contradictory results.

2.2 STUDY HABITS AND ACADEMIC ACHIEVEMENT

2.2.1 Studies conducted Abroad

Entwistle and Entwistle (1970) found that the successful students tended to have high scores on study methods. Thus it was found from the review of the above studies that study habits were positively and significantly related to academic achievement if students. But the studies conducted by Michael (1943) and Ahman. Smith and Glock (1958) revealed different results. Smith (1965) had shown that achievers had
good study habits, more hobbies, fewer personal problems, were satisfied with their subject and believed that grades were imported.

Wilson and Morrow (1962) found that high achievers did their home-work much more regularly, reported less distraction in studying in the case of high achievers. Cartor (1961) showed that over-achievers earned high scores on the California Study Methods Survey. Chapman (1959) found statistically significant differences between achievers and under-achievers on better study habits.

Ramson (1955) showed that a group of students who spent between 10-15 hours in a study skill clinic had a significantly, higher grade point average. Brown and Holtman (1953) concluded that study habits affected academic performance. Bond (1952) conducted an investigation to determine the reasons assigned by the students for the gap between potent and actual scholastic achievement. They stressed a greater need for help and direction in learning how to study.

2.2.2 Studies conducted in India

The research done by Kongawada (2004) conducted a study on psychosocial factors related to academic achievement of physically handicapped pupils in Karnataka. He found that there was a significant relationship between study habit and academic achievement.

Geetha (1994) conducted a study on achievements of Sainik schools children in India with special reference to southern states and found that study habit and achievement motivation are correlated with academic achievement of children.
Regression analysis in Singh's (1986) study revealed that study habits and interest in agriculture were significantly corrected.

Singh (1984) studied the differences in the study habits of adolescent boys and girls at three levels of academic achievement-high, middle and low. He found that study habits were related to the achievement significantly. High achieving adolescents had significantly better study habits than middle achievers. Middle achievers had significantly better study habits than low achievers. Deshpande (1984) found no difference in the study habits of the students from high and low-achieving schools.

Shanumuga Sundaram (1983) studied the influence of study habits on the academic achievement. He found that high achievers had better study habits. Further he found that women students had better study habits and they also found that among high achieving urban students study had a significant positive influence upon academic achievement.

Tiwari (1982) found that study habits scores positively and significantly correlate with annual examination marks as well as with pooled teacher ratings.

Chopra (1982) found that study habits were positively related to academic achievement.

Barki (1976) made an inquiry into the causes of academic superiority of South Kanara students. Among other causes for academic superiority, he found that the pupils of South Kanara had much better study habits than the pupils of other districts.
Lalithamma (1975) found a positive and significant relationship between study habits and academic achievement.

Kaur (1974), Prakash Chandra (1975), and Seetha (1975) concluded that study habits were positively and significantly related to academic achievement.

Saxena (1972) found that better study habits characterised the over-achieving group, implying that higher achievement required systematic and planned approach to preparing lessons, a proper distribution of time, careful attention in the class room, taking of meaningful notes and the formation of expressive answers.

Bhaduri (1971) found that the over-achievers showed higher scores on study habits. Saxena-habits.

The study conducted by Dhaliwal (1971) revealed that superior study habits, reservedness, high verbal ability, home, emotional and schools adjustment and security feelings corresponded with over-achievement in academic success whereas inferiors study habits, outgoing tendencies, low verbal inferior emotional instability, poor adjustment in home, emotional and school areas were associated with academic under-achievement. Jha (1970) found that there was a significant positive relationship between marks in Science and study habits in the case of boys and combined sample, but not so in the case of girls in secondary schools.

Vanarase (1970) found that the normal achievers showed better study habits than the under-achievers.
2.3 ACHIEVEMENT MOTIVATION & ACADEMIC ACHIEVEMENT

2.3.1 Studies conducted in Abroad

**Mehrnaz Shohrary (2001)** the relationship between academic achievement motivation, attributional styles and academic achievement. Data related to academic achievement were extracted from students report cards. The results showed a positive and significant correlation between achievement motivation scores and academic achievement in female and male students.

**Bruce (1977)** identified five factors affecting the academic performance of Indian students: self-concept achievement motivation, anti-Indian discrimination, culture conflict and family instability. Analysis suggested that achievement motivation and culture conflict were the most important correlates of academic achievement. **Roynor (1971)** studied the effects of achievement motivation and future orientation on level of performance. The results indicated that the high achievement motivation and low test anxiety students performed better than the low achievement motivation and high test anxiety students.

