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REVIEW OF RELATED LITERATURE

2.1 Introduction

2.2 Studies Related to Relationship between School Environment, Anxiety, Adjustment and Study Habits with Academic Achievement.
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Educational achievement of students demands urgent attention to attain their goals. A numerous researches have been conducted to contribute to determine the predictors of educational success of Secondary School students. A research work always takes the advantages of the information and the knowledge that had been accumulated in the past as a result of constant research endeavour by mankind. According to Koul (2009) research can never be undertaken in the isolation of the work that has already been done on the problems related to the study propose by any researcher. Every researcher reviewed the related literature from the different resources that includes research journal, articles, books, magazines, encyclopedias, dissertations, abstracts, international year books, theses and most important in the present era the internet access. The detailed account of review of related literature pertaining to variables under study, namely Academic Achievement, School Environment, Anxiety, Adjustment and Study Habits is presented here under.

Deepa Franky and S. Chamundeswari (February-2014) Investigated the “Psycho-social correlates of academic achievement of students” in the present study, intended to investigate the psycho-social correlates of academic achievement of adolescent students, 96 students from state board schools at the secondary level are selected using random sampling technique. Academic achievement of a student is greatly influenced by several psychological and sociological correlates such as attitude, teacher effectiveness, adjusting ability, socio-economic status, home and school environment. Adolescence is the crucial stage where adjustment changes rapidly fluctuate; social standing influence the peer group one is in. Analysis of data collected shows that the adjustment pattern is similar among students in boys, girls and co-education state board schools at the secondary level. It is also further seen that the co-education students are better than the boys in the socio-economic status.
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of state board schools. It is also concluded from the study that co-education students are better than boys and girls in their academic achievement of state board schools. This can be due to the competitive spirit between the opposite genders with each of them trying to perform better than the other.

➢ Nagaraj V. Gudaganavar, Rajashekhar B and Halayannavar (February 2014) Examined “Influence of Study Habits on Academic Performance of Higher Primary School Students” Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success. The sample for the present study was 250 students. All samples are taken from Bailhongal, Belgavi district from Karnataka state. The original study habit inventory of Patel (1976) consisted of 45 statements. Since some of the statements were ambiguous to the students it was slightly modified 39 statements were retained. Chi-square and t statistics tools are used for analysis. It was found that there was no association between boys and girls on study habits. Boys and girls differed significantly on two dimensions of reading & note taking habits & preparation for examination. There was significant association between study habits and academic achievement of girls. There was no significant difference between study habits and academic achievement of boys.

➢ Osarenren Osaghae (June, 2013) studied “the influence of sociological and psychological factors on academic performance of University students” Independent variables such as family socio-economic status, ability, perceived lecturer influence and perceive peer influence were examined in order to determine their influence on academic performance of university students. To guide the research, four hypotheses were formulated, the population of this study comprised of the 2003/2004 university students in year one. A longitudinal design was employed for
the study. The university students were stratified in two dimensions, (1) Types of university e.g. public, private, (2) By quality e.g. good, average and poor. All the year one students formed the sample. An attitude test was administered on the students; a questionnaire consisting of sixty items was given to each subject. This was first pre-tested. An achievement scale test was also administered at the same time. During examination period, a test anxiety scale and academic performance was given to each of them, the latter consisted of 56 objective items and a reliability coefficient of 0.95 was obtained through a test-re-test method. The findings were that the dependent variables listed above were significantly related to the dependant variables (academic performance) based on these findings recommendations were proffered.

➤ **Orlu Chukwuemeka (2013)** Examined “Environmental Influence on Academic Performance of Secondary School Students in Port Harcourt Local Government Area of Rivers State” This study examined the influence of environmental factors on the academic performance of students in Port Harcourt local government area of Rivers State. Four research questions guided this study. The population of the study consists of six hundred teachers and students. Whereas the sample was two hundred and fifty (250), teachers and students. An instrument titled "Environmental influence on Academic Performance of Secondary School Students Questionnaire" was utilized to elicit information from the respondents. Data was analysed, percentages were used to find solutions to the research questions. The major findings of the study were;

1. Performance is affected by environment

2. That improper maintenance of fixtures led to lower than average student’s performance.

3. Home background has effect on the academic performance of students.
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4. The use of internet has made students to be lazy in their academic works. Based on these findings, the following recommendations were made; school should try to maintain the school facilities and dull colored points should not be used on painting that there should be interactions between teachers and students. Teachers should relate to all the students no matter their background. Teachers should change their ways of setting questions so as to stop students coping directly from internets.

» Ijeoma M. Opara and Bruno U and D Onyekuru (June 2013) Investigated the “Psychosocial Predictors of Secondary School Students Adjustment to School” The study investigates the psychosocial predictors of secondary school students adjustment to school in Obio-Akpor Local Government Area of Rivers State Nigeria. Three research questions and three hypotheses guided the study. The study adopted correlational design. A sample of 452 SS2 students was drawn from the population through stratified random sampling technique. Two instruments were used for data collection- Psycho-Social Predictor Scale (PPS) and School Adjustment Scale (SAS) which were developed by the researchers. The instruments were validated by experts in Educational Psychology, Measurement and Evaluation. The reliability coefficient of PPS subsections were 0.76, 0.68 and 0.71 respectively for self-concept, emotional intelligence and peer group while SAS had 0.82 reliability coefficient. All reliabilities were obtain via Cronbach Alpha technique. The results of the simple linear regressions and the Analysis of Variance (ANOVA) show that self-concept significantly predicted secondary school students’ adjustment to school while emotional intelligence and peer group do not. In terms of the relative effects of the psychosocial factors, self-concept was found to be most effective, followed by emotional intelligence and lastly peer group. Based on the findings, recommendations were made including that parents, teachers and counsellors should provide the students adequate orientation towards development of positive self-concept and self-confidence.

