CHAPTER I

INTRODUCTION

The word education has a very wide connotation and thus is hard to define. Philosophers and thinkers from Socrates to Dewey in the West and from Yajnavalkya to Gandhi in the East have defined education in accordance with their philosophy of life with the result that there emerged divergent concepts and definitions of education. The concept of education is like a diamond, which appears in different colors when seen from different angles.

Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma and Singh, 1990).¹

Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and
transmitted by education. It is again through education that he promotes his intelligence and adds his knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major “life processes” of the human beings “just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social sense. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, et al. 1963)\textsuperscript{2}

The world is becoming more and more competitive. Quality of achievement has become the key factor for personal progress. Parents desire that their children climb the ladder of achievement to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers and schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990)\textsuperscript{3}

A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. Citizens of tomorrow are children attending today's schools. Those children in their capacity of being the future administrators,
engineers, doctors and last but not least the citizens of the country must be brought up in a way worthy of the obligations which they owe to their community and their country at large. They should normally possess the best physical and mental health for performing their duties. But unless something is done to help the child, he will continue to suffer from anxiety due to heavy work load. Due to high anxiety, child develops certain personality factors which inhibit his proper physical, emotional and social development. All these factors add to emotional tensions of the child and make him an unbalanced personality. In later years, such a child because of his under developed personality becomes a burden for the society in one form or the other. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which help to develop a balanced personality. Educationists and counselors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study while others do not. Anwana and Cobbach (1989)\textsuperscript{4} showed that students do badly academically on account of factors other than low intellectual capacity. Tiwari and Bansal (1994)\textsuperscript{5} also mentioned that a child with high academic achievement is likely to be well-treated as well behaved and independent and low achievers as incapable and deprived of employment, which may lead this to maladjustment to life.

Academic achievement of students especially at the higher secondary school level is not only a pointer to the effectiveness or otherwise of schools
but a major determinant of the future of youths in particular and the nation in general. Today youths are highly influenced by society, socio-economic status, emotional maturity etc., which may enhance the academic achievement of youths or may disturb the academic achievement of youths in secondary school period. Since the acceptance of education is constitutional right of student in the age group of 6-14 years, secondary education has been an area of concern for both, the educationist and the government of India. At this stage, they begin to develop their personality and to prepare for various responsibilities. Secondary education plays a significant role in the development of well balanced personality of the individual on one hand and on the other hand social, economic, technical and cultural efficiency of the nation is also dependent upon the secondary education. To understand the importance and position of higher secondary education, one should be acquainted with structure of educational system in India.

1.1 Structure of Educational System in India

1.1.1 Pre-Primary

It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.
1.1.2 Primary

It includes the age group of children of 6-11 years studying in classes from first to fifth.

1.1.3 Upper primary

It consists of children studying in classes from sixth to eighth.

1.1.4 Secondary

It includes students studying in classes ninth and tenth.

1.1.5 Higher Secondary

It includes students studying in classes eleventh and twelfth.

1.1.6 Undergraduate

Here, a student goes through higher education, which is completed in college. This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.
1.1.7 Postgraduate

After completing graduation a student may opt for post graduation to further qualification.

Figure 1.1  Structure of Educational System in India
After independence, the pattern of the higher secondary education in India was influenced by the recommendations of University Education Commission (1948)\(^6\), which regarded higher secondary education as very important, because it was the foundation of university education. Secondary Education Commission (1952-53)\(^7\) made valuable suggestions for the improvement and re-organization of secondary education and recommended the diversification of courses to meet varying aptitudes, interests and talents of the learners.

Different states in India, therefore, introduced diversified courses at the secondary stage of education. The Education Commission (1964-66)\(^8\) recommended introduction of uniform structure of school and college education throughout the country. It also pointed out that secondary education is a complete unit by itself and that at the end of this stage the student should be in a position to, if he wishes, take up some useful vocation. Prior to the implementation of 10+2+3 scheme of school and college education, diversification of courses started from class IX i.e. approximately at the age of 14+. The students at this age are not mature enough to take such an important decision. Moreover, their talents and aptitudes are not likely to have crystallized fully at this age to enable them to take a judicious decision. In this regard, Kulshrestha (1956)\(^9\) stated that the enlarged curriculum might create confusion in the mind of an immature child studying in class VIII, who is still young. Regarding the scheme of diversification of courses, Education Commission (1952-53) stated that one of the major weaknesses in the scheme is that specialization of studies
begins too early. The streaming of pupils in this way is undesirable. The Commission further suggested that secondary schools should admit the best students. At the higher secondary stage, the selections for admission have to be more rigorous. An attempt was made by British Journal of Educational Psychology to organize a number of symposia for discussing the importance and procedure of selection of students for admission to different streams of secondary education. A number of eminent psychologists and educationists participated in the deliberations and contributed research studies in that regard. The general agreement is that streaming and diversification of courses should be introduced at the age of 16+, when students have acquired necessary general education at least for 10 years.

The secondary education commission (1952-53) also writes, “Our secondary school should no longer be single track institutions but should offer a diversity of educational programs calculated to meet varying aptitudes, interest and talent”. Different states in India have, therefore introduced diversified courses suitable for different types of talents at the high school or higher secondary stage.

It is every parent's desire to ensure that their children perform well in school and particularly at higher secondary so that they can pursue a successful career later in life. Every child is different and there will always be some who learn at a much quicker pace than others. However, there are some contributing factors that determine a child's academic achievements.
Therefore it is important to understand the concept of academic achievement.

1.2 Concept of Academic achievement

Achievement can be described as the achievement of an individual in a certain field. In the words of Good (1965)\textsuperscript{10}, “Achievement is an accomplishment of proficiency performed in a given skill or habit or knowledge”.

Freeman (1976)\textsuperscript{11} defines achievement as, “The product of an individual’s native capacity and training which he has received plus certain character traits and general environmental influence”.

Academic achievement is usually inferred from the test scores or by the marks assigned by teachers in school or public examinations. Academic achievement is concerned with quality and quantity of learning in subject of study or group of subjects. According to Harriman (1947)\textsuperscript{12}, “the word academic achievement stands for status of the student at some examination. Usually, it is grade for a course, an average for a group of courses or an average for all courses expressed on 0 to 100 or some other quantitative scale. According to Kuppusamy (1962)\textsuperscript{13}, “Achievement in school subjects is wholly learnt by conscious application.” In our society academic achievement is considered as a key criterion to judge one’s total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic
achievement is defined by Crow and Crow (1969)\textsuperscript{14} as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. It is therefore not surprising that in the school great importance is attached to academic achievement of the students.

From the definitions given above, it may be concluded that academic achievement is the core of wider term ‘Educational growth’ and perhaps none would deny the importance of academic achievement in child's life. Achievement in the school may be taken to mean any desirable learning that is observed in the students. Since the word desirable implies a value judgment. So, it is obvious that a particular piece of learning may be referred to as achievement or not depends upon whether it is considered desirable or not. Academic achievement connotes two things-one may refer to the 'general achievement' or the total scores or grades obtained at the end of an examination, or the 'specific achievement' i.e. in a particular subject. Since all education has become achievement oriented. High achievement is considered as one of the primary goals of education and it has come to be recognized as a strong basis for ambition and progress.

The concept of achievement has several references. It usually denotes activity and mastery, making an impact on the environment rather than fatalistically accepting it and competing against some standard of excellence (Dreeaban, 1968)\textsuperscript{15}. According to Chaplin (1968)\textsuperscript{16}, education or academic achievement is the specified level of attainment or proficiency in academic
work as evaluated by teachers or by standardized tests or combination of both. According to Nayler (1972)\textsuperscript{17}, the under achieving child is one whose actual attainment, as indicated by his scholastic attainment, in school that does not measure up to his potential achievement, as indicated by his abilities. He also defined over achievers, as pupils whose school attainment is in excess of expectations formed on the basis of their activities. These concepts of over and under achievement do suggest that there are variables in addition to ability which have positive and negative effects on academic achievement.

Education is unique investment and academic achievement is a vital aspect of it. In this world of industrialization and globalization, education has become highly commercial and academic excellence has gained through tough competitions (Woolfolk, 2001)\textsuperscript{18}. So used in broad sense of the educational growth, the term academic achievement refers to the acquisition of all the behavioural changes associated with cognitive, affective and psychomotor domains. But in the context of school situation, it refers to the achievement made by the pupils in their subjects of study. Academic achievement of students has been a great concern to educationist since time immemorial. Now a day, this trend has been intensively felt by the academicians, parents and students (Anzi, 2005)\textsuperscript{19}. Going higher up in the social status of means of academic achievement is universally accepted and the most important determinant of a person’s adult status is his career (Eshel and Kohavi, 2003)\textsuperscript{20}. Academic achievement individual learns to utilize his energies with the given innate potentials and a particular pattern of
socializing pressure. Considering the fact that both innate potentials and
environmental factors play equally important roles in academic achievement,
it is imperative to look into the interplay of both these factors. Innate
potentials in terms of academic achievement are exhibited mainly through
the intellectual functions, and of course there is a positive correlation
between intellectual functions and academic achievement (Best and Khan,
1999).21

One of the old and still persisting question is “why some students
perform well in the school, while others perform poorly?” Earlier studies
(Dockrell, 1959, Curry, 1962 and Ttsezkova, 1963) showed positive
relationship between academic achievement and intelligence test scores and
it was assumed that differences in achievement were due to difference in
intelligence. However, it has been observed that in spite of positive
correlation between intelligence test score and academic achievement, there
is considerable overlapping and some of the of the students with apparently
high intelligence test scores, perform poorly at school while certain others
with comparatively lower intelligence test scores perform better (Saxena
1972). This suggests that even if measured intelligence is a factor in
dertermining academic achievement, it is not the only factor.

Moreover, some researchers (Els, Davis, Havighurst and Tyler,
1951) have expressed their doubts regarding the adequacy of the
commonly used intelligence test to measure innate capacity of the students.
They are of the view that as soon as we are able to measure intelligence,
what we measure has to some extent, been already influenced by environment. Previous studies (Wiseman 1964\textsuperscript{27}, Kamat, 1958\textsuperscript{28}, and Dockrell, 1959\textsuperscript{29}) suggested that intelligence test scores are themselves influenced by Socio-economic environment. On the basis of such researches, researcher concluded that academic achievement test scores are themselves influences by socio-economic environment.

If these views are accepted and it is assumed that intelligence test scores themselves are not free from the influence of environment, then differences in academic achievement cannot be attributed to differences in intelligence alone as measured by commonly used intelligence tests. Moreover, the instances, where students with high intelligence test scores perform poorly at school and certain others with comparatively lower intelligence test scores perform better, suggest that even if measured intelligence is a factor in school achievement, it is not the only factor. To explain the differences in academic achievement, therefore, the more recent researches have been designed to examine the role played non-intellectual factors. Among these the first and the most important to attract the attention of the researchers have been the home background and all other agencies which affect students. Home exerts the first and probably the most insistent influence. Until the students goes to school, he spends most of his time within the family and even after entering the school more than half of his time is spend in the home. Burt (1950)\textsuperscript{30} has pointed out that two months in every year, two days in every week and all except five hours out of twenty-four hours are spent by the child at home, in the neighborhood or wherever
he takes his recreation. Mass (1951)\textsuperscript{31} observed that the average high school graduate from his birth to the age of eighteen spends approximately 16 percent of his waking time under the influence of school; while 84 percent of his time would be spend under the influence of his home and community. It is well known fact that individual’s home environment is very much affected by their parents’ Socio-economic status.

1.3 Concept of Socio-Economic Status

By the term ‘status’ we mean the recognition given to an individual by his group relations (Kelly, 1951)\textsuperscript{32}. It is the result of the ranking of a role by the group (Ogburn and Nimcoff, 1960)\textsuperscript{33} that determines for its possessions of a degree of respect, prestige and influence (MacIver and Page, 1937)\textsuperscript{34}. They are, thus the ancient poers and privileges of the family bestowing prestige, authority and power (Mussen, Conger, Kagan, 1963).\textsuperscript{35}

Societies have thus developed two (distinct) types of status-the ascribed and the achieved (Linton, 1936\textsuperscript{36}, Cole and Montgomery, 1959\textsuperscript{37}). The ‘ascribed status’ is the recognition which a society gives to a person because of his position (Cole et al., 1959). It is assigned to individuals without any reference to their abilities or innate differences (Linton, R.1936).The ‘achieved statuses are those requiring special qualities although they are not necessarily limited to them.

A social person is one who confirms to the three criteria of social development as he should behave in an approved manner, play the role
which society prescribed for him and possess favorable attitudes toward people and social activities (Hurlock, 1964).  

‘Social status’, therefore, is an indication of one’s position of respect, prestige and influence in the social structure (Maclver and Page, Cole and Montogomery, 1959, Rogers, 1962) apart from his personal attributes (Maclver and Page, 1937) which may either inhibit or enhance an individual’s access to sources of information and his willingness to deviate from group norms (Rogers, 1962) and even vary with the groups (Cole et al., 1959).

The word ‘Economic’ is used generally for the motives involving earning a livelihood, the accumulation of wealth and the like (Drever, 1964). Economic Status, thus, stratified modern population according to the amount and sources of income which is usually derived from a set of occupational activities, the ownership of property or both.