**Entwistle and Entwistle (1970)** investigated into the relationship between personality, study methods and academic performance. It was found that the successful students tended to have high scores on study methods and motivational scales.

**Ebel et al. (1969)** found that students who were motivated to improve and who voluntarily enrolled in study skill courses raised their grade point averages, whereas those who were similarly motivated but
who were not enrolled failed to make the same gains. **Entwistle (1968)** conducted a study to find out the relationship between academic motivation and school attainment. The results of the study showed that there was significant positive relationship between academic motivation and school attainment.

The studies reviewed above indicated that there was positive and significant relationship between achievement motivation and academic achievement. But some of the investigators Goug (1949); Atkinson (1966); Birney and Teevan (1962); Cole et al (1962); and Smith (1964) reported contradictory results.

### 2.3.2 Studies conducted in India.

Researches done by **Brajeesh Kumar, Sharma K.B. (2006)**, Vamadevappa (2003), Mehrnaz Shahraray (2001), Geetha (1994), Mehta (1987), Sontaky (1986), Mitra (1985) found a negative correlation between achievement motivation and academic achievement. **Fashiha Shakir K.A. (2003)** conducted a study on “scientific attitude and achievement motivation among PUC science students in relation to their academic achievement in science”. The findings of the study revealed that -

- There is a positive significant relationship between achievement motivation and academic achievement among II PUC science students.
• There is a significant difference between mean scores of AMS of boys and girls studying in I PUC science.

**Nagarathna H.V. (2001)** the aim of the study was an investigation into anxiety, AMS on relation to their scholastic achievement among X standard children of working and non-working mothers. The findings of the study revealed that - there is significant relationship between AMS and academic achievement of working and non-working mothers children.

**Harikrishnan M. (1992)** “A study of academic achievement eg. Higher secondary students in relation to achievement motivation and socio-economic status among students”. The findings of the study reveals that academic achievement of the students was not related to achievement motivation.

**Abluwalia (1985)** conducted “a study of factors affecting achievement motivation”. The findings reveals that - academic performance is significantly and positively related to achievement motivation.

**Lalitha (1982)** conducted “a study of achievement motivation among school going tribal children in relation to their perceived parental behaviour. She found that the non-tribal children who felt that their parents had reject them, exhibited higher achievement motivation scores than those who felt that their parents had loved and accepted them.

**Mehta (1987)** found that students who had high achievement motivation achieved higher school achievement. Further, the study revealed that the variables (i) achievement motivation, (ii) caste, (iii)
adjustment, and (iv) achievement motivation and cast were joined with the variable attitude towards discipline they influenced the school achievement.

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 high school pupils. Therefore, a study was taken up to pin-point the nature and extent of relationship between achievement motivation and academic achievement of physically handicapped pupils.

Sontakey (1986) found that the achievement motivation was a poor predictor of achievement in biological as well as natural sciences. Besides, high achievers and low achievers did not differ significantly on achievement motivation. Further, he found that achievement motivation had positive association with achievement in biological sciences as well as in natural sciences.

Mitra (1985) found that achievement motivation and extroversion positively and significantly related with academic achievement for both sexes, but both lost significant effect on academic achievement when intelligence was partialled out.

Maitra (1985) study revealed that the gifted over-achieving boys showed a higher score on achievement motivation than the gifted over-achieving girls. Sween (1984) found that high achievement motivated students gained significantly more than low achievement motivation students. The three-way interaction between n-Achievement, intelligence and self-concept showed a significant F-ratio.
Deshpande (1984) working with high and low-achieving schools achievement motivation was found to be higher in the students on the high-achieving schools than those of the low-achieving schools. Rajput (1984) analysed the effect of different levels of achievement motivation on the achievement of students in mathematics. He found that in neutral classroom conditions the achievements of students in mathematics was not affected by their achievement motivation.

Shanmugasundaram (1983) investigated the influence of achievement motivation on academic achievement. He found that among high achieving urban students achievement motivation had a significant positive influence upon academic achievement. He also found that women students had greater achievement motivation and they also performed academically better than men students. Barki (1976) investigated into the causes of superiority X standard public examination results in South Kanara. He found that the pupils of South Kanara district which was known for superiority of examination results had better achievement motivation than the pupils of other districts. The studies so far reviewed indicated a positive and significant relationship between achievement motivation and academic achievement. But a few investigators.

Seetha (1975) found that greater need achievement was noted in case of high achievers school pupils. The study revealed that the achievement motivation was positively related to performance. Pathak (1974) studied the achievement motive, educational norms and school performance of high school pupils. He found that the pupils studying in schools of high socio-economic and achieving status had high n-
Achievement scores. Achievement Motivation scores. Achievement Motivation score was positively related to pupils' school performance.