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Sridevi K V (2013) analyzed the "Relationship among General Anxiety, Test Anxiety and Academic Achievement of Higher Secondary Students" in the present study an attempt was made to find out the relationship between anxiety and academic achievement of higher secondary school students. This area of research has been of considerable interest to teachers who have observed that some children appear to perform below their best in situations characterized by a high degree of stress. It was expected that students with high anxiety would be more likely to perform less adequately throughout their studies than would non-anxious students. The Higher secondary level is a turning point in the life of the adolescents. The students and their parents take the decisions of their career selection during this transition period. Adolescents of our schools have many disturbing problems that often interfere with their academic achievement. Anxiety and anxiety related problems are very common during adolescence. The investigator randomly selected a total number of 12 schools for the study that included Government, Private aided and Private unaided schools. Sample comprised 180 students for the study. The findings of the study are: 1) there is a positive high correlation between general anxiety and test anxiety. 2) There is a negative low correlation between general anxiety and academic achievement. 3) There is a negative low correlation (-0.222) between test anxiety and academic achievement of higher secondary students.

Dinesh Kumar (Sept, 2013) conducted a study on "Academic Achievement in relation to Academic Anxiety" The study was undertaken to find relation between Academic Achievement in relation to Academic Anxiety. The study was delimited to 100 secondary students of rewari and Gurgaon District. The main objectives of the present study are to study the academic achievement of schools students in relation to their academic anxiety and to study the effect of academic anxiety on the school students. Sinha's Comprehensive Anxiety Test (SCAT) by AKP Sinha and LNK Sinha was used. Result of the study revealed that the academic achievement of the students is affected by academic anxiety.
Monika Saini (Feb-2013) investigated the impact of "academic achievement of scheduled caste secondary school students in relation to study habits, home environment and school environment". The study attempts to find out the effect of home environment, school environment and study habits on academic achievements of scheduled caste students. The scheduled caste, which are treated as untouchables, continue to remain at the bottom of India's caste hierarchy. They also remain at the bottom of the economic hierarchy, having no land of their own and relegated to undertake only menial/dirty and ill paid jobs. The major cause that has kept the scheduled caste down in the society have been poverty, illiteracy, ignorance, fear and resultants inability to assert themselves. The descriptive survey method is used in the present investigation. The sample consists of 600 scheduled caste students. Amongst them, 350 were boys and 250 were girls from 30 schools of three districts viz. Jind, Jhajjar and Rohtak. There are three independent variables i.e., home environment, school environment and study habits and one dependent variable i.e., academic achievement. Home Environment Inventory, School Environment Inventory by K.S. Mishra and Study habit Inventory by M. Mukhopadhyaya and D.N. Sansanwal were used as a tool for the study. Tenth class marks were considered as academic achievement of respondents. Correlation, Mean, Standard Deviation and t test were the statistics used for data analysis. The findings of the study reveal that there was no significant relationship between study habit and academic achievement. Home environment had a significant effect on academic achievement but school environment does not play a significant role in academic achievement. Ultimately, the study while help teachers to touch the exact points of the deficiencies of their students. It is their disadvantageous environment which has pushed them for below, as regards academic achievement, study habits and concerned.

M.Y. Ganai1, Muhammad Ashraf, M.Y. Ganai, Muhammad Ashraf (January 2013), conducted a research titled "A Comparative Study of Adjustment and Academic Achievement of College Students". The sample for the present study comprised of 80 students who were on rolls in various higher secondary schools of...
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district Baramulla. The tool used for data collection was Mental Health Battery by A.K.Singh and Alpana Sengupta which is the battery of six tests including Emotional Stability (ES), Overall adjustment (OA), Autonomy (AY), Security- Insecurity (SI), Self – Concept(SC), Intelligence (IQ). Data was analyzed by using mean, SD and t-value. The findings revealed that the male and female adolescents differ significantly on mental health. However the two groups showed no difference on academic achievement. Further the two groups showed difference on various dimensions of the Mental Health Battery including Emotional Stability (ES), Overall Adjustment (OA), Security Insecurity (SI) and General Intelligence. The main difference favored the male adolescents in case of these dimensions. However, the two groups showed no difference on Autonomy (AY) and Self Concept dimension (SC). Based on the findings of the study recommendations were made to provide guidance and counseling facilities in the higher secondary schools of district Baramulla.

Ehtesham Anwar (Oct 2013) Investigated “A Correlational Study of Academic Achievement and Study Habits: Issues and Concerns” This study investigates the degree of relationship between study habits and academic achievement of senior secondary school students. The investigator has also sought to compare the influence of good and poor study habits on the academic performance of the students at senior secondary level. The study employed a deceptive research of survey type. A study Habit Inventory (SHI) was employed to determine the study habits of the students. A reliability coefficient of 0.91 was obtained using split half method. The population of the study includes all the senior secondary school students of Lucknow city of U.P. (India). Samples were selected through purposive random sampling technique. Two hypotheses were formulated and were tested using Pearson’s correlation and t – test at 0.05 and 0.01 level of significance. The descriptive analysis revealed positive relationship between academic achievement and study habits and the degree of relationship is high. It was also found that the academic performance of students having good and poor study habits differ significantly and good study habits result in high academic achievement. The findings of this study would be of immense help in improving the study habits of the
students at secondary and senior secondary level. Improvement in student's academic achievement will further had to national development as competent manpower will be produced planning of specific items for study is highly recommended. Necessary study skills must be taught to our students with a view to improving their academic performance.