Socio-economic status (SES) is a specific background variable that represents a facet of the social structure in society (Oakes and Rossi, 2002). A variety of definitions of SES exist, such as “a shorthand expression for variables that characterize the placement of persons, families, households, census tracts, or other aggregates with respect to the capacity to create or consume valued goods in our society” (Hauser and Warren, 1997).
Socio-economic status’ would; therefore, be a ranking of an individual by the society he lives in. A family's Socio-economic status is based on family income, parental education level, parental occupation, and social status in the community such as contacts within the community, group associations, and the community's perception of the family (Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein 1993).43

Socio-economic status plays an important role in the life of a person. The status opens the ways for his progress. Intelligence, attitudes, aptitudes and even interests are patterned by socio economic background of the individual. The socio economic status pays rewards and punishment both to a person (Chaudhari et al. (1998)44). According to Chain (1944)45, socio economic status includes both the social and economic status of the individual in the group.

1.4 Socio-economic status and Academic achievement

Most of the researches conducted around the globe generally found that students’ academic achievement depends on their family background and on personal background. The word ‘family background’ has been used by different researches with diverse meanings in dissimilar contexts. The family background generally includes occupation, income of the parents and education level of father and mother which constitute socio-economic status of the family which is determined by their parental social position including income, education and occupation status (Considine & Zappala, 200246, Sirin, 200547). A strong association between SES and academic achievement
is well established within decades of international literature (McConney, 2010\textsuperscript{48}). Students with low-SES are generally disadvantaged educationally, less likely to complete school and experience less successful transition between school and work (Considine & Zappala, 2002). Income is important as a poor parent cannot afford to send his/her child to a good school where tuition fees are higher, and cannot afford good books, food and undisturbed study time. Furthermore, a child may have to work with parents to supplement income. Number of siblings with age structure may be another factor of income. A family which has grown up children can earn to help parents; while with minor children can create an economic pressure on father/mother. Results from multiple studies, using students spanning from pre-school to college-age and of various ethnicities, suggest that family SES affects students’ academic achievement (Brooks-Gunn, Linver, & Fauth, 2005\textsuperscript{49}, Walpole, 2003\textsuperscript{50}). Marope (1992)\textsuperscript{51} studied the determinants of academic achievement and found that home support was an important factor that determines achievement.

Laosa (2005)\textsuperscript{52} had posted as follows: “The educational achievement gap has deep root; it is evident very early in child’s lives; even before they enter schools. Socio-economic differences such as health and nutrition status, home environments that provide access to academically related experiences, mobility rates, and financial assets can certainly influence academic achievements.”
Across all socio-economic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development (Ramey and Ramey 1994). Ford and Harris (1997) followed this logic while examining parental influences on African American students’ school achievement by focusing on specific socio-demographic factors, including parents’ level of education, marital status, and family income.

A longitudinal study examining the prediction of school outcomes from early language production and socioeconomic factors emphasized that lower SES group children are at a disadvantage when they begin school, which may have a negative impact on academic achievement and achievement if preventive actions are not taken (Walker, Greenwood, Hart and Carta 1994). Given findings from these studies, Battle (2002) asserted that “if our society is interested in increasing academic achievement, policies that increase students’ socioeconomic status are in expendable”. Lareau, Annette (2003) observes that socio-economic status is typically broken into three categories, high, middle, and low to describe the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education, and
occupation can be assessed. Additionally, low income and little education have shown to be strong predictors of a range of physical and mental health problems due to environmental conditions may be the entire cause of that person’s social predicament to begin with.

There are numerous studies in this area viz., Chopra (1965)\textsuperscript{58}, Srivastava (1984)\textsuperscript{59}, Chopra (1982)\textsuperscript{60}, Ojha (1984)\textsuperscript{61}, Tiwari (1994)\textsuperscript{62}, Begum and Phukan (2000)\textsuperscript{63}, Frempong (2000)\textsuperscript{64}, White (2001)\textsuperscript{65}, Mokshein (2003)\textsuperscript{66}, in their respective studies highlighted the influence of socio-economic status on individual’s achievement. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. This idea is supported by Becker & Tomes (1979)\textsuperscript{67} when they assert that it has become well recognized that wealthy and well-educated parents ensure their children’s future earning by providing them a favorable learning environment, better education, and good jobs. In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. Drummond & Stipek (2004)\textsuperscript{68} while discussing their “Low-income Parents’ beliefs about their role in children’s academic learning” mentioned that a few of these parents indicated that their responsibilities were limited to meeting children’s basic and social emotional needs, such as providing clothing, emotional support, and socializing manners. So these parents’ shortsightedness toward their responsibilities in the educational processes of
their children and scarcity of fund to intensify such processes could be a challenge to their children’s success.

The school system in lower-SES communities are often under resourced, negatively affecting student’s academic progress (Aikens and Barbarin, 2008). Inadequate education and increased dropout rates affect children’s academic achievement, perpetuating the low-SES status of the community. Anderson and Keith (1984) analyzed longitudinal data from 8100 high school students in a national study to test a model of at-risk students’ school learning, using structural equations analysis to fit their model to the data. Family socio-economic status was found to be one of the variables in their model that exerted a meaningful total effect.

The PISA study also undertook more sophisticated analyses that examined how the students’ achievement is associated with their own background and also how it is associated with school factors. The between-school variance in Australia, although relatively small, was largely explained by the Socio-economic status of the students. However for Indigenous students, the relationship between socio-economic status and reading achievement was much weaker, indicating that Indigenous students from higher Socio-economic status families do not perform substantially better than those from lower socio-economic status families. This suggests that other factors besides socio-economic status operate in relation to the achievement of Indigenous students (Greenwood, Frigo and Hughes, 2002). However, it is imperative to note that the effects of SES on
achievement may be indirect, in that SES is related to a host of educational-related variables such as study strategies, motivation, ability, which are themselves related to achievement. The above studies were not concerned with investigating the extent to which the effects were direct or indirect; rather, they were concerned with simply uncovering if SES and achievement had any relationship at all.

1.5 Concept of Personality and Personality factors

The term personality comes from the latin word ‘persona’ meaning mask (Hurlock, 1978)\(^2\). Allport (1937)\(^3\) defines personality as the dynamic organization within the individual of those psychophysical systems that determine his/her unique adjustments to the environment. Personality refers to the distinctive patterns of behaviour including thoughts and emotions that characterize each individual’s adaptation to the situations of life (Mischel, 1976)\(^4\). It is an individual’s enduring persistent response patterns across a variety of situations which comprised of relatively stable patterns of action often referred to as traits, dispositional tendencies, motivation, attitude and beliefs which are combined into a more or less integrated self structure (Harre et al., 1983)\(^5\) and that determine those commonalities and differences in the psychological behavior (thoughts, feelings and actions) of people that have continuity in time and that may or may not be easily understood in terms of social and biological pressures of immediate situation alone (Maddi, 1976)\(^6\).
Mathematically
\[ P = \sum B \times E \]
where \( B \) denotes behavior,
\( E \) denotes environment and \( P \) indicates personality.

As said by Woodworth (1947)\textsuperscript{77} “Personality includes physical, emotional, mental and ethical aspects of the individual. Personality is a criterion reference for knowing, understanding or evaluating any person. Personality depends on the psychophysical development of a person. It includes a person’s nature, character, intelligence, interest, attitude, aptitude, expectation, ideals etc. According to Schneewind and Robert (1998)\textsuperscript{78}, “Personality is something. Everybody knows that it exist, but nobody knows that what it is.” It is certainly true that it is difficult to put human personality which Goethe (1970)\textsuperscript{79} called the greatest happiness for children of this earth in to scientific terms. Personality is the ability to get along in adult situation; it is the person’s type of action, reaction, opinion and mood, a set of physical and social factor (Mullanattom, 1993)\textsuperscript{80}. It is judged as a social character. It is only in relation to others that we are usually judged and our consciousness of ourselves arises only in our interactions with other members of the society (Carson, Butcher & Mineka, 2000)\textsuperscript{81}. Personality is always striving for goals. Our life and behavior is purposive and we are forever seeking new ends and goals to meet our needs. Our needs define our goals, our interest and desires produce their basis and our behaviors directed towards their attainment.
Ones behavior is controlled not by the type of person one is, but mainly by personality factors (Shaughnessy, 1993). Personality factors (traits) are distinguishing qualities or characteristics of a person. Factors are readiness to think or act in a similar fashion in response to a variety of different stimuli or situations. A personality factor is some particular quality of behavior such as cheerfulness, self reliance which characterizes the individuals in a wide range of his activities and is fairly consistent over a period of time. Personality trait (factor) is one particular characteristics of a person. It can be broad characteristic such as the social distress or normally focused character such as fright (Marchiori, Loschi, Marconi, & Mioni, 1999). Personality factor is a generalized and dependable way of thinking, felling and otherwise reacting.

1.6 Personality factors and Academic achievement

Academic achievement has long been one of the key phenomena of interest in education and psychology. Some of the earliest modern psychological research was conducted with the purpose of identifying the factors that predict academic achievement. For example, early in the twentieth century Binet and Simon conducted much of their early exploration of childhood intelligence at the request of the French government, who were interested in methods of predicting school achievement (Becker, 2003). Spearman (1904), on the other hand, used academic achievement as the basis for developing his theory and measure of intelligence. Intelligence remains one of the most potent empirical predictors of academic achievement (Neisser, et al., 1996; Strenze, 2007) but it is
not alone. In many of the studies related to academic achievement it was found that the personality factors have correlations with academic achievement that are of similar strength to correlations between intelligence and academic achievement, at least at higher secondary level (Poropat, 2009). This recent result opens up the possibility of finding further links between personality and academic achievement.

Students differ in their personal values; they receive and process information differently; their personality factor is different and hence, so also is their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. Educators, researchers, and psychologists have been constantly searching for parsimonious set of variables that predicts patterns of students’ behaviors and their relationship to academic achievement. Personality has been recognized as a determining factor on how people learn (Lawrence, 1997 and Myer et al, 1998). Personality factors play important roles in academic achievement. Johnson (1996) reported a study where they examined the relationship between personality factors and Academic achievement in gifted students. Results showed that there is significant correlation between ten personality factors and academic achievement. A number of research workers have attempted to study the relation between personality factors and academic achievement, few researchers had studied the relationship between various personality factors and academic achievement by employing personality measures like Deva’s 12 personality factor questionnaire and Cattel’s 14 and 16 personality factors questionnaire etc. for measuring
various personality dimension. Fatima (1972)\(^9^2\) conducted a study to investigate the relationship between personality factors and academic achievement. She found that higher achievers possessed a personality pattern which differed significantly from that of low achievers. The high achievers were found to be reserved, more intelligent, assertive, self sufficient and controlled where as low achievers tend to be outgoing, less intelligent, obedient and self conflicted. Furthermore Kumari (1988)\(^9^3\) identified the personality character of over and under achieving boys and girls studying in scientific streams. The difference in the personality characteristics of over and under achieving students were studied with the help of ‘t’ test. The study revealed that over achieving boys are shyer, self conscious, worried and sociable than under achieving boys. The over achieving girls are more sociable, jocular, lively, impulsive and more confident than under achieving girls.

In advanced countries due to the impact of psychological knowledge childhood period has been given great attention in the healthy development of personality and further success in life. However, in developing countries like India where the awareness of mental health is too little, it has been seen that when children complain of physical ailments parents take them to the physician for treatment. On the other hand when the children show poor scholastic achievement, due to the lack of awareness about emotional problems, some parents resort to talk to the teacher who does not know enough about the students. It is evident that the peers, family, teachers and the environment has a potent effect on the development of the personality of
the individuals and their adjustment in personal, social, occupational and educational areas. Hence any stressful situation may become a sufficient cause of their poor academic achievement.

1.7 Socio-economic status, Personality factors and Academic achievement

Family has a strong influence and effect on the development of a child. This is because a child spends more time among family members than he does in a school with friends and teachers. Robiah and Zaiton (1989) agree to the fact that a school can never fully take over the responsibility from a family even in a modern society. According to Halimah (1993), the parents influence the development of personality of their children way before they step into schools. Children who do not have an acclaimed personality are a result of the family that does not fulfill their responsibility. Due to a lack of parental love and supervision, teenagers will retaliate and get involved in social ills such as free sex, co-habiting, smoking, drug abuse, illegal racing, robbing and many more. The social ills have spread so widely that it has become a national problem today.

The dynamic psychologists are the exponents of the theory that the formation of the personality is based on childhood experience. The childhood traumatic experiences are the basic psychological wounds, which never completely heal. Consequently, the stress in adulthood reactivates these early wounds. It becomes difficult for the individual to handle and often explain why one person has difficulty with a problem that is not
stressful to another. These traumatic events of childhood are important for the makeup of any individual’s personality.

The students belonging to lower socio economic status develop inferiority complex and often feel incompatible to meet the challenges of life. Poor socio economic status and unfavorable conditions of living influences the ability and personality of the children. It has long been believed that the psychological influence of environment on the development of personality is very important. Individuals come across various psychological problems, causing feelings of anxiety and frustration. These feelings may be due to their socio-economic background, peer pressure, relationships and expected and unexpected responsibilities.