Walaytiram (1974) studied the effect of some non-cognitive factors on the high school examination results. The conclusions of the study were as follows: Achievement motivation had significant influence on all the subjects at the lower level of intelligence but at the higher level in Science only. Motivation did not show any effect unless it. Srivastava (1974) studied the effect of academic and personality characteristics on the academic achievement. He found that academic motivation was found to influence the academic achievement even if SES and intelligence were held constant. High and low academic achievers were found to differ significantly in their academic motivation. Reddy (1973) undertook a study of certain factors associated with academic achievement. The findings revealed that need for achievement was found to be significantly related to different achievement criteria.

2.4. HOME CLIMATE AND ACADEMIC ACHIEVEMENT:

2.4.1. Studies conducted in Abroad

Taruna C. Dhall, Mady Sahni (2007). Conducted research on “Academic performance of elementary school children of working and non-working mother”. The aim of this study is to explore the impact of cognitive stimulation on academic performance of elementary school children (VIII) of working and non-working mothers.

Sample of this study comprises of 700 7th standard children studying in 4 districts of Haryana. The findings showed that the
involvement of mother in education of their children is essential for their academic performance. Also children receiving high cognitive stimulation (encouraging home climate) showed higher academic performance as compared to those children who were reared in discouraging home climate).

**Shumow and Miller (2001)** showed that parental involvement both at home and school are correlated positively with the academic performance of the children.

**Suchien – Wen (1978)** found out that usually high achievers are from good home climate.

**Momison and Mclyntyre (1971)** has found out the influence of home environment on academic achievement. They have listed important aspect of home environment as parental attitude to education, family size, material prosperity at home and social disorganization.

### 2.4.2. Studies conducted in India

**Vibha Joshi and Sutapa Bose (2004)** conducted a study on “effect of involvement of parents in the education of children”. This study reflects that involvement of parents in the education of their children is essential for their academic achievement.

**M.Pratap Reddy (2001)** conducted a study on “parental cooperation with schools under different managements and it’s effect on children’s academic achievement”.

The results of the above study reveals that caste, family income, type of home climate, education of the parents favourably influence the academic achievement of the children.
Jangaiah (1994) observed the relationship between home climate and academic achievement of the students. He found that the higher the educational level of the parent, the greater it’s influence on the child’s learning style.

Kellaghan (1994) observed that family are school are the two most significant learning environments that influence studies academic progress.

Muralidharan (1993) observed that parental aspirations and child practices in home determine to a great extent on the development and academic achievement of the child.

Trivedi (1987) found that there is a significant relationship between academic achievement and parental attitudes.

Jagannadhan KC (1985) conducted a study on “the effect of certain sociopsychological factors on the academic achievement of children studying in classes V and VI in Ananthapur and Cadapha districts of Andhra Pradesh”. He found out that home environment had a positive significant correlation with other independent factors such as school environment, intelligence and achievement motivation.

Narang H. (1985) conducted a study “A comparative study of the socio-economic and home factors affecting the academic achievement of boys and girls (10 to 12 years) in the urban and rural areas”.

Results revealed that low achievement of the children is related with the home environment.

Singh S. (1984) conducted a study on “relationship of home environment, need for achievement with academic achievement”.

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The results reveals that there is a significant difference in academic achievement of children with different home environments.

**Sarkar U. (1983)** conducted a study on “contribution of some home factors on children’s scholastic achievement”.

The results of the above study reveals that home variables such as educational environment, provision of facilities, parent child relationship showed a significant difference between the high achievers and low achievers at 0.01 level.

**Convell (1982)** found that the influence of families in children’s schooling is powerful.

**Menon (1980)** also noticed that higher occupational and educational level of father and mother, home climate are related to academic achievement.

**Khanna (1980)** observed that academic achievement of the children of educated parents, illiterate parents and educated mothers was significantly correlated with the socio-economic status of the family.

### 2.5. CONCLUSION:

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

- Some of the finding of the studies quoted above 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.

- It may be further noted that the studies reviewed above includes mainly relationship of psychological variables with academic achievement. But the present study is an attempt to investigate the
relationship of both psychological variables and home climate (sociological variable) with academic achievement.

- None of the studies has investigated the factors affecting the academic achievement of 7th standard children in Davangere district.

- Therefore there is a need to bring together psycho-social variables influencing the academic achievement of 7th standard children in Davangere District.