➢ **Taviyad Mansingbhai S, Yasvantbhai H and Patel (November 2013)** Compared "Adjustment and Academic Achievement of Higher Secondary School Students" The main aim of the present research was to study and compare certain areas of adjustment and academic achievement of higher secondary school students. Present study was conducted on random sample of 100 (50 male And 50 Female Students) of higher secondary school student of Himmatnagar City adjustment inventory for adolescent students by R. K. Ojha was used for data collection and Average marks of last three years annual results was considered as academic achievement to analyze the data t test was used results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Significant difference is also existed between male and female adolescent on academic achievement.

➢ **Ayodele, C.S and Adebiyi, D.R (2013)** Examined the effect of “Study Habits as Influence of Academic Performance of University Undergraduates in Nigeria” This study examined study habit as a determinant of academic performance of undergraduates in Nigeria. It also investigated how faculty and gender influence their study habit. The study employed a descriptive research survey type. The research instrument was titled" Study habits determinants Questionnaire". The face and content validity was ascertained by psychologist and Guidance and Counseling experts. A reliability coefficient of 0.85 was obtained using split half method. The population of the study includes all faculties in the university. Samples were selected through stratified and random sampling techniques. Two hypotheses were generated and were tested using student t-test and ANOVA at 0.05 level of significance. The descriptive analysis revealed that self concept was very strong
determinant of study habit, so also was method of study, family background, socio-
economic status, peer group and course of study. Again, gender was found to have
no significant difference on undergraduates' study habit while on the other hand
faculty of undergraduates had a significant difference on their study habit. The
outcome of this study would be of immense help to undergraduates, helps to
improve their study habits skills and in turn facilitate students' performance.
Improvement in students' academic performance will therefore lead to national
development as qualitative manpower will be produced. It was recommended based
on the findings that home-front factors should be thoroughly addressed such that
students will be able to manage other determinants. Also, the school, government
and all stakeholders should make facilities and materials that facilitate studying
available to students.

> Neelam (April 2013) Studied "Academic Achievement of Secondary School
Students Having Differential Level of Academic Anxiety" This study is undertaken
with a view to find out the academic achievement of secondary school students
having differential level of Academic Anxiety. It was hypothesized that there exists a
significant difference in academic achievement of secondary school learners having
differential level i.e. high, moderate and low level of Academic Anxiety. For
verification of the hypotheses, the data were collected by administering 'Academic
Anxiety Scale for Children (AASC) on 200 secondary school students of Mandi
district of Himachal Pradesh by adopting lottery method of random sampling. The
statistical technique used was one way ANOVA. The findings of the present study
revealed that the Academic Anxiety and academic achievement both are highly
correlated to each other. High Academic Anxiety results in low academic
achievement and vice-versa. It was also found that the academic achievement of
girls were better than boys. In the end, results have been discussed and implications
have been made.
Loneza Gas-ibCarbonel (August 2013) conducted a study focused on "Learning Styles, Study Habits, and Academic Performance of College Students At Kalinga-Apayao State College". Defined learning style and established study period are two things that help direct learners to improve their capabilities in learning Mathematics. This study focused on the description and evaluation of the perceptual learning style, study habits and its significance to the students' academic performance, particularly in College Algebra. Three sets of questionnaires were used to gather the numerical data: the Learning Style Inventory guide, the study habit assessment form, and the teacher-made test. This includes one hundred (100) students who were enrolled in College Algebra during the second semester of 2013 at Kalinga-Apayao State College. The study showed that 46% percent of the students are have desirable learning through visual style of the learning, thirty-six (36%) percent prefer auditory learning and only 18% of them prefer tactile style of learning. On the hand, it is observed that the students had an average study habit. Among the indicators; the students got a highest mean of 2.05 in the number of hours in studying their lessons. On the students' performance, it was noted that the students in College Algebra had an" average performance" as evidenced by the computed mean of 2.15. Specifically, there are 50 % of them fall under average performance, 35% of them are within" low performance." While only 15% of them have "high performance." In the assessment of whether there is a significant difference of the study habits and the performance of the students, the null hypothesis is rejected. This implies that the study habits of the students in College Algebra have great impact to their performance in the said subject. The students described themselves as visual style in learning and auditory rather than being tactile. When asked if what areas do they students need remediation in learning College Algebra, they reflected that: 35% of the students need remediation on the following areas: synthetic division and quadratic equations, and systems of equations with problem solving. There are 30 or 30 % of the students need remediation on the areas like: Rational expressions and equations. Polynomials and Algebraic expressions also are areas where students need remediation.
Syeda Farhana Kazmi (2012) Studied on "Anxiety as Predictor of Aspiration among Academic Achievers" The present research aimed at to measure the relationship between anxiety and aspiration among academic achievers. A purposive convenient sample consisted of 200 students with average age 15 years of both gender; 100 female students (high academic achievers =50, low achievers = 50) and 100 male students (high academic achievers = 50, low academic achievers= 50) were taken from Higher secondary schools of Abbottabad. Taylor manifest anxiety scale (Taylor & Spence, 1953) along with Study-Habit Scale (Ansari, 1983) was administered on the sample. Analysis of results revealed that the pattern of achievement of a student depends on his/her aspiration level and anxiety has association with level of aspiration in students. Study further highlighted that achievers tend to have considerably higher achievement scores have higher aspiration as the result of perceived high anxiety. Students with low achievement scores have lower aspiration as the result of perceived high anxiety. Least-square line of Regression with achievement status as the outcome of aspiration and anxiety as the predictor variable indicated good model of fit showed that results indicate there was positive significant relationship between students' high level of academic achievement and anxiety. The study filled some identified gapes in literature and tries to stress the need for more research on this topic.