Kuppuswamy, (1962) reported in his study that achievement is influenced by personality factors in students. The fear before examination is crippling, the subject of examination may be uninteresting due to dislike of teacher and hence failure of recall, such events happens frequently with students. Though they have the ability but they are unable to achieve according to ability due to lack of application. In order to be able to do so as well as one’s abilities will allow, it is necessary that the individual have all the energies at his or her disposal. Whether this is so or not depends on the nature of amount of conflicts in the personality of the individual. Achievement may have certain symbolic meanings for the individual, which arouse anxiety and inhibition following it, so that the individual avoids achievement itself.
From antiquity to the present day (Berry, Jones, & Kuczaj, 2000), people have assumed that personality factors (traits) are distributed geographically. Where one lives reveals what one is like. In part, these beliefs refer to stereotypes of national character (Peabody, 1999) and may reflect judgments about ethnicity or culture. The students belonging to urban and rural areas differ in their academic achievement on account of their different personality factors and socio-economic background. In general, students belong to rural areas have low socio-economic status than students belong to urban areas and their low socio-economic status do not allow them for access to services that may be available in urban areas. Klitgaard (1986) reported that students from urban areas are more likely to be admitted to universities than those from rural areas. Therefore understanding the relationship among socio-economic status, personality factors and academic achievement of higher secondary school students of rural and urban areas attracts serious attention in present study.

1.8 Statement of the Problem

In view of the above facts, the investigator has tried to study the factors which influence the academic achievement of higher secondary school students. Consequently, to make it more effective and productive, the present study has been stated as:

Relationship Among Socio-Economic Status (SES), Personality factors and Academic achievement of Higher Secondary School students in Rural and Urban Areas of Awadh Region: A Study.
There are many correlates of secondary education attainment and achievement that one could look at, but in this study the research has taken certain personality factors of the students, socio-economic status of the parents affecting academic achievement as a key factor to children who differ from one another in this characteristic tend to have different types of educational experience and different degree of success and failure in school.

1.9 Objectives of the Study

On the basis of nature of the problem researcher has formulated following objectives.

(1) To compare the academic achievement of rural and urban higher secondary school students.

(2) To compare the academic achievement of male and female higher secondary school students.

(3) To study the relationship between socio-economic status and academic achievement of male higher secondary school students.

(4) To study the relationship between socio-economic status and academic achievement of female higher secondary school students.

(5) To study the relationship between socio-economic status and academic achievement of rural higher secondary school students.
(6) To study the relationship between socio-economic status and academic achievement of urban higher secondary school students.

(7) To compare the academic achievement of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.

(8) To study the relationship between personality factors and academic achievement of rural higher secondary school students.

(9) To study the relationship between personality factors and academic achievement of urban higher secondary school students.

(10) To compare the personality factors of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.

1.10 Hypotheses of the Study

The hypotheses that guided the present study are stated in null forms which are as follows.

(1) There is no significant difference between the academic achievement of rural and urban higher secondary school students.

(2) There is no significant difference between the academic achievements of male and female higher secondary schools students.
(3) There is no significant relationship between socio-economic status and academic achievement of male higher secondary school students.

(4) There is no significant relationship between socio-economic status and academic achievement of female higher secondary school students.

(5) There is no significant relationship between socio-economic status and academic achievement of rural higher secondary school students.

(6) There is no significant relationship between socio-economic status and academic achievement of urban higher secondary school students.

(7) There is no significant difference between the academic achievements of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.

(8) There is no significant relationship between personality factors and academic achievement of rural higher secondary school students.

(9) There is no significant relationship between personality factors and academic achievement of urban higher secondary school students.

(10) There is no significant difference between the personality factors of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.
1.11 Variables of the Study

Variables are the conditions or characteristics that the experimenter manipulates, controls and observes. A concept which can take on a different value is called a variable. The variables in the present study are discussed below:

1.11.1 Independent variable

Independent Variables are the conditions or characteristics that the experimenter manipulates or controls in his/her attempt to ascertain their relationship to observe phenomenon.

The Independent variables in this study are
1. Socio-Economic Status (SES),
2. Personality factors,
3. Locality and
4. Gender.

1.11.2 Dependent variable

Dependent Variables are the conditions or characteristics that appear or change as the experimenter introduces, removes or changes the independent variable. Academic achievement is the dependent variable.
1.12 Definition of Key Terms (Operational definition)

Operationally defining the variables is an important step in research, as it helps the researcher to convert the problem precisely into a hypothesis that can be verified or refuted by the experimental data. Therefore, the variables to be studied should be defined in operational terms clearly and unambiguously.

1.12.1 Socio- Economic Status (SES)

Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family’s economic and social position relative to others, based on income and education, and occupation (Marmot, Michael, 2004).

Classification of people on the basis of socio-economic status (SES) is generally done by dividing them into three strata viz. high, middle and lower strata. In the present study the SES is dividing into five strata viz. upper, upper medium, medium, upper lower and lower. Through the use of questionnaire the socio-economic status of students class XII will be taken in the present study.

1.12.2 Personality factors

Personality factors operationally mean certain personality factors (activity, enthusiastic, assertive, suspicious depressive and
emotional instability), which affect the academic achievement of higher secondary school students of rural and urban areas of Awadhdh region. These personality factors can be identified through the research tool, the investigator has selected.

1.12.3 Academic achievement

Academic achievement operationally means the marks obtained in school subjects in their annual exam of class XI. This achievement was recorded from the school record of the respective schools chosen for the study.

1.12.4 Higher Secondary School

In India secondary school is a grade of education from class six to twelve and secondary school is divided into two divisions.

1. Junior secondary school.
2. Higher /senior secondary school.

The term higher secondary refers to the fourth stage of school education in Awadhdh region (Uttar Pradesh). It consists of pupils in standard XI and XII.
1.12.5 Urban and Rural Areas

1.12.5.1 Urban Areas

Urban areas can include town and cities. In the 1971 Census adopted definition for an urban area which follows the pattern of 1961 was as follows:-

(A) All places with a Municipality, Corporation or Cantonment or Notified Town Area

(B) All other places which satisfied the following criteria:
   i. A minimum population of 5,000.
   ii. At least 75% of the male working population was non-agricultural.
   iii. A density of population of at least 400 sq. Km. (i.e. 1000 per sq. Mile)

1.12.5.2 Rural Areas

Rural areas are designated by census (1971) as those areas that do not lie inside an urbanized area or urban cluster. Rural areas include villages and hamlets. Although "rural" areas have been analyzed in many countries for decades, there is no Single commonly internationally accepted definition. The main reasons are as follows:

(1) The various perceptions of what is (and what is not) rural and of the elements Characterizing "rurality" (natural, economic, cultural, etc),
(2) The inherent need to have a tailor-made definition according to the "object" analyzed or policy concerned.

(3) The difficulty to collect relevant data at the level of basic geographical units (Administrative unit, grid cell, plots, etc).

1.12.6 Awadh Region

Awadh also known in various British historical texts as Oudh, Oundh, or Oude, is a region in the centre of the modern Indian state of Uttar Pradesh, which was before Independence known as the United Provinces of Agra and Oudh. The traditional capital of Awadh has been Lucknow, the capital of the modern day Uttar Pradesh. Awadh's political unity can be traced back to the ancient Hindu kingdom of Kosala, with Ayodhya as its capital. Modern Awadh finds historical mention only in the time of Akbar, in the late 16th century. From the pre-historic period to the time of Akbar, the limits of the province and its internal divisions seem to have been constantly changing, and the name of Awadh, nearly corresponds to old Pachhimrath. As per records Pachhimrath, has been roughly described as the country between Ghaghra and Gomti west to the line from Ayodhya to Sultanpur. as per the present day demarcation it consists of about one-third of present district of Faizabad (including Ambedkarnagar), a small portion of the north of Sultanpur and greater parts of Barabanki, Lucknow and Sitapur districts.
1.13 Emergence of the Problem

Many of the areas of education still remain in the twilight domain and cry for scientific and philosophic investigations. The study of research works as edited by M.B. Buch and other research literature that has filtered down to the libraries of the modern societies show that among the many areas of field of education which directly need to be explored the area of finding relationship of certain non-cognitive variables with the ‘academic achievement’ is the most neglected. In this age of competition, competition inevitably leads to pressures, which may be exerted by various agencies like
parents, teachers, and peer groups or by the understudy's own distorted notions of success and failure. The forces of materialism have influenced the hearts and minds of the people who form the society and the ideas prevalent in the society have imperceptibly percolated into our education system. Needless to say, much to its determinant giving rise to variables of non-cognitive nature which have serious implications as far as academic achievement is concerned. We also know that every student comes to learn with an individual agenda and the agenda of the individuals give shape to the collective agenda behind learning. It goes without saying that in the determination of such agenda, certain personality factors and parents’ socio-economic status play a major role. The focus of the present study is on the non-cognitive variables, such certain personality factors and socio-economic status and their relation to academic achievement. The knowledge of these variables may enable the teachers and parents to create healthy educational environment in the classroom and at home. The results and findings emerging from a study of this nature may be of great help in achieving the goal of optimal achievement among students.

1.14 Purpose of the Study

Students’ academic achievement is dependent on many variables such as personality factors, environmental factors and demographic factors. Demographic factors are related to variables such as grade or age and sex and environmental factors are related to variable such as socio-economic status of parents and personality factors related to certain personality factors such as activity, enthusiastic, assertive, suspicious, depressive and emotional
instability. Therefore, studying these variables and their relation with academic achievement of students can help educators to consider some antecedents to academic achievement and possible modification to their teaching strategies where they might be appropriate.

Antecedents of academic achievement have been focused upon by many researchers throughout the world for a long time. Some points are raised regarding this line of research.

First, some of the studies have concentrated only on the demographic and socio-economic status of the students, while some have concentrated only on personality variables, however studying these two important matters, socio-economic status and personality factors, simultaneously and comparing these two aspects in predicting and analyzing academic achievement has received less attention from psychologist and educators. Therefore, it is necessary to study these two aspects simultaneously and compare the two related groups of variables with each other in predicting and analyzing academic achievement more effectively.

Secondly, these kind of studies have a great potential value to educators, because practically, through educators can rarely change the socio-economic status of the students; it might be possible to modify students’ personalities through educational practices, in order to affect motivational development positively. In this regard, it can be said that even
students’ personalities are more flexible to change their abilities through educational practices (Stipek and Weisz, 1981).  

Thirdly, the finding of these kind of research can help educational administration’s educational planning also, these finding can be used as a source of information for curriculum developers to meet the needs of students in curriculum planning further more they can help teachers and counselors to reach a better understanding and help teacher how to treat the students to attain educational objectives.

Finally although much research has been undertaken regarding academic achievement and its relation to socio-economic status. These studies pay little attention to personality factors however in India as a multi-cultural society with a variety of socialization patterns by comparison with the developed or underdeveloped societies these personality factors might usefully be considered by psychologist and educators.

In summary in student’s academic achievement it is necessary to focus on both socio-economic status and students’ personality factors. Again these kinds of studies are highly related to cultural background of students and India, as multicultural society has a unique culture therefore such studies may have a significant value for educational administrators at different as they consider the needs of the students in the course of their educational planning. Furthermore the result of this study might explain the reason
behind the difference between the academic achievement of rural and urban students.

1.15 **Significance of the Study**

The importance of academic achievement in one's life cannot be over emphasized. It acts as an emotional tonic. Sound academic records are the pillars on which the entire future personality stands. Academic achievement have always been the centre of educational research and despite varied definitions about the aims of education, the academic development of the child continue to be the primary and most important goal of education. Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student. There is limited room at the top that too only for the best. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990)\(^{101}\). In this context, the role of Socio-economic status and personality factors cannot be denied as it has a great effect on students’ academic achievement.

The present study is conducted by the investigator in order to verify or examine the relationship among Socio-economic status (SES), personality factors and academic achievement of higher secondary school students in rural and urban areas of Awadh region. The result of the study will assist in different ways such as:
i. To the school administration in planning and revising the curricular program of the school in relation to the differences of students in Socio-economic status and their certain personality factors.

ii. To the guidance counselors, they will be given information as bases in guiding and counseling student with low academic achievement.

iii. To the classroom teachers, they will be guided to be flexible in dealing and handling student with different economic background, different personality temperament and will be given bases on what are the things to do to improve the Academic achievement of the students.

iv. To the students, students will develop self-confidence to excel academically motivated by their parents, teachers. Students will be confident in uplifting their academic status as a result of the motivation and support from their parents and teachers. Students also will be encouraged to study more.

The study will surely contribute towards improving the academic achievement of higher secondary school students. The greatest advantage of the study would probably accrue to the counselors who would be guided by the results in selecting higher secondary school students for different type of courses and jobs. Finally, the study will serve as a useful feedback for one and all connected with education faculty, besides becoming a useful part of critical research literature. Today there are instances of adolescent students
indulging in anti-social activities which lead to indiscipline. This all seems due to emotional disturbance of the students. It has been realized by many educationists that in order to extend the training to the youth so that they can face challenges, the research in this field is needed. The problem is significant from another point of view. This view pertains to counseling and proper direction. A timely advice and psychological counseling to the higher secondary school students is essential in order to save them from maladjustments. If concerned authorities do not recognize this aspect of the investigation and ignore helping the students, the present schools will become institutions of mass machine geared up for mass production of emotionally and socially weak and maladjusted personalities.