Ashokkumar B. Surapur (Oct 2012) Analyzed the "Impact of Government School Students Interest in Science, Study Habits and School Adjustment on Academic Achievement In Science" The purpose of the study was to analyse independent and combined effects of variables viz., Interest in science (higher and lower), Study habits (good and poor) and School Adjustment (high and low) on Academic achievement in Science. The sample of the present study includes 300 students selected randomly from IX Standard studying science subject. The study revealed that, (i) The Government School students with higher Interest in science have more influence on Academic achievement in science than the Government School students with lower Interest in science; (ii) The Government School students with higher Interest in science and high School adjustment have more influence on Academic
achievement in science than the Government School students with higher Interest in science and low School adjustment; (iii) The Government School students with good Study habits and low School adjustment have more influence on Academic achievement in science than the Government School students with poor Study habits and low School adjustment.

- **Jyotsana K Shah and Bhawna Sharma (2012)** conducted a study on “Social Maturity, School Adjustment and Academic achievement among residential school girls” the present study is aimed at studying the relationship between Social Maturity, School Adjustment and levels of Academic achievement among residential school girl students. The study was conducted on a sample of 347 girls from class ix –xii at an all girl’s residential school of North India. Dr. Nalini Rao’s Social Maturity Scale (RSMS) was used to measure social maturity, Sinha& Singh’s Adjustment Inventory for School Students (AISS) was used to measure school adjustment and aggregate score of the students in the year end final examination was taken to assess level of their academic achievement. The results indicated a significant relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustments of the three groups i.e. low, high and average levels of academic achievement.

- **Yellaiah, (May2012)** investigated the “Impact of Adjustment on Academic Achievement of High School Students” Education is the ability to meet life’s situation. It is a character-building process enhancing one's personality and making his/her rational capable, respective and intelligently independent. The child adjustment is determined by a large number of factors, both personal and environment in nature. All human beings possess the ability to stand back and observe themselves. Now in the field of education it seems to have become very important, as many other factors seem to depend on this reflective quality. Academic achievement is mostly assumed that the universe is an orderly place when all events occur in keeping with natural laws. The present study is belonging to normative survey method of research. It helps to explain the educational
phenomena in terms of the conditions or relationships that exist opinions that are held by the students, teachers, parents, and experts and evident or friends that are developing. Sample of the study consists of 300 students studying in class IX from various government and private schools, rural and urban areas of Mahabubnagar district in Andhra Pradesh. I have collected this sample by using Adjustment Inventory for School Students (AISS) Prof.A.K.P.Sinha and Prof.R.P.Singh. The study conclude that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. It is found that there is a low positive relationship between Adjustment and Academic Achievement.

The present study was aimed at investigating the adjustment abilities of secondary school students. The Adjustment Inventory for School Students (AISS) developed by Sinha & Singh was employed to assess the adjustment level of the students. The study was carried out on a sample of 120 secondary school students, keeping in mind various demographic factors. The survey method of research was employed to collect the requisite data. The data so collected was analyzed using statistical measures of Mean, Standard deviation and t-test. The findings of the present study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school.

A.S. Arul Lawrence (August 2012), Conducted a study on “School Environment And Academic Achievement of Standard IX Students” The present study School Environment and Academic Achievement of standard IX students was probed to find the relationship between School Environment and Academic Achievement of standard IX students. Data for the study were collected using self-made School Environment Scale (SES). The investigator used stratified random sampling technique for selecting the sample. The sample consists of 400 standard IX students.
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For analyzing data 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between School Environment and Academic Achievement of standard IX students.

- **Fauzia Khurshid, Afifa Tanveer, Farah Naz Qasmi (2012) Studied** "Relationship between Study Habits and Academic Achievement among Hostel Living and Day Scholars' University Students" Present study designed to explore the relationship between the study habits and academic achievement of day scholars and hostel living male and female university students. For the measurement of study habits a standardized 49 items inventory developed by a Dennis H. Congos was used. A random sale of 200 male and female university students was collected from leading public sector universities of Rawalpindi and Islamabad. Results show that there is a positive correlation between study habits and academic achievement. Female university students possess more effective study habits and higher academic achievement than male university students. Day scholars have better study habits and higher academic achievement than those living students.

- **Rupinder Kaur Gulati, Jagpreet Kaur, Paramjeet Sangwan (2012) Conducted** "Psychological Correlates of Academic Achievement among Adolescents" The psychological correlate of academic achievement i.e. academic stress and academic hardiness has been considered very important for children's grooming academic achievement. Present study was conducted to explore and evaluate the impact of academic stress and academic hardiness on the academic achievement of the adolescents. Academic achievement of the adolescent has been taken as a dependent variable. In the Present study a convenient sample of 300 students studying in 9th class in various Govt. and Private Schools of Patiala district was taken giving due representation to gender and type of school. The indigenously designed questionnaire was used to collect the data. T-test and correlation were applied to assess the significance of the results. Hence the present study is a humble effort to explore academic stress and academic hardiness as correlates of academic achievement among adolescents.
Omotere Tope (May, 2011) Investigated “The Effects of Study Habit on the Academic Performance of Students: A Case Study of Some Secondary Schools in Ogun State” The study investigated the effects of study habit on the academic performance of students using some selected senior secondary schools in Ijebu-Ode Local Government Area of Ogun State as a case study. Two hundred (200) students were randomly selected from five senior secondary schools in the area. The instrument utilized for the study was a questionnaire named “Study Habit and Study Attitude Scale” (SHSAS). Four hypotheses were tested and the result showed that family background, peer group pressure, personality type of the student and the school environment all affect the reading habit of students in secondary schools. Data was analyzed using percentage. Based on the findings, appropriate parental counseling programme needs to be organized for parents that will educate them on how to motivate their wards to cultivate good study habits in order to enhance their academic performance. Hence, it is suggested that similar research with relevant research methodology should be used in carrying out research in other states of the federation to ascertain the degree of conformity which this research have on the study habit of all senior secondary school students in Nigeria.

Grace Adebisi Fayombo (2011) Examined “Student-Related Variables as Predictors of Academic Achievement among Some Undergraduate Psychology Students in Barbados” This study examined some student-related variables (interest in higher education, psychological resilience and study habit) as predictors of academic achievement among 131 (M = 28.17, SD = 1.61) first year psychology students in the Introduction to Developmental Psychology class in UWI (The University of the West Indies), Cave Hill Campus, Barbados. They responded to four instruments: PAT (Psychology Achievement Test), IHES (Interest in Higher Education Scale), PRS (Psychological Resilience Scale) and SHS (Study Habit Scale). Descriptive Statistics, Pearson Product Moment Correlation and Stepwise Multiple Regressions were conducted. Findings revealed significant positive correlations between the student-related variables and • • •
academic achievement. The student-related variables also jointly contributed 46% of the variance being accounted for in academic achievement ($R^2 = 0.464$, which is the square of the measure of correlation and an indication that the model is fit for future prediction of academic achievement among university students) and this was found to be significant. Additionally, it was found that interest in higher education was the best predictor of academic achievement and that psychological resilience and study habit were other significant predictors. These results were discussed in the light of improving these student-related variables for effective teaching of psychology and good academic performance.

- **Omotere Tope (2011)** Examined “Influence of School Environment on the Academic Performance of Secondary School Students in Lagos State” Factors such as school facilities, class size, school location and school plant planning were examined to know their effects on the academic achievement of secondary school students. Questionnaire was contracted to test the hypotheses developed. Simple percentage statistical tool was employed to analyse the variables. Based on the findings, it was discovered that poor school facilities, large class size, inappropriate school location, and poor school plant planning negatively affects students’ academic performance. Recommendations were made to address the issues of school learning facilities, classroom population, school location and proper school plant planning.

- **Yi-Lung Kuo (May 2011)** investigated “The impact of psychosocial factors on achievement gains between eighth and tenth grade” This study investigated the roles of the psychosocial factors (PSFs) of motivation, social control, and self-regulation, in the prediction of 10th grade academic achievement for a large sample of 8th grade students. The differential effects of PSFs for male and female students with different levels of 8th grade achievement were also examined. Of the 4,660 middle-school students in the ACT database, 1,384 8th grade students were included in the study. The Student Readiness Inventory-Middle School (SRI-MS) was used to assess three broad PSFs based on ten scales, which were named motivation (consisting of Academic Discipline, Commitment to School, and Optimism), social...
control (consisting of Family Attitude toward Education and Family Involvement, Relationships with School Personnel, and School Safety Climate), and self-regulation (consisting of Managing Feelings, Orderly Conduct, and Thinking before Acting). The students' EXPLORE and PLAN Composite scores served as measures of initial and later academic achievement, respectively. Multiple regression models were constructed for each PSF to test the hypotheses. Post hoc probing techniques were used if significant interaction terms were found. If no significant interaction terms were found, the effects of PSFs on achievement gains were examined using a psychosocial mediation model. The results showed that 8th grade females demonstrated greater motivation, social control, and self-regulation than 8th grade males. Also, motivation and social control each interacted significantly with sex and 8th grade achievement when predicting 10th grade achievement. Specifically, among female students, effects were positive for females with higher prior achievement and negative for females with lower prior achievement for both motivation and social control. For male students, neither motivation nor social control added significantly to the prediction of later achievement. There were no interactions between self-regulation and either sex or prior achievement. Instead, self-regulation partially mediated the effects of initial achievement when predicting later academic achievement.