Academic achievement is also considered to be the main area of educational research by the researchers. Stephens(1960)\textsuperscript{102} states, ‘Not the other aspects of educational objectives are to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of the pupils. Most crucial problem of education in these days is how to cater to the individual differences so that achievement may be made more adaptive for all students. Although very few studies have been conducted, yet study on all the variables taken together on higher secondary school students in Awadh region have not been conducted so far in India as well as abroad. Therefore, there is an urgent need to explore this field further.'
1.16 Delimitations of the Study

In spite of all care and best efforts of the investigator in the planning and execution of the study, it is rather impossible to investigate the problem in the most desirable manner covering all its aspect. The investigator, therefore, has to delimit the research project and to be aware of this fact while generalizing the findings. This delimitation generally covers selection of problem and variables, formulation of hypotheses, selection of sample and tools, collection of data, analysis of data and interpretation of results. Keeping in mind these factors, certain compromises at different stages of investigation have been made and all results are to be seen in the light of these delimitations. Some of these delimitations are as follows:

1. The sample used in the study is limited, as it is restricted to class XII of intermediate colleges of Awadh region (Uttar Pradesh), having 1506 students drawn from different institution of rural and urban areas.

2. The Socio-economic status scale has income as one of the components, assessment of which is difficult, if not impossible, as people do not disclose easily their correct income and children are hardly aware of exact income of their father/guardian.

3. For assessment of personality factors it is desirable that the researcher reaches first hand or original sources for the study, but as access to some material was not possible, material taken from available secondary sources has been used.
4. Though the stratified random sampling is adapted for selection of samples at which extent it was practicable but due to some other factors like permission for administration of the tests and availability of schools made the researcher forced to adopt the purposive sampling as an alternative measure for the study.

REFERENCES


6. UNIVERSITY EDUCATION COMMISSION (1948), Report presented to Govt. of India, Ministry of Education, New Delhi, India.
7. SECONDARY EDUCATION COMMISSION (1953), Report Presented to Govt. of India, Ministry of Education, New Delhi, India.
9. KULSHRESTHA, S.K., 1956. ‘A Study of Intelligence and Scholastic Attainment of X and XI Class Students in Uttar Pradesh’. Doctoral thesis (Phil.) Allahabad University, Allahabad, India.
15. DREEBAN (1968) cited in Malathi B, Subbiah M (2013) Indian education system and scholastic achievement, *Indian Journal of Arts* Volume 1, Number 1
16. CHAPLIN (1968) cited in Malathi B, Subbiah M (2013), Indian education system and scholastic achievement, Indian Journal of Arts Volume 1, Number 1
17. NAYLER (1972), Indian education system and academic achievement, Indian Journal of Arts Volume 2, pp 1-2.


28. KAMAT, V.V. (1958), Measuring Intelligence of Indian Children, Oxford University Press.


30. BURT, C. (1950), The Backward Child, University of London Press, London (pp.118)

31. MASS.H.S. (1951), ‘Some social class differences in the family system and group relation of pre and early adolescents,’ Child development, 22, 145-152


49. BROOKS-GUNN, JEANNE, MIRIAM R. LINVER, and REBECCA C. FAUTH. (2005), ‘Children’s competence and socioeconomic status in the family and neighborhood’, Handbook of competence and motivation 414-435


60. CHOPRA, S.L. (1982), ‘A Study of some non intellectual correlates of Academic achievement.’ In Third Survey of Research in Education (M.B. Buch), D.Litt (Education), Lucknow University (pp957)


75. HARRE et al., 1983 Cited by Pannu, Randeep (2013), ‘A study of academic achievement in relation to cognitive styles personality
traits and adjustment of adolescents’, Ph.D. Department of education, Guru Nanak Dev University Punjab, India.


89. Lawrence, G. (1997), *Looking at type and learning styles*. Gainesville, FL: Center for Application of Psychological Type.


94. ROBIAH SIDIN AND ZAITON SIDIN (1989), Sosiologi pendidikan Kuala Lumpur: Dewan Bahasa dan Pustaka. Translated by Banks, O.


CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

At initial stage of the present study, a collective body of research work, related to involved variables i.e. academic achievement, socio-economic status and personality factors were examined extensively, so that proper guidelines and directions from objectives, hypotheses, methodologies and findings may be sought to assist the various steps of the present study like determination of objectives, formulation of hypotheses, selection of methodology and to get an understanding of relationships between different related variables.

Review of related research is a fundamental prerequisite to actual planning and for the execution of any research work before embarking on making a fresh study. Information about the findings of various research studies get accumulated over a period of time in the form of books, encyclopedias, generals, abstracts, thesis and other form of records. When a new investigation is started, the investigator gets new ideas and directions from this huge mass of research findings. Survey of related literature helps in avoiding duplication, guides in carrying out the investigation successfully.
and make the researcher familiar with the steps involved in it. It enables him to know the means of getting to the frontiers in the field of his research. Unless one has learnt what others have done and what still remains to be done, one cannot develop a research project. It will contribute something to the knowledge existing in this field. It provides ideas, theories, explanations or useful hypotheses available for formulating problem and valuable suggestions for significant investigation like methods, tried techniques and comparative data useful in the interpretation of results. It stimulates and encourages the investigator to go deep into various aspects of the problem. It is the basis of most of the research projects in basic and social sciences. It forms the foundation upon which all future work will be built. For the inception of any kind of research, it is essential that the researcher surveys the literature for research studies and authoritative writings related to the problems under investigation. In fact, the researcher, who undertakes a research project without systematically reviewing other studies and writings related to the problem is not only deserted in his personality as a researcher, but also endangers the successful completion and evaluation of his research. Identification of a problem, development of a research design and determination of size and scope of a problem, all depends upon to a great extent on the care and intensity with which a researcher has examined the literature related to the intended research.

At a time of lively appraisal of educational development, when many changes are being witnessed in organization, curricular and teaching techniques, it is pertinent to seek systematic and up to date information on
the significant correlates of achievement. A literature review discusses published information in a particular subject area within a certain time period. The purpose of the review includes the following,

1. The review of related literature enables the researcher to define the limits of his/her study.
2. It helps the researcher to avoid unfruitful and useless problem areas.
3. It helps the researcher to avoid unintentional duplication of well established findings.
4. It helps the researcher to get an understanding of the appropriate research methodology to be used for the study.
5. It gives the researcher, knowledge about the recommendations of previous researches listed in the study for further research.

The researcher reviewed related literature through primary and secondary sources. The following sources were used to review related literature:

- Review of Researches
- Journals
- Dissertations
- Computer databases

### 2.2 Sources for Literature Review

Doctoral Theses available at various universities such as
2. Lucknow University
3. Deen Dayal University, Gorakhpur

Journals available at libraries of
1. NCERT New Delhi,
2. Aligarh Muslim University and
3. Lucknow University

Journals related to SES, Personality and Education such as
1. International Review of Education
3. Review of Educational Research
4. Journal of the Indian Academy of Applied Psychology
5. Journal of School Psychology
6. M.B. Buch survey

This chapter provides a systematic review of previous related researches done in the field of present problem. For the present study, the review has been categorized into two parts, based on studies done in India and studies done abroad.
2.3 Studies Related to Socio-economic status and Academic achievement

2.3.1 Indian Studies

Choudhari (1975)\(^1\) expressed an opinion based on research that bright children normally came from families where parents having a higher level of education, were mostly engaged in professions requiring general knowledge and had more income than the parents of dull students.

Mathew (1976)\(^2\) studied to identify a group of personality variables that could act as causal factors of under achievement in science at secondary level. He conducted study on 1076 secondary students of class IX in district of Trivandrum in Kerala and found that greater number of over achievers were from the higher income group of urban area.

Subrmania and Dandapani (1977)\(^3\) studied the effect of the group guidance programmers’ upon the academic achievement of high school under achievers. Result; there was no significant difference between the two control groups. The under achievers belonging to professional class families showed significant gain in academic achievement. There were no significant difference between latter two,
the under achievers belonging to merchant class and clerical class families.

Goswami (1982)⁴ found a significant relationship between socio-economic status and reading interest and also between reading interests and academic achievement.

Ghosh (1985)⁵ studied the achievement of the students in chemistry and their parent’s socio-economic status. The result revealed that a positive relationship exist between academic achievement in chemistry and parent’s socio-economic status.

Grewal (1985)⁶ carried out a study to find out the effect of socio-economic status on academic achievement of children. The sample consisted of 550 students (355 boys and 200 girls) from 16 higher secondary schools of Bhopal studying in class XI, with modal age of 16, socio-economic status of parents was assessed by using Kuppuswamy’s socio economic status scale. The result revealed that academic achievement was influenced by socio-economic status of the subjects.

Mishra (1986)⁷ found that there was a positive relationship between socio- economic status and the academic achievement of the students. The academic achievement of rural students was lower than the urban students.
Trivedi (1988)\textsuperscript{8} reported that there exist a significant relation among parent’s attitude, socio-economic status and academic achievement of their children. Students belonging to various groups of parental attitude and socio-economic status differed significantly with the parental acceptance group showing better achievement than avoidance group. Further students of upper socio-economic status showed better achievement than students of lower socio-economic status group.

Singh (1988)\textsuperscript{9} studied the influence of residential place on the achievement of students with the objective to study the effect of location on the achievement level of students by taking a sample of 650 adolescents within the age range of 17 to 20 years and found that the urban students had better academic achievement than rural students, the reason behind this may be the facilities and exposure provided to urban learner.

Khanna (1980)\textsuperscript{10} observed that the academic achievement of the children of educated parents, illiterate parents, and educated mothers was significantly correlated with the socio-economic status of the family.

Verma and Singh (1990)\textsuperscript{11} studied cognitive ability, academic achievement and study habits of socially advantaged and disadvantaged adolescent students of 12th grade in Uttar Pradesh,
India. The significant ‘t’ values for cognitive ability, academic achievement and study habits indicated that all the three factors were definitely affected by social disadvantage. Socially advantaged group exhibited higher levels of intelligence, academic achievement and good study habits.

Kaur (1991)\textsuperscript{12} studied the effect of home and school environment on study habits of 80 male and 80 female high school students in India. Percentages were calculated to analyze the data. It revealed that 85.00 per cent of boys studied at home according to a planned schedule. Among girls who had more housework responsibilities than boys, 82.50 per cent used a planned schedule. 72.50 per cent of parents of girls and 68.75 per cent of parents of boys were interested in their children’s homework.

Harikrishan (1992)\textsuperscript{13} also found that socio-economic status was significantly related to academic achievement of students of higher secondary.

Choudhary and Muni (1995)\textsuperscript{14} reported that parental support had positive effect on their children’s academic achievement. The sample consisted of fifty children from 7th grade to 9th grade of equal number of boys and girls. Family effectiveness and need satisfaction” inventory and academic marks were used as measures in this study.
Singh and Singh (1995)\textsuperscript{15} investigated the study habits of advantaged and disadvantaged college students. Based on socio-economic status criteria family income, education and occupation of the parents, caste, rural urban residence 150 advantaged and 150 disadvantaged male college students were identified. The chi-square test indicated significant difference between two groups. The advantaged group in comparison to disadvantaged group had better study mechanisms, regularity in study, attentiveness in the classroom and habit of seeking help from teachers and classmates.

Pal et al. (1996)\textsuperscript{16} studied the socio-psychological factors, which promote student’s mathematics competence among urban and tribal students. The test of significance revealed that mathematics competence of urban students was positive and significant relationship between father’s education and mathematics competence. Urban students whose fathers had higher educational status performed better in mathematics.

Majoribanks (1996)\textsuperscript{17} stated that children from single parent households do not perform as well in school as children from two parents households. Single parent often struggle with time management issues due to balancing many different areas of life of their own.
Patel (1997)\textsuperscript{18} investigated into the causes of underachievement in mathematics among pupils having high numerical ability. The chi-square test showed that parental income, occupation and education had a large impact on the academic achievement of their children.

Chaudhari et al. (1998)\textsuperscript{19} conducted experimental study to see the effect of teaching strategies, Synectics Models(SM), Gaming Strategy (GS) and Traditional Method (TM) and socio economic status towards self concept. Intelligence and age were taken as controlled variables. Interaction between treatments and socio economic status was not significant.

Gill (1998)\textsuperscript{20} revealed that academic achievement in English was independent of sex, but boys scored higher than girls in achievement in Punjabi, Mathematics and Science.

Ahmed (1998)\textsuperscript{21} reported that the influence of sex on achievement motivation was found to be statistically non-significant. He carried out a study on “Achievement Motivation differences among adolescent boys and girls of various ordinal positions.

Budhdev (1999)\textsuperscript{22} studied the attitude of pupils towards various school subjects. The study revealed that the high intelligent group of pupils had a better attitude towards maths and english than their low intelligence counterparts. Likewise, the high SES groups of pupils
were found to have a more positive attitude towards these subjects than their counterparts belonging to the lower SES group.

Ganguly (1999)\textsuperscript{23} found that in both urban and rural areas, the upper socio-economic status group has done significantly better than the lower socio-economic group in the achievement tests of science, languages and humanities.

Taj and Bhargava (1999)\textsuperscript{24} carried their study on socio-psychological correlates of academic achievement and found sex does not seem to affect academic achievement, while type of family does create a difference in academic achievement of students. The child with higher parent-child interaction & social class has higher academic achievement.

Khan and Jemberu (2002)\textsuperscript{25} studied the influence of family socio-economic status on educational and occupational aspirations of high and low achieving adolescents. The present study was an attempt to investigate the influence of socio-economic status on the educational and occupational aspirations of adolescents. Result showed that the impact of socio-economic status on educational aspiration was minimal; its influence on occupational aspiration was larger.
Dika and Singh (2002)\textsuperscript{26} discussed the relationship between socio-economic status and educational outcomes. They found that socio-economic status is positively linked to educational achievement, educational attainment and psychosocial factors that affect educational development.

Parveen, (2003)\textsuperscript{27} conducted a study on Parent’s economic and social status and its impact on the academic achievement of their children. He found that there was a high correlation between parents’ socio-economic status and academic achievement of their children. He also found significant correlation between parents’ academic guidance and standard of education.

Devi and Mayuri (2003)\textsuperscript{28} reported that family and school factors affect the academic achievement of residential school children studying IX and X classes. The result indicated that girls were superior to boys. Family factors like parental aspirations and socio-economic status significantly contributed to academic achievement.

Pandey et al. (2003)\textsuperscript{29} studied relationship between socio economic status and academic achievement of adolescents and found significant relationship between academic achievement and socio economic status. They also found significant difference between academic achievements of adolescents studying in different types of school depending upon the socio economic status of parents.
Ganguly (2004)\(^{30}\) studied determinants of academic achievement in rural and urban areas and found that parental care about child’s education, emotional climate at home and Socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas.

Eamon (2005)\(^{31}\) and Majoribanks (1996)\(^{32}\) found in their studies smaller family size has been linked with higher academic achievement. Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention support leads to better school achievement.

Schulz (2005)\(^{33}\) found that most of the students from high socio-economic families lived in better neighborhood and therefore, the quality of their schools was better. The results showed that Socio-economic status does not affect students’ academic achievement in early stage, but it does affect students’ educational outcomes in the long-term.

Mittal (2008)\(^{34}\) studied academic achievement of secondary level students in relation to their mental health and locality with the objective to study the academic achievement of secondary level students of different localities by taking a sample of 640 students of
secondary level and found that there was significant difference in academic achievement of secondary level students of different localities; academic achievement of urban locality was better than the academic achievement of rural locality of secondary level students; urban locality students had better teaching learning environment at school as well as at home than students of rural locality.

Mohanty (2009)\textsuperscript{35} studied social correlates of academic achievement of rural underprivileged primary school girls and found that socio-economic status was a potential social correlate of academic achievement. Home environment had positive correlation with academic achievement in case of low achievers.

\textbf{2.3.2 International Studies}

Featherman and Cater (1976)\textsuperscript{36} found that while mental ability emerged as the most dominant antecedent of grade point averages, both mothers education and parental occupation affected grade point average directly.

Chazan and Williams (1978)\textsuperscript{37} explained in the context of discussion about social disadvantage has been widely used to refer to pupils whose opportunity for education attainment has been markedly constrained by either social disadvantage or any other set of factors.
Brockhaus (1982)\textsuperscript{38} found, in the course of his investigation, that the parents of higher academic achievers practiced more professional, administrative and clerical occupations, while the parents of the under-achievers pursued relatively more occupations such as trades; production work and semi-skilled and unskilled occupations.

Cuttance (1980)\textsuperscript{39}, Gray (1981)\textsuperscript{40}, Reynolds (1985)\textsuperscript{41} have argued that context variables, particularly, pupils ability social classes are such major determinants of educational attainments, that the differences which may result from pupils having a more rather than a less, developing literature on school effectiveness has further identified aspects of the school attended which, in addition to pupil ability and social, appears to account for some of the difference in attainment between school.

Chipman and Thomas (1985)\textsuperscript{42} showed that children of lower socio-economic groups have parents who place little value on education and want them to help at home or to leave school and take jobs as soon as they can get work offers. Therefore, they contributed heavily to school drop-outs.

Re De Lint (1987)\textsuperscript{43} found that the parents of the underachievers were less affluent than the control group's parents. De Lint (1987) also found that relatively more of the test group's fathers
practice occupations lower down on the occupational ladder than fathers of the control group.

Sprinthall (1987)\(^44\) found in his study that the learning environment that is free of barriers, or obstacles or distractions such as noise, gas/smoke pollutions and so on can constitute a health hazard, which in turn reduces student’s concentration or perceptual or conceptual focus to learning.

Georgewill (1987)\(^45\) conducted a study to find out the effect of parental occupation on their children's academic achievement. The sample consisted of 500 parents in Port Hart court city. The result revealed that civil servants children performed better followed by children of business parents. But the poorest achievement came from farmer's children.

Downie (1989)\(^46\) studied achievement and intelligence and according to him it would appear that quite apart from the fact that the impoverished child tends to be an under-achiever. He also concluded that poverty is more closely linked to backwardness in schoolwork than to dullness. Unemployment coupled with meager wages is the sole causes of poverty. Factors such as poor food, little sleep and unhygienic domestic conditions may have a deleterious effect on the child's health which may result in a lowering of his capacity to learn.
Cherian (1990)\textsuperscript{47} conducted a study on family size and academic achievement of children. The result revealed a negative relationship between family size of children and their academic achievement.

Mba (1991)\textsuperscript{48} lamented that poverty of the parents has made education and learning impossible for children especially disabled children in the rural areas. He lamented that poverty has further caused other problems, such as disease, frustration, poor achievement, and psychological problems and so on.

Dornbusch et. al. (1991)\textsuperscript{49} and Aaronson (1998)\textsuperscript{50} concluded that neighborhood factors are important predictors of education outcomes.

Wnagoo and Khan (1991)\textsuperscript{51} conducted study on socio economic status and academic achievement, a comparative study of government and private school students. The result revealed that government and private school students differed significantly, so far as their socio-economic status is concerned. Significant difference in academic achievement was found between students from private and government schools. The relationship between academic achievement and socio economic status when computed on total sample was statistically significant.
Felner et al. (1995)$^{52}$ revealed that youth from families in which neither Parent had graduated exhibited significantly worse socio-emotional and academic adjustment compared to those youth from families who were graduated.

Sputa et al. (1995)$^{53}$ conducted a study on birth order and family size and family income influences on adolescent and related parenting behaviors. Subjects were 195 IX grade boys and girls and their parents from urban, suburban, and rural communities in South East and Midwest Asia. Results showed birth order; family size and family income influence adolescent academic achievement.

Johnson (1996)$^{54}$ stated that poverty of parents has elastic effects on their children academic works as they lack enough resources and funds to sponsor their education and good school, good housing facilities and medical care and social welfare services.

Ipaye (1996)$^{55}$ investigated the effects of poverty of the parents on the Nigerian child. According to him, poverty syndrome imposed by economic crunch, maladministration, corruption and emergency closure of firms has imposed hardship among parents/workers. They in turn have not been able to provide adequately for the basic functional, social and academic needs of the students. Many students have thus abandoned school to engage in commercial sex or child labor to make ends meet to support self and others. By this,
they spend much time on these acts than schooling; this has terrible effects on their academic achievement in their schoolwork and public examination.

Marcon (1999)\(^{56}\) studied 222 urban early adolescents with a median age of 149 months. She studied the different motivations that would improve academic achievement. One of the important factors found to be an indicator of successful academic achievement was socio-economic status among the students studied. The study showed that lower income students were found to have poorer test scores. Students from higher income families were found to have a significantly higher grade point average in all academic areas except art, health, and physical education. Students’ Socioeconomic Status with a higher economic status was found to have scored better on the Comprehensive Test of Basic Skills (CTBS) in all areas except spelling.

Duke (2000)\(^{57}\) studied students’ socio-economic conditions and academic achievement. He asserted that poor classes had less books and magazines, less print on the walls and other surfaces, less exposure to and experience with extended text, and less time engaged in activities in which students had a high degree of authorship.

United States Department of Education (2000)\(^{58}\) found in a study that the relationship between socio-economic status and students’ achievement is not simple and direct. It concluded that socio-economic
status is an important factor accounting for differences in achievement and achievement across rural, sub-urban and urban districts.

Jimoh (2000)\(^5\) also stated that lack of funds, materials and priority interest being paid to our schools and education of students with disabilities in the past constituted reasons for their poor academic achievement. According to Jimoh, the combinations of poverty and disability in the life of secondary school students have imposed serious hardship and other devastating psychological effects on the student’s academic achievement.

Lokan, Greenwood and Creswell (2002)\(^6\) also studied student achievement. The OECD Program for International Student Assessment (PISA) was conducted in 2000 and measured the achievement of 15 year old students in Reading, Mathematical and Scientific Literacy Skills. PISA investigated information about the relationship between student achievement and Socio-economic status in a variety of ways. There was a positive relationship between the socio-economic status and reading achievement, with a correlation coefficient of 0.23. There was also a significant relationship of socio-economic status with mathematical and scientific literacy.

Danesty and Okediran (2002)\(^6\) found in their study that street hawking among young school students have psychologically forced other problems, like sex networking behavior, juvenile delinquent
behavior, which takes much of the student school time that necessitated the poor academic achievement and drop out syndrome noticed among young school students. Nevertheless, they also found that the maternal and paternal deficiency of the essential needs of the young students have provoked their poor achievement in public examination.

Ainley (2003)\(^62\) analyzed the factors that have an impact on the Equivalent Tertiary Entrance Ranks (a means of generating equivalent Year 12 results between Australian states). He found that the most significant influence on Year 12 score was a student’s demonstrated proficiency in literacy and numeracy in earlier years of schooling.

Teese (2003)\(^63\) in his study analyzed the achievement of students in Victoria. He found clear and consistent trends for children from lower Socio-economic status families to have lower VCE scores (Year 12 results) and Year 5 benchmarking test results. The same relationship was found for other measures of student engagement with schooling, such as attendance rates. He introduced the concept of equity density, drawing together a number of factors such as family status, family occupation, and language background status and so on.

Rothman’s (2003)\(^64\), analysis revealed that within the same school, a student from a higher socio-economic groups achieved better test results than a student from a lower socio-economic group.
David Miliband (2003)\textsuperscript{65} noted that while average achievement in that country is high, as in Australia, the variation in achievement is also high, and this inequality is directly linked to socio-economic background. PISA confirmed that too often the education system reproduces socio-economic inequality, rather than challenging it. The UK data suggested that poor children are still one third as likely to get five good GCSEs as their wealthier classmates, that young people from unskilled backgrounds are over five times less likely to enter higher education than those from professional backgrounds, and that the link between socio-economic status and educational achievement cuts in at a very early age, before primary school as well as within it.

Rowe (2003)\textsuperscript{66} described as social determinism in assuming that the reason why children from low socio-economic status families performed poor because of their background.

Marginson (2004)\textsuperscript{67} concluded, there is a need for continuing public discussion about educational disadvantage and how it can be addressed. Failure to do so, and to continue to perpetuate the cycle of disadvantage, is in the words of the British Prime Minister Tony Blair “bad for everyone”. But it is particularly unfair for children who miss out on opportunities because they inherit the disadvantage faced by their parents, so their life chance are determined by where they come from rather than who they are. They deserve the same chances to fulfill
their potential that others take for granted.” (Social Exclusion Unit, U.K.).

United Kingdom government’s social exclusion unit (2004)\textsuperscript{68}, study stated that a child born into the bottom social class is more likely to leave school with no qualification, to live in relative poverty and to die younger than their peers born in to the professional class.

Drummond & Stipek (2004)\textsuperscript{69} while discussing their “Low-income Parents’ beliefs about their role in children’s academic learning” mentioned that a few of these parents indicated that their responsibilities were limited to meeting children’s basic and social emotional needs, such as providing clothing, emotional support, and socializing manners. So these parents’ shortsightedness toward their responsibilities in the educational processes of their children and deficiency of fund to intensify such processes could be a challenge to their children’s success.

Lara-Cinisomo et al. (2004)\textsuperscript{70} have found that the most important factors associated with the educational achievement of children are not race, ethnicity, or immigrant status. Instead, the most critical factors appear to be socio-economic ones. These factors include parental education levels, neighbor’s poverty, parental occupational status and family income. They conclude that: “If we do not consider how educational policies complement or conflict with policies related
to family welfare, work, poverty, housing, and neighborhood conditions, then we will continue to face significant obstacles in attaining the goal of narrowing the achievement gaps.”

Shittu (2004)\textsuperscript{71} revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic achievement of the child. On the other hand, where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially happy to pay school fee, purchase books and uniforms, such child may play truant, thus his achievements in school may be adversely affected.