> Saroja Bai (July, 2011) Examined "Study of Anxiety Proneness and Emotional Intelligence In Relation To Academic Achievement of Pre-university Students, research analysis and evaluation" The present study is intended to examine Anxiety Proneness and Emotional Intelligence in relation to Academic Achievement of Pre-University students. Study being an exploratory student performance in examination has been considered seriously to examine if there is any influence of Anxiety Proneness and Emotional Intelligence on their Academic Achievement or not. The study involves 500 Pre-University students selected from Bangalore Urban and Rural area who were studying in Science, Arts and Commerce stream by using stratified random sampling procedure. The study conducted on 269 male and 231 female students of Government, Private and BBMP (Bruhat Bangaluru Mahanagara...
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Palike) Colleges. Data were collected using appropriate tools namely; i) Sinha’s Comprehensive Anxiety Test (SCAT) developed by A.K. P. Sinha and L.N.K. Sinha. ii) Emotional Intelligence Scale for Adolescents (EISA) self developed tool constructed by Investigator. The present study reveals that: - Arts, Science and commerce students of PUC have significant difference in academic achievement, anxiety proneness and emotional intelligence and its dimensions Arts and Science of PUC have significant difference in anxiety proneness and emotional intelligence. Commerce and Science students of PUC have significant difference in anxiety proneness and emotional intelligence.

Shabbir Ahmad Rana and Rukhsana Kausar (2011) Conducted a research study titled “Comparison of Study Habits and Academic Performance of Pakistani British and White British Students” The present study was conducted to compare Pakistani British and White British students on study habits and their academic performance. The sample comprised of 200 science students of 10th class recruited from four multiethnic schools of England, UK. Survey of Study Habits and Attitudes (Brown & Holtzman, 1955) was used to assess students’ study habits and their last year academic grades were used to assess academic performance. Statistical analysis revealed that although White British students had significantly better study habits than the Pakistani British but no significant difference was found in their academic performance. Country of origin and schools had significant interactive effect on study habits of students but did not have an interactive effect on academic performance of the students. The study has important implication for the educationists.

Mohan Gupta and Renu Gupta (2011) Examined “Adjustment and Scholastic Achievement of Boys & Girls” This study examined the process of how some factors of adjustment leaves effect to children academic achievement. These factors are emotional adjustment social adjustment and educational adjustment. The literature on adjustment consistently has clarified that factors of adjustment play an important role in children’s academic achievement. The mechanisms for adjustment
have not been well studied. This study aimed to know the level of adjustment and educational achievement of secondary school's children.

The tools, which are used in study are high reliable. Adjustment inventory of A.K.P. Sinha and Singh R.P. (1980) was used. Sample of 100 students was selected from various schools of Meerut. In which two groups were formed according to their gender. Statistics were used. Mean, S.D. & Critical Ratio were calculated.

The finding shows that male student are showing significantly higher score than females, it means female children were better in social adjustment. While in educational adjustment the result shows that boys and girls have same order of adjustment. It means the opinion of teachers of co-educational institution that girls adjust better than boys is wrong.

This study is particularly important for opening the co-education institutions and for providing the additional education. Even though education is by no mean a quick intervention, it is more permanent and perhaps more impactable on the adjustmental environment.

Malavika V. Mokashi, V. Gaonkar and V. S. Yadav (2010) Conducted a research study titled "Relationship between anxiety and Scholastic Achievement" The study was conducted on a purposive sample of 330 students comprised of 165 boys and 165 girls, from VIII, IX and X standards of two residential schools. Their age ranged between 14-16 years. Marks obtained in the previous final examination were considered for assessing scholastic achievement and Cattel's (1963) Anxiety Scale Questionnaire was used to measure anxiety. The results revealed that the respondents were high in their anxiety level and also in their scholastic achievement. Boys were significantly having higher anxiety level while girls were higher in scholastic achievement. The results also revealed that majority of the respondents had developed lack of self sentiment, ego-weakness, suspiciousness, guilt proneness and frustration tension to the extent of higher level. There was a significant negative relationship was observed between lack of self sentiment
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development, guilt proneness and overall anxiety with the scholastic achievement of the respondents.

- Angus J. Macneil, Doris I. Prater and Steve Busch (January 2009) investigated "The effects of school culture and climate on student achievement". The purpose of the study was to investigate whether Exemplary, Recognized and Acceptable schools differ in their school climates, as measured by the 10 dimensions of the Organizational Health Inventory. Significant differences were found on all 10 dimensions of the Organizational Health Inventory, with Exemplary schools outperforming Acceptable schools. No statistical significance was found between Exemplary and Recognized schools. Statistical significance was found, with Recognized schools outperforming Acceptable schools on the Organizational Health dimensions of Goal focus and Adaptation. The findings of this study suggest that students achieve higher scores on standardized tests in schools with healthy learning environments.

- Seref Tan (2009) opinion that "Misuses of KR-20 and Cronbach's Alpha Reliability Coefficients, Education and Science". In this study, misuses of KR-20 and Cronbach's alpha reliability coefficients, used as internal consistency estimates, are illustrated. Two real data sets were used, dichotomously scored, KR-20, data set and polytomously scored, alpha, data set, to see variations in internal consistency coefficients when the unidimensionality assumption is violated. It is shown that a very high, but misleading internal consistency coefficient, KR-20 or alpha, can be obtained even when the unidimensionality assumption is violated. It is also shown that using the standard error of measurement as an indicator of reliability results in similar problems. Finally, misuses and the ways of avoiding those misuses of reporting internal consistency of a scale are suggested and briefly illustrated.

- Akbar Hussain, Ashutosh Kumar and Abid Husain (April 2008) Examined "Academic Stress and Adjustment Among High School Students". Present study was undertaken to examine the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between
the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school Sinha and Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

Nouhi E, Shakoori A and Nakhei N (2008) Investigated “Study habits and skills, and academic achievement of students in Kerman University of medical sciences”

Background and purpose: Study skills are one important factor influencing academic achievement of students. We must replace ineffective models and habits of study with more fruitful skills in order to gain better learning. This study investigates the study skills and habits of medical students and their educational achievement.