Danesty (2004)\textsuperscript{72} found that complimenting environment and socio-economic factors have an effect on the academic achievements. Students that come from simulative environment with laboratory equipments or those that are taught with rich instructional aides, pictures and allowed to demonstrate using their functional peripheral nerves like, eyes, hands and sense of taste performed better than those trained under theoretical and canopy of abstraction.
Fransoo, Ward, Wilson, Brownell and Roos (2005)\(^7^3\) indicated that educators have known for years that students from high socio-economic families academically performed better than those from low socio-economic families. It is not the case that students from low socio-economic status do poorly, but the higher the economic status of the student, the more likely the educational success. The results of the authors’ study revealed that the socio-economic status as compared to the academic achievement is far more evident than previous documentation has shown. Students from low socio-economic status are much more likely to drop out of school or are retained in a particular grade.

Sirin (2005)\(^7^4\) explained, “methodological characteristics, such as the type of SES measure, and student characteristics, such as student’s grade, minority status, and school location, moderated the magnitude of the relationship between SES and academic achievement.” The relationship is still clear and strong enough, however, to permit statements such as the following. “Socio-economic status differences in children’s reading and educational outcomes are omnipresent, stubbornly persistent and well documented”

Yan (2006)\(^7^5\) studied the difference between the quality of rural and urban education. He studied three types of school districts: countywide, rural non-countywide, and rural-urban. He found that many supporters of consolidation argue that a small rural curriculum
does not measure up to Socio-economic status. The results indicated that school district size might not be the direct reason for lower or higher academic achievement of students.

Nuthanap (2007)\textsuperscript{76} his study revealed that most of the rural students were in the category of low socio-economic status and seventy eight percent of urban students were in category of medium Socio-economic status. The association between the socio-economic status with rural/urban students was found to be significant. As the urban student’s family was having better educated parents, occupation and consisted of medium/high income may be the reason for the urban students to have better Socio-economic status. He pointed that the ‘t’ value of socio-economic status between rural and urban students expressed significant difference. Urban students had better SES than compared to rural students. Education of parents, their occupation and higher family income might have raised the SES among urban students when compared to rural students.

Lapointe et al. (2007)\textsuperscript{77} Stressed that neighbourhood environment has is a relevant consideration. Various features of neighbourhood disadvantage, as opposed to analysis based on individuals’ family Socio-economic status (SES), were correlated with poorer outcomes on a range of ‘readiness’ assessments for over 53,000 children in a Canadian study.
Margetts (2007)\textsuperscript{78} explored the relationships between Socio-economic status and children's adjustment and academic achievement. Father’s level of employment (unemployed, part-time, fulltime) is added to the variance in measures of adjustment. Higher socioeconomic status/father in full-time employment contributed significantly to higher adjustment and higher academic achievement.

Akanle (2007)\textsuperscript{79} studied the socio-economic factors influencing students’ academic achievement in Nigeria. The major instrument used in collecting data for the study was the self-developed instrument tagged social-economic and academic achievement rating scale of the students. The study revealed that insufficient parental income, family type and lack of funding by governments are factors influencing students' Academic achievement.

Bowen (2008)\textsuperscript{80} presented strong evidence for the influence of family cohesion, parental emotional support and academic achievement at home on the children’s school achievements, trouble avoidance, school engagement and the feeling of coherence associated with school.

Aikens and Barbarin (2008)\textsuperscript{81} found that the relationship between SES and academic achievement is due to a complex interaction of a number of variables, it appears to be generally accepted that SES impacts to a considerable extent on various aspects of students’ learning experiences.
Papay, Murnane and Willett (2008)\textsuperscript{82} studied the outcomes of low-income students on the Massachusetts Comprehensive Assessment (MCAS). They found that families of urban, low income students lack the resources to provide quality education for their children. Low-income students typically attend schools in which the majority of the student bodies perform very poorly on standardized tests.

Meeuwisse, Severiens and Born (2010)\textsuperscript{83} examined the interaction of multiple variables in students’ decisions to withdraw from higher education. They supported the general theme that emerges in all of the studies reviewed herein. The interplay of variables that characterizes the investigation of SES and aspects of students’ behavior, choices and outcomes is tremendously complex.

Sullenberger, Hostetter, & Wood, (2012)\textsuperscript{84} found that persons living with low-SES, or poverty, are disadvantaged with links associated to health risks, decreased social mobility and violence.

Polidano, Hanel, & Buddelmeyer, (2013)\textsuperscript{85} found that students with low-SES are generally disadvantaged educationally, less likely to complete school and experience less successful transition between school and work which strengthens intergenerational inequality.

2.4 Studies Related to Personality factors and Academic achievement
2.4.1 Indian Studies

Tandon (1978) investigated the relationship between personality traits and Socio-economic status and home environment of 10th class students and found that male whom parents were belong to lower Socio-economic status were emotionally less stable, low in frustration, shy, apt to inferiority feelings, pessimistic, moody, depressed and highly anxious; while male whom parents were belong to upper Socio-economic status were easy going and outgoing assertive and emotional stability factors among students from high and low socio-economic status.

Krishna (1981) conducted a study on risk taking and adolescent personality. Comprehensive test of anxiety and Gordon personal profile was done. The findings revealed that sex contributed significantly to variation in risk taking scores. Riskiness for males, exhibited significant positive relationship with extroversion, ascendancy and responsibility dimensions, While, for females if showed significant negative association with personality.

Ajwany and Upadhyay (1982) conducted a study on personality as a determinant of problem solving behavior which affects academic achievement. The results showed that high scholastic mental capacity (Factor B high), high ego strength (Factor C high) practicability (Factor I low) untroubled adequacy with a mature and anxiety free confidence (Factor O low), low tension (Factor Q4 low)
and tendency of being regulated by external realities (Factor M low) were found to facilitate the problem solving behavior and score high academic achievement considerably while the opposite traits were observed to hinder problem solving behavior and score low academic achievement.

Bharati Devi (1982)\textsuperscript{89} conducted a study on certain psychological factors of adjustment influencing achievement among school children. A sample of 35 high achievers (those with 80% and above marks) 40 low achievers (those with 50% and below) studying in class VIII were administered the psychological adjustment inventory developed by Reddy (1966). The results found that high achievers were low on neuroticism, guilt and inferiority feeling.

Bhadra and Girija (1984)\textsuperscript{90} reported that high achievers show dominant characters in competition than low achievers. The sample consisted of 120 scheduled caste/tribe students admitted to the under graduate programs of the University of Agricultural Sciences, Bangalore.

Mahmoud (1982)\textsuperscript{91} conducted a research to study the relationship between certain personality factors and academic achievement. Result indicated significant relationship between the final exam scores and depression, anxiety and self concept scales.
Shanmuga (1989)\textsuperscript{92} conducted a study on urban rural difference in Academic achievement and achievement related factors. The sample of the study included 490 final year degree class students from 14 colleges affiliated to University of Madras. 291 were from the colleges located in the urban areas and 199 were from the colleges located in the rural areas. Tools used for the study were final university examination marks obtained by the students were used as the criteria of academic achievement. Result revealed that academic achievement of urban students was better than rural students.

Sundaram (1989)\textsuperscript{93} studied urban and rural difference in achievement and personality factors such as self-concept, manifest anxiety, study habits, intelligence, adjustment problems and achievement motivation among college students. The results revealed that there was a significant (0.01) difference between urban and rural students in their self-concept. The rural students had higher self-concept than urban students. But there was no significant difference between urban and rural students with respect to study habits. The study revealed that high achieving rural students were having higher achievement motivation than the urban students. Low achieving rural students were positive self concept and higher manifest anxiety low achieving urban students were higher intelligence and higher adjustment problems.
Singh et al. (1988)\textsuperscript{94} tried to find the relationship of intelligence and certain personality factors with academic achievement at high school level and found that intelligence was positively and significantly related with academic achievement in different subjects; mathematics was significantly correlated with achievement and dominance variables of personality.

Jain and Chouhan (1989)\textsuperscript{95} conducted a study on development of personality and vocational preference of students at various stages of adolescence. Results indicated that personality factors less intelligent vs more intelligent (B), phlegmatic temperament vs excitability (D) submissiveness vs dominance (E), expedient vs conscientious (G) tough minded Vs tender minded (I). Group dependent vs self sufficient (Q2) and uncontrolled vs controlled respectively changed with age. The vocational preferences of students also changed during adolescence period of life.

Mehta et al. (1989-90) \textsuperscript{96} studied the psychological correlates of academic achievement at school level. The sample comprised of 300 students of 9th and 10th class. Total marks obtained in 8th and 9th annual examination were used as measures of academic achievement. Survey of study habits and attitudes by Brown and Holtzman (Form C., 1964) was used to measure study habits. The study reported a positive and significant correlation between study habits and academic achievement.
Vashishta (1991)\textsuperscript{97} studied on sample of 140 pupils both boys and girls, studying in the final year of the high secondary level (class 11) from Delhi revealed that high achieving girls demonstrated poor emotional instability as compared to low achieving girls. High and low achieving boys were observed to be alike in emotional stability. On the basis of the annual examination results of the preceding year, academic achievement was measured.

Sharma and Bansal (1991-92)\textsuperscript{98} conducted a study on academic achievement and intelligence of extrovert and introvert adolescent girls. Extroversion and introversion questionnaire were distributed among 426 girl students. On the basis of their answers 66 girls were extrovert, 41 were introvert and remaining were ambivert. The result revealed that extrovert adolescent girls differ significantly in their attitudes towards level of intelligence. However, they were differing in their academic achievements.

Stella and Purushothaman (1993)\textsuperscript{99} examined the study habits of underachievers. 90 underachievers from rural and urban schools in Tamil Nadu, India were selected by using randomized block design. Patel’s (1976) Study Habit Inventory was used for the study. The test indicated significant difference between urban and rural students in respect of study habits. The mean value showed that urban students had better study habits than rural students. But no significant difference was found between boys and girls.
Loranger (1994)\textsuperscript{100} compared the study strategies of six 16-18 year old successful and unsuccessful learners to determine if successful learners would differ in the quality of their information processing from unsuccessful learners. Results showed that successful students tended to be more motivated to succeed and more likely to be active, purposeful & flexible in their strategy use while less successful students perceived themselves as successful, & they lacked self knowledge of inefficient strategy use.

Tiwari and Poornachand (1995)\textsuperscript{101} conducted a study to find out emotional stability among high and low achieving adolescents. The sample consisted of 50, 10th and 11th class students of Pantnagar and Rudrapur. For measure of academic achievement, results in the UP board examination of 1991 were considered. Results showed that high achievers were significantly high in emotional stability than low achievers.

Sheikh (1993)\textsuperscript{102} studied personality traits and academic achievement of rural female students in relation to their cognitive style and found that female adolescents belonging to rural residential background differed significantly on personality traits viz. A (reserved/warmhearted), C (affected by feelings/emotionally stable), E (obedient/assertive), F (sober/enthusiastic), Q2 (socially group dependent/self sufficient), Q3 (uncontrolled/controlled), Q4 (relaxed/tense); female adolescents with field independent and field
dependent cognitive style did not differ significantly on personality traits except on factor Q3 (uncontrolled/controlled); For factor Q4, there was significant interaction between residential background and cognitive style; rural field dependent female students were significantly differ on factor Q4.

Dhila et al. (1999)\textsuperscript{103} studied the personality differences between pupils of sainik and non-sainik schools with the objective to investigate the difference in personality structure of male students of sainik and non-sainik schools by taking a sample of 160 boys between the age range of 11 to 15 years and found that Sainik school students were more emotionally stable, active, enthusiastic, optimistic, self-confident, placid, self disciplined, compulsive and had strong control over emotions than non-Sainik school students; non-Sainik school students were shrewder and less submissive than Sainik school students; the Sainik and non-Sainik students were equal in intelligent, outgoing, venturesome, zestful and composed.

Khan (2000)\textsuperscript{104} studied gifted achievers and underachievers on personality factors, need achievement and socio-economic status with the objective to find out the factor pattern associated with gifted achievers and underachievers with a sample of 128 gifted over achievers and 100 gifted underachievers and found that low achieving gifted children were more likely to show behavioral immaturity, emotional instability, feeling of inadequacy and certain nervous
symptoms than gifted high achieving students; high achievers had greater feeling of individual worth, greater ability to persist and cope with their own emotional disturbances.

Joshi (2000)\textsuperscript{105} conducted a study on neuroticism, extraversion and Academic achievement as related to gender and culture. The sample chosen for the study was 400 students of VIII class belonging to urban and rural area. Eysenck’s personality inventory was used for data collection. Results revealed a significant difference between boys and girls of rural areas on academic achievement.

Daftuar et al. (2000)\textsuperscript{106} conducted a study to examine the relationship of risk taking with academic achievement in students coming from different habitation background. The marks of students in the two previous school examinations were obtained for academic achievement. Students having average levels of achievement in school examinations completed a measure of risk taking behavior. It was found that nontribal urban high achievers had greater risk taking tendency than their counterpart’s low achievers. Also rural students showed greater risk taking than urban students.

Goel (2003)\textsuperscript{107} conducted a study on feeling and security and educational achievement of the college students. The aim of his study was to assess the relationship between security, insecurity and academic achievement. Results revealed that the feeling of insecurity
had adverse effect on the student’s educational achievement. Low achievement has a positive relationship with the feeling of insecurity whereas the students who had average and high achievements had positive relationship with the feeling of security. The results also indicated that students who had the feeling of security made high educational achievement and students who had the feeling of insecurity have made low educational achievement.