Methods: Based on a pilot study the sample size was estimates as 400. Systematic cluster sampling based on medical school registry of students was used. The subjects were medical sciences students of different program. Data gathered with a researcher – made questioner of study skills containing five part including demographic question; 14 items on planning and time management; 20 on active reading, 8 on concentration and 18 on note taking; and 20 on study habits.

Results: The mean score was 163/1±28/2 (range 50-250) for study skill and 25/6±6/86 (range 20-60) for study habits. The mean scores of students for different components of study skills were 16.89±1.7 for planning and time management (Possible of 14-70), 59.1±14.1 for reading comprehension and speed (20-100), 19.8±6.6 for concentration (8-40), and 46.43±13.8 for note taking (18-90).
major defects in students' study skills were planning and time management followed by concentration and note taking skills. Study skills had a significant correlation with educational achievement \((r = 0.101, P < 0.05)\) while study habits correlation with educational achievement was not significant \((r = 0.085, P > 0.05)\). Although males scored slightly better in study habits and all components of study skills but this superiority was only significant for reading comprehension and speed.

**Conclusion:** Students need to learn study skills early in their university life. Results showed weakness in study habits and study skill and deficit in planning and time management, concentration and note taking skill. We suggest educational course or workshop about university skills for students.

Malavika. V. Mokashi and v. Gaonkar (July, 2007) conducted a research study titled "Correlates of Anxiety And Scholastic Achievement of Residential School Students" This was an ex post-facto research study aimed to identify the relationship between anxiety and scholastic achievement of residential school students conducted on a purposive sample of 330 students comprised of 165 boys and 165 girls from VIII, IX and X standards of two residential schools. Their age ranged between 14-16 years. Marks obtained in the previous final examination were considered for assessing scholastic achievement. Cattel's (1963) Anxiety Scale Questionnaire was used to measure anxiety and Raven's (1956) Standard Progressive Matrices Scale was used to measure intelligence. The results revealed that there was no significant relationship between personal characteristics of the respondents with anxiety and scholastic achievement. Among the boys income of the family and age were negatively related with anxiety and scholastic achievement respectively. Whereas among the girls arts and music, sports and intelligence were positively related with scholastic achievement. Among the personal characteristics gender alone contributed to the extent of 9 percent variation in the level of anxiety and 13.4 percent variation in the level of scholastic achievement. Majority of the respondents were definitely above average in intelligence. The results showed that majority of the respondents were high in their anxiety level and also in their
scholastic achievement. Boys were significantly higher in anxiety while girls were higher in scholastic achievement and were definitely above average in their intelligence. There was no significant difference between the boys and girls of VIII, IX and X standards on anxiety, where as a significant difference was observed between boys and girls of VIII, IX and X standards on scholastic achievement. Results also revealed a significant negative relationship between lack of self sentiment development, guilt proneness and anxiety with the scholastic achievement of the respondents. Thus the results revealed that as anxiety increases scholastic achievement of the respondents' decreases.

> **Farmer, T. W., Irvin, M. J., Thompson, J. H., Hutchins, B. C and Leung, M. C (April 2006)** Examined “School adjustment and the academic success of rural African American early adolescents in the Deep South” This study examined the relationship between end-of-year grades and the academic, behavioral, and social characteristics of rural African American youth. Participants included 392 7th and 8th grade students from 2 rural middle schools in the south. Participants were African American and were from 2 communities that have child poverty rates exceeding 50% for public school students. Girls were more likely to have positive characteristics than boys. Academic, behavioral, and social difficulties were linked to low end-of-year grades, and positive characteristics were linked to high grades. Implications for supporting low-achieving African American students from low-resource communities are discussed.

> **Abid Hussain Ch (June 2006)** Examined the “Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students” The substantive aim of the study was to examine the effect of guidance services on students’ study attitudes, study habits and academic achievement. An experimental study was devised for the purpose. A guidance programme for secondary school students was developed by the researcher. An experiment was conducted to explore the effectiveness of guidance services in terms of improvement in students’ study attitudes, study habits and academic achievement. Ten null hypotheses were tested
to explore the effect of guidance services on students’ study habits, study attitudes and academic achievement in five subjects. All the hypotheses were tested at 0.05 level of significance. The results of the study indicated that the guidance services have significant effect on the students’ study attitude, study habits and academic achievement.

➢ **Uget Apayo Uguak (October, 2005)** investigated “Psychological Factors Associated With Students’ Academic Achievement in An International School in Kuala Lumpur”. This study investigated the relationship between psychological factors and students’ academic achievement among foreign students in an international school in Kuala Lumpur. The academic achievement of the students in the target international school was unevenly distributed among the students. This uneven distribution was studied to identify the psychological factors that best predicted the students’ academic achievement. The research employed an ex post facto design and the data was collected through a set of questionnaires. One hundred and fifty subjects were randomly selected out of seven classes based on Kerlinger and Pedhazur (1973); Cohen’s (1988) principles and formula respectively. Both descriptive and inferential statistics were used to analyze the data in the study using SPSS. The statistical techniques used were Descriptive Statistics, Independent-Sample t-test, Analysis of Variance (ANOVA), Pearson Product Moment Correlation (r), and Multiple Linear Regression.

The research findings showed that there was no statistical significant difference between female and male students on psychological factors (adjustment, motivation, attitude, locus of control, self-efficacy and attribution). The findings also revealed that the primary and secondary levels were significantly different only on locus of control. A positive and significant relationship was also found between psychological factors and academic achievement with strengths ranging between moderate and low. The results of the multiple regression analysis showed that attribution, adjustment, self-efficacy, and attitude were significant predictors of academic achievement. The $R^2=0.547$ implies that the four predictor variables
explain about 54.7% of the variance in academic achievement. On the other hand, Locus of control and motivation were not significant but positively related to academic achievement. Generally, the findings indicated that the four psychological factors were the most significant factors in explaining the variance of academic achievement.

- **Sun-Geun Baek and Hye-Jeong Choi (2002)** investigate "The Relationship between Students' Perceptions of Classroom Environment and Their Academic Achievement in Korea". The classroom have long been recognized as a critical milieu for students' educational achievement. The purpose of this study was to investigate the relationship between students' perceptions of classroom environment and their academic achievement in Korea. For this study, the Classroom Environment Scale (CES), developed by Moos and Trickett (1987), was revised and translated into Korean. The Korean Classroom Environment Scale (KCES), consisting of nine subscales, was used to measure the psychosocial characteristics of the classroom environment. The data was collected from May to June 2001 from a sample of 1,012 students in 10th and 11th grades at the same school district in Seoul, Korea. The results of ANOVA analysis of the data revealed that there were statistically significant differences in classroom environments according to students' school and classroom organizations. Additionally, the results of Pearson's simple correlation coefficient analysis showed that the seven subscales in the KCES (i.e., involvement, affiliation, competition, task orientation, order and organization, rule clarity, and teacher control) had a significant correlation with students' academic achievement. Furthermore, the results of multiple regression analysis revealed that the multiple correlations (R) between the KCES 9 subscales and students' academic achievement were 0.27. Based on these results, it was claimed that classroom environment was a good predictor of students' academic achievement.

- **Kimmo Vehkalahti (2000)** studied "Reliability of Measurement Scales". Methods for assessing the reliability of measurement scales was investigated. Reliability, which is defined as the ratio of the true variance to the total variance, is an
important property of measurement. In order to estimate the reliability, the concepts of measurement model and measurement scale are required. The model specifies the structure of the measurement, and the scale, which is a combination of the measured items, represents a realization of the theoretical notions. The focus was on two measures of reliability: Cronbach's alpha, which is widely applied, and Tarkkonen's more general measure. Both measures are founded on the same definition of reliability, but they imply different assumptions about the model and the scale. Cronbach's alpha is based on the classical true score model of psychometrics, while Tarkkonen's measure belongs to a general framework of modeling the measurement. The measures were examined theoretically and by extensive Monte Carlo simulation experiments implemented in Survo environment. Cronbach's alpha is shown to be a restricted special case of Tarkkonen's measure. According to the simulation experiments, the statistical properties of Tarkkonen's measure proved to be acceptable. Conversely, the study revealed additional evidence concerning the unsuitability of Cronbach's alpha as a measure of reliability. The results suggest that Tarkkonen's measure of reliability should supersede Cronbach's alpha in all applications.

Backhoff, E., Larrazolo, N., & Rosas, M. (2000) Described "The level of difficulty and discrimination power of the Basic Knowledge and Skills Examination (EXHCOBA)" The Basic Knowledge and Skills Examination (EXHCOBA) is one of the few great-scale examinations in Mexico which has been publishing its psychometric parameters. In this paper we describe the item analysis results, regarding the exam's difficulty level and discrimination power. Results show that most of the items have a medium difficulty and a high discrimination power. They also reveal that the mathematics items have better discrimination power levels than the ones which belong to social science.
Dahar, Muhammad Arshad & Dahar, Rashida Ahmad & Dahar, Riffat Tahira (2009) investigated "Impact of the prior school environment on academic achievement of students at the secondary stage in Punjab (Pakistan)". This study investigates the impact of the prior school environment on academic achievement of students at the secondary stage in Punjab (Pakistan). School environment is a very important school resource input. All the indicators of school environment collectively produce an academic environment that is helpful for the student achievement. The present school environment of a session is the prior school environment for the next session. Therefore, this study used mean of the prior five years results of SSC examination. Population of the study comprised all secondary and higher secondary schools and secondary students in Punjab. Overall, a total of 288 schools, and then 20 students from each school were randomly selected as the sample of the study. The longitudinal data of academic achievement in the form of aggregate marks of the annual examinations of the Classes VI, VII, & VIII as prior achievement and that of the Class X as academic achievement of the same students through "Result Sheet". The data were summarized at school level and then analyzed collectively. Pearson correlation was used to find out the relationship (association) of the prior school environment with academic achievement. Furthermore, Stepwise Regression analysis with linear function was used to find out the differential impact (causal-relationship) of the prior school environment on academic achievement. The results of the study show that the prior school environment is an important predictor of academic achievement for arts students; however, it has some insignificant positive impact on academic achievement of science students. The insignificant and weak causal relationship for science students may be improved if the indicators of school environment are properly defined and improved up to the higher standards. Prior school environment is very helpful in producing the present school environment. In this way, both the present and the prior school environments are important. The policy implications of the study are that the prior school environment provides the accelerating or the declining trend of academic achievement of students.