Padma (2003)\textsuperscript{108} compared the personality profiles of over and underachieving students studying in science, arts and commerce streams in pre-university classes. The result revealed that overachievers of the science stream were more reserved, intelligent, emotionally stable, excitable, obedient, sober, conscientious, shy, self-assured, self-sufficient, controlled and relaxed as compared to the underachievers. Overachievers of the arts stream were more warmhearted, intelligent, affected by feelings, undemonstrative, assertive, enthusiastic, conscientious, zestful, apprehensive and tense. In the commerce stream, overachievers were reserved, intelligent, affected by feelings, sober, conscientious and self-assured.

Devi and Prashani (2004)\textsuperscript{109} reported that pupils staying in rural area generally suffered from social and cultural deprivation in comparison with urban pupils. Student came from urban environment were found to be superior as compared to the students from the rural environments. The important social changes in the adolescents
included increased peer group influence, more mature patterns of social behavior new social groupings and social acceptance. For the proper development of child, organized and effective environment in the family and his social world are pre-requisites. An absence of these means in deprived environment affects their mental health which affects their academic achievement.

Panigrahi (2005)\textsuperscript{110} revealed that there was no significant difference between boys and girls with respect to academic achievement.

Varte, Zokaitluangi and Lalhunlawma (2006)\textsuperscript{111} also found that there was no sex difference in academic achievement.

Sood and Sujata (2006)\textsuperscript{112} conducted a study on academic achievement in relation to self-handicapping, test anxiety and study habits of high school children from government senior secondary school of Himachal Pradesh. The scale used was self handicapping questionnaire (Sujata, 2003) test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989) and academic achievement (school marks were considered). The results revealed that boys were poorer in study habits than girls.

Usha (2007)\textsuperscript{113} revealed that urban pupils were found superior to rural pupils in their achievement.
Sangeeta and Surekha (2008)\textsuperscript{114} found that achievement of the pupils from urban areas were better than the achievement of pupils from rural areas.

Pushpalata, Dhanda and Singh (2009)\textsuperscript{115} found that urban area surpassed children from rural area in Academic achievement.

Shobhna Joshi and Rekha Srivastava (2009)\textsuperscript{116} reported that the achievement of the pupils from urban areas was better than the achievement of pupils from rural areas.

Zarb (2009)\textsuperscript{117} studied the relationship between academic achievement and six nonacademic variables in ten students. The sample consisted of 30 males and 98 females, from a working class urban neighborhood. The six non-academic variables studied were

(i) study habit

(ii) self-concept relative to peers

(iii) acceptance of educational system,

(iv) self-concept relative to family

(v) general achievement motivation and

(vi) Academic self concept.
Results indicated that self-concept and study habits were significant predictors of grade point average for both males and females. These results suggested that the best students in a normal population were not necessarily those with a high self-concept and family self-concept, but those who have developed good study habits and realistically perceive themselves as academically successful.

Sarasani & Ravi (2010)\textsuperscript{118} investigated achievement in mathematics of secondary school students in relation to certain personality variables. The sample of the study consisted of 480 boys and girls, drawn from the various private and government secondary schools of Warangal city in Andhra Pradesh. The findings indicated significant difference between the mathematics scholastic achievement of the rural and urban students of secondary school students. Urban students were emotionally stable, self confident and had less fear to exam than rural counterparts.

Mehta (2010)\textsuperscript{119} studied personality needs and academic achievement of secondary school students with the objective to find out the relationship between personality needs and academic achievement by taking a sample of 120 students (50 high achievers, 70 low achievers) from five schools by using systematic sampling technique and found that need achievement, need dominance, need nurturance and need endurance were positively and significantly related to students’ academic achievement while need affiliation,
abasement and aggression were significantly but negatively related to academic achievement.

**2.4.2 International Studies**

Banreti et al (1976)\textsuperscript{120} examined the relationships between three levels of academic achievement and various personality factors like interest, mental health, and attitudinal variables. Two separate factors analysed by gender were carried out on all variables which differentiated significantly and systematically between the high, average and low achieving groups. For men seven factors were identified and for women two factors. There was small number of interest variables which differentiated between the high, average and low-achieving women.

Goh and Moore (1978)\textsuperscript{121} studied personality factor which has been frequently associated with (poor) academic achievement was Psychoticism. They found that Psychoticism was a significant (negative) predictor of academic success.

Maqsud (1983)\textsuperscript{122} evidenced negative relationships between Psychoticism and academic attainment, and positive correlations between academic attainment and academic self-concept. These correlations suggested that psychoticism could affect student’s self-conceptions of academic achievement.
Menon (1984)\textsuperscript{123} undertook a comparative study of personality characteristics by evolving multimedia approach of over and underachievers of high ability. The results revealed that overachieving group of boys and girls of superior ability as well as the general group was less extravert and maladjusted while underachieving boys of general group was less sociality active and masculine; over achieving group of boys and girls of superior ability showed greater academic interests and endurance, that overachieving girls from general group and overachieving boys of both groups have greater general ambition and that overachieving boys and girls of both groups have greater persistence.

Good & Brophy (1986)\textsuperscript{124} suggested that the general personality of a student’s assess whether or not a learning environment is successful for him or her. They said that dependent students will seek teacher’s instructions and support while independent students will want little of either. Some students want to be with peers, others are more introverted and prefer more solitude. A student’s personality also influences the degree, frequency and type of feedback that is needed or preferred. They also noted that the preference for work made depends to some extent on student’s personality but some work styles are independent of personality and cognitive aptitude or style.

Norwich (1987)\textsuperscript{125} investigated the relation between self efficacy and mathematics achievement. Self efficacy was measured
over 4 trials in a repeated measures design with 72 children aged 9 to 10 years. Regression analysis indicated small or no predictive relation between self efficacy and task achievement. Results of the study tend to one or more doubt about a simple relation between self efficacy and task achievement in the field of mathematics learning.

Sontakey (1988)\textsuperscript{126} reported that rural high achievers were assertive, confident and non depressive whereas the low achieving students were submissive, worrying and depressive i.e., they had guilt proneness and dull in comparison to their low achieving counterparts.

Eysenck (1992)\textsuperscript{127} affirmed that personality traits are of greater predictive weight than intelligence for academic achievement.

Kotze (1994)\textsuperscript{128} Utilizing the MMPI has indicated a positive relationship between personality and academic achievement. A multiple correlation of 0.69 was found between adaptability and academic achievement. Underachievers were also found to display the following characteristics: more emotionally unstable, defensive and lacking a warm disposition to others. Students who performed well academically were more self confident and well adapted socially.

Grano (1995)\textsuperscript{129} investigated several aspects of personality traits that might be expected to play a role in shaping the educational achievement of Mexican-American students. It was hypothesized that
personality differences between high and low achievers might help explain academic success or failure. Findings were significant for the following MMPI scales: there were significant differences between male high-achievers and female high-achievers on the Depression scale; on the Anxiety scale there were significant differences between low achievers and high achievers; on the Introversion/Extroversion scale there was significant interaction between high-achieving females and the low-achieving females, as well as between high-achieving males and high-achieving females; on the Ego-Strength scale, there were significant differences between low achieving males and low-achieving females as well as between high-achieving females and high-achieving males.

De Raad and Schouwenburg (1996) argued that students who were high on extraversion (activity) performed better academically because of higher energy levels, along with a positive attitude leading to a desire to learn and understand while low achievers were fickle-minded, passive and submissive. It was also quite logical that a person who was able to take risk, active, assertive and was hard working secured higher marks at any examination than the one who was fickle-minded, passive and submissive.

Miserandino (1996) conducted a study on “Children who do well in school, Individual differences in perceived competence and autonomy in above average children”. Self determination theory and a
motivational model of engagement were used to determine the impact of perceived competence and autonomy on engagement and achievement in school of 77 third and seventh grade students from New York City. Results showed that children who reported experiencing a lack of completeness (those less certain of their abilities) or a lack of autonomy (being extremely motivated) reported more negative effect and withdrawal behaviors than did children who perceived themselves as having or who perceived themselves to be autonomous.

Wood & Wood (1999) reported that the two interpersonal aspects of emotional intelligence are recognizing emotions in others and handling relationships. People who can recognize emotions in others and can respond appropriately were more successful in working with people and often emerge as leaders. All the researchers on emotional intelligence show that EQ was an important factor in personality of an individual and it can predict the success or failure of an individual in later life. According to them it can be helpful for the clinical psychologists and vocational psychologists to predict and treat the academically low achievers.

Booth & Crouter (2000) found significant relationships between SES and emotional instability, depression, classroom behavior problems, parental rejection, and family social support. Some adolescents have parents who have a great deal of money, and
who work in prestigious occupations. These adolescents live in attractive houses and neighborhoods, enjoy vacations abroad and attend schools where the mix of students is primarily from middle and upper socioeconomic backgrounds. Such variations influence adolescents’ personality which in turn affects their academic achievement.

Roscigno and Crowley (2001) noted that the academic achievement of rural children typically lags behind that of urban and suburban children. This claim has been borne out the more recent work suggesting that contextual factors can contribute to low esteem and poor academic achievement.

Heaven et al (2002) examined how personality variables measured by the Junior Eysenck Personality Questionnaire (JEPQ) and adjective scales for agreeableness and conscientiousness were related to self-rated academic achievement in adolescents of 14–16 years of age. They found a negative correlation with Psychoticism and positive correlations with agreeableness and conscientiousness.

Barbaranelli, Rabasca and Pastorelli (2003) reported a negative correlation between academic achievements as measured by grade point average (GPA) and self-reported energy as measured by the Big Five Questionnaire for Children, as well as positive correlations between GPA and Intellect/Openness and
Conscientiousness in Elementary School and Junior High School children.

Farsides and Woodfield (2003)\textsuperscript{137} concluded that empirical evidence was mixed concerning the role of each of the five traits plays in determining academic success. They proposed several reasons for this discrepancy, among which were age specificity of the relationship (e.g., Neuroticism was positively related to academic achievement in middle school but negatively at college age; similarly, extraversion predicted higher grades in middle school but lower grades at the college level.)

Chamorro-Premuzic, Furnham and Mcdougall (2003)\textsuperscript{138} investigated to what extent and which personality traits predict academic achievement. They used longitudinal data of a British university as sample. Academic achievement was measured throughout a three-year period and used multiple criteria. The results suggested that Neuroticism can cause lower academic achievement, while Conscientiousness may lead to higher academic achievement.

Akos and Galassi (2004)\textsuperscript{139} researched the psychological adjustment of students transitioning from middle to high school to explain the significance of environmental change on students’ academic achievement, as well as on personal, social and emotional aspects of the students’ well-being. The results indicated gender
differences in connectedness and comfort after the transition as girls felt more connected to school than did boys.

Conroy (2004)\textsuperscript{140} conducted study on personality and high achiever and low achiever and assessed that the low achiever differed from an average youngster in many different ways. In very simple terms, such adolescents may have problems or concerns related to his personality.

Chamorro-Premuzic & Furnham (2005)\textsuperscript{141} have speculated on how personality traits can influence academic achievement. For example, the positive relation between Conscientiousness and academic achievement was commonly interpreted in terms of motivation, and a positive association between openness and academic achievement was often thought to be due to intelligence. However, there was very little empirical research examining the viability of these, and other, propositions regarding the processes underlying personality influences on university and college level academic achievement.

Pokrajac-Bulian, & Zivic-Becirevic (2005)\textsuperscript{142} defined low achievement as a discrepancy between the child’s actual ability and achievement. It may be related to low self-concept, lack of family involvement and encouragement, damaging peer pressure emotional problems, physical illness, and lack of academic motivation.
Wagerman & Furnder (2007)\textsuperscript{143} found negative associations between emotional instability and academic achievement.

Lai et al (2011)\textsuperscript{144} explored difference in certain personality dimension and in academic achievement of urban and rural school students and he revealed that urban students were better in academic achievement than rural students.

2.5 Inferences Drawn from Literature Reviews

The literature in regard to the inter-relationship of academic achievement and Socio-economic status suggested that socio-economic status factor continues to play a significant part in Academic achievement from schooling experienced by young people. Studies have shown that social class membership determines a large part of the child’s learning environment and influence the student in his most formative period and this affects his Academic achievements. This literature continues to support the conclusion that the influence of Socio-economic status is complex, and intersects with a range of other factors including gender, culture and ethnicity.

The literature also suggested that parent/career level of education and employment status are commonly identified as making the largest contribution to relative advantage/disadvantage, and are the factors that are most commonly used both in research studies and by
other school systems in their own efforts to measure disadvantage. These factors appear to be more reliable predictors of educational outcomes than family or household income. The under view research was performed in such a way as covers comprehensively the different aspects and factors directly or indirectly affecting the standard of education i.e. academic achievement

Regarding Personality factors most of the researchers found that personality factors activity and sociability (extraversion) self sufficiency, shrewdness, social awareness, adventurous emotional stability (adjustment versus anxiety) were positively and significantly correlated with academic achievement of students whereas emotional instability (neuroticism), passive and shy (introvert) and tense behavior (depressive) were negatively correlated. Few studies showed positive relationship between academic achievement and different personality factors but a few studies revealed inconsistent findings regarding personality factors and academic achievement.

Regarding the students residing in urban and rural area, the majority literature showed the difference in their personality factors and Academic achievement. The literature showed that students studying in urban schools performed better in Academic achievement because they are more emotionally stable active and self confident than students studying in rural schools. Some studies reported significant difference in Academic achievement between students
Many scholars have studied the different factors which affect academic achievement of the students. However, a comprehensive yet concise research work focusing on those closely related to psychosocial variables namely personality factors and socioeconomic status could not be located. So, from these reviews it was very difficult to draw common conclusion because of their unexpected findings and use of diverse tools and techniques. The review of the related literature with regards to the problem under investigation indicated that there are very few studies in which such large number of variables like personality factors and Socio-economic status including sex, rural and urban have been studied in relation to the academic achievement of the students.

The similarity of the present study and the results found in some studies is apparent rather than real because the variables in these cases have not been measured by the same tests.

Thus, the following conclusions may be drawn after reviewing the literature related to the present study.

1. Majority of the study covered only a small sample and it does not seem possible to draw a definite conclusion.
2. Most of the investigators have used foreign tools to test the personality and Socio-economic status. Such tools were not suitable for the Indian students.

It is under this background that a separate study needs to be planned for the study of Academic achievement in relation to Personality factors and Socio-economic status with respect to the Rural and Urban students of Awadh region of Uttar Pradesh.

REFERENCES


7. MISHRA, M (1986), ‘A critical study of the influence of socio economic status on academic achievement of higher secondary school students in urban and rural areas of Kanpur’, U.P. India Ph.d Education, Kanpur University.


10. KHANNA, M. (1980), A study of the relationship between students socio economic background and their academic achievement at junior School level. In third Survey of Research in Education (M.B. Buch), Ph.D. (Education), Kanpur University (pp.977)


13. HARIRKISHAN, M. (1992), ‘A study of academic achievement of the students of the higher secondary stage in relation to achievement-motivation and socio-economic status,’ In fifth survey of research in education (M.B.Buch), M.Phil Education, Annamalai University.


20. GILL, J.K. AND SIDHU, M.S. (1998), ‘Intelligence and Academic Achievement in the children belonging to different Socio-Economic


27. PARVEEN A, (2003), ‘Effect of individual counselling on the achievement of underachievers,’ M.Phil., Education, University of Kashmir, J&K.


31. EAMON, MARY, KEEGAN. (2005), ‘Social Demographic, School, Neighbourhood and Parenting Influences on Academic Achievement of Latino Young Adolescents,’ *Journal of Youth and Adolescence*, 34(2), 163-175.

32. MARGORIBANK, K. (1996), ‘Family capital, children’s attributes and adolescent aspiration: A follow up analysis.’ *Journal of Psychological Interdisciplinary*


34. MITTAL (2008), Cited by Pannu, Randeep (2013), ‘A study of academic achievement in relation to cognitive styles personality traits
and adjustment of adolescents’, PhD. Department of education, Guru Nanak Dev University Punjab, India


38. BROCKHAUS, R. (1982), ‘The psychology of entrepreneur,’ Journal of Applied Psychology


42. CHIPMAN, S.F & THOMAS, V.G. (1985), Women’s participation in mathematics: Outlining the problem. In S.F. Chipman, L.R. Brush D.M.


46. DOWNIE N.M. (1989), ‘A comparison between children who moved from school to work with those who have been in continuous on various factors of adjustment,’ *Journal of Educational Psychology*.


55. IPAYE, A (1996), Future trends in special education, A key note address presented at CENDP/UNESAO sponsored training program on current researches in special education at FCE (Special) Oyo.

56. MARCON, R. A. (1999), Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students, PhD in Education.

57. DUKE N.K. (2000), ‘For the rich it’s richer: Print experiences and environments offered to children in very low and very high socioeconomic status first grade class rooms,’ American educational research journal.

58. UNITED STATES DEPARTMENT OF EDUCATION (2000), Washington D.C.


62. AINLEY, J. (2003), ‘Early literacy and numeracy achievement influences’ ENTER scores, ACER Journal

63. TEESE, R. (2003), Blueprint Funding reform. A presentation to the Department of Education and Training, Victoria


65. DAVID MILLIBAND (2003), Quality and Equity in Schooling. Speech given at the NASUWT/NUT conference on Learning or Learning – Lessons to be learned from PISA.


79. AKANLE O. Basil (2007), ‘Socio-Economic Factors Influencing Students Academic Performance in Nigeria Some Explanation from a Local Survey,’ *Sociology and Social work community*

80. BOWEN (2008), *School success profile*, *Jordan Institute for families*, *University* of North Carolina, Chapel Hill.


83. MEEUWISSE, SEVERIENS & BORN (2010), ‘Reasons from withdrawal from higher vocational education. A comparison of Ethnic minority and majority Non completers,’ *Studies in higher education* 35(1), pp 93-111


87. KRISHNA, K.P (1981), ‘Risk taking and adolescent personality,’ *Psychological Studies*


90. BHADRA, B. R., AND P. R. GIRIJA.(1984), ‘A study of ability, study habits and skills, values and personality characteristics of high and low achieving Scheduled Caste and Tribe students,’ *Psychological Studies 29*.1, pp 13-17

92. SHANMUGA, S.R. (1989), ‘urban-Rural difference in academic achievement and achievement related factors,’ *Journal of educational research and Extension*


95. JAIN K. AND CHOUHAN V.L. (1989), ‘A study of development of personality and vocational preference of students at various stages of adolescents,’ *Indian Psychological review*.


97. VASHISHTHA, K. K. (1991), ‘A comparative study of the adjustment of high and low achieving Indian pupils at higher secondary level,’ *Journal of Educational Research and Extension*

98. SHARMA, R & BANSAL I. (1992), ‘A study of academic achievement and intelligence of extrovert and introvert adolescent girls,’ *Indian Psychological review*.


120. BANRETI-FUCHS, K. M., & MEADOWS, W. M. (1976), "Interest, mental health, and attitudinal correlates of academic achievement among university students." British Journal of Educational Psychology 46, pp 212-219

121. GOH. D AND MOORE C. (1978), ‘Personality and academic achievement in three educational levels,’ Psychological Reports.


131. MISERANDINO, M (1996), ‘Children who do well in school: individual differences in perceived competence and autonomy in above average children,’ *Journal of educational psychology*.


137. FARSIDES, T., & WOODFIELD, R. (2003), ‘Individual differences and undergraduate academic success: The roles of personality,
intelligence, and application,’ *Personality and Individual Differences*, 33, pp1225-1243.


142. POKRAJAC BUKIAN, A & ZIVCIC I (2005), ‘Locus of control and self esteem as correlate of body dissatisfaction in Croatian university students,’ *European eating disorder review*.


144. LAI et. al. (2011), ‘Cognitive ability, personality and academic performance in secondary school students,’ *Personality and individual difference*. 
CHAPTER III

METHODOLOGY AND RESEARCH DESIGN

Every study in its planning phase is concerned with the problem of suitable methodology. It is true that without adopting appropriate procedure one cannot conduct scientific study, cannot prove facts and determine relevant and irrelevant variables. What kind of data pertinent to the study are to be collected and finally how it is to be analyzed are made. Needless to say that without proper planning, difficulties to be encountered during the progress of the work cannot be anticipated and resolved. In fact, successful completion of the study, without planning becomes not only difficult, but impossible.

Methodology requires a scientific insight (intuitive understanding) for the selection of problem, determining variables and control of extraneous (external) variables etc. It consists of formulation of research design, identification of variable, sampling, collection of data and finally analysis of data with the help of appropriate statistical techniques so that conclusions may be drawn which have wider generalizations and implications.

In the present study researcher employed descriptive and survey method.
3.1 Descriptive Research

Descriptive research has been most widely used research method in education. It is related to current situation and circumstances and problems. Descriptive research includes survey and fact, finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. Descriptive research is also known as non-experimental or correlation research. Correlation research is one, which describes, records, analyses and intercepts the conditions that exist. According to Best and Khan (1996), “Descriptive research describes and interpret ‘what is?’, It is concerned with condition of relationship that exists, practice that prevails, beliefs, point of views or attitudes that are hints, process that are going on, efforts that are being held or trends that are developing.”

3.1.1 Objectives of Descriptive Research

The main objectives of descriptive research are the generalization of the current situation and handling the future planning and change. It helps in primary study of future research by which we can have more control over the research objectives. It helps in achieving the knowledge of different aspects of human behavior.

3.1.2 Procedure of Descriptive Research

1. Statement of research problem.
2. Selection of appropriate survey method.
3. Deciding objectives of survey.
4. Available tools for gathering data.
5. Progressing of succession in deciding survey according to sample, tools etc.
6. Determining a good sample.
7. Design for gathering of data.
8. Data collection.
10. Comparative or evaluation aspect.
11. Conclusion.

3.2 Survey Research

Survey research may be defined as a technique where by the researcher studies the whole population with respect to certain sociological and psychological variables. A survey involves collecting data from a large number of respondents using a pre-designed questionnaire. Awoke (2005)\(^2\) citing Blaxter, Hughes and Tight (1996)\(^3\), indicated that survey research in education involves collection of information from members of a group of students, teachers or other persons associated with educational issues. According to Ary, Jacobs and Rezavieh (2002)\(^4\), survey permits the researcher to gather information from a large sample of people relatively quickly and inexpensively. It was thought appropriate to use the survey method because it is the dominant form of collecting data in education and other social sciences (Fink, 2002).\(^5\) The descriptive survey was further considered the most appropriate design for conducting this study.
since it is the one that deals with things as they currently are (Creswell, 2005). Most surveys are based on samples of a specified target population, the group of persons whose interest is expressed. They are designed to provide a ‘snapshot of how things are at a specific time’. There is no attempt to control conditions or manipulate variables (Kelley, Clark, Brown & Sitzia 2003).

Creswell (2002) also noted that a survey study can be done in a short time in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviours or characteristics of the population. Survey was deemed appropriate for the present study as the students of higher secondary schools were asked to give answer regarding their parents’ Socio-economic status and their personality factors. Survey method has the potential of providing a lot of information that would be gathered from the respondents. The study was basically aimed at gathering useful data on those conditions and variables that could not be manipulated and which would help in finding out factors that were contributing to poor Academic achievement in the higher secondary schools students of Awadh region of Uttar Pradesh.

3.2.1 Advantages of survey research

Survey research is one of the popular method in research of behavioral sciences. Its major advantages are given below:
1. Survey research has a wide scope. In other words, through survey research a great deal of information can be obtained by studying the larger population.

2. Survey research is more accurate.

3. Survey research has been frequently used in almost all the social sciences research. Hence, the method has inter-disciplinary value. In fact, such researches provide raw materials, for a vast increasing ‘gross disciplinary research’.

4. Survey research is considered as a very important and indispensable tool with maximal accuracy at economical rates.

### 3.3 Research Design

The research design is an important aspect of research methodology. A research design is the heart of any research. It is the arrangement of conditions for collection and analysis of data in a manner that aims at combing relevance to the research purpose and economy in procedure. In fact the research design is the conceptual structure within which research is to be conducted. It constitutes the blue print for the collection of data. It involves collection of data, its analysis and logical routing of the research towards reliable conclusions and findings. Kerlinger (1980)\(^9\) has summed up research design as the plan, structure and strategy of investigation so as to obtain the answers to the questions formulated for the research work.

Research design in its simplest way is a plan structure and strategy of investigation in order to obtain answers to the research questions. According
to Best and Khan (1996), “Design is the blue print of the procedure that enables the researcher to test his hypotheses by reaching valid conclusions about relationships between dependent and independent variables.” Hence, to be in the correct direction of the goal it is necessary to have a design for the research being carried out at the very beginning or limiting factors under which it may be conducted. So designs differ, as the nature of problem changes.

This section is described under the following sub headings.

3.3.1. Variables included in the study
3.3.2. Population and sample
3.3.3. Tools used for data collection
3.3.4. Data collection procedure
3.3.5. Obstacles in data collection
3.3.6. Plan for analysis of data
3.3.7. Statistical analysis
3.3.8. Hypotheses testing
3.3.9. Level of significance

3.3.1 Variables Included in the Study

Academic achievement was taken as the dependent variable and Socio-economic status, Personality factors, Locality (Rural and Urban) and Gender were taken as independent variables.
3.3.2 Population and Sample of the Study

3.3.2.1 Population

The students studying in class XII of secondary schools in rural and urban areas of Awadh region of Uttar Pradesh were selected as population of the present study. Awadh region constitutes of the district of Faizabad, Ambedkernagar, Sultanpur, Barabanki, Lucknow, Hardoi and Sitapur.

3.3.2.2 Sample

According to Goode and Hatt (1952)¹⁰ ‘A sample is a smaller representation of large whole.’ According to King (1969)¹¹ “The law of statistical regularity lays down that a moderately large numbers of items chosen at random from a large group are almost sure on the average to possess the characteristics of the large group.” Higher secondary school students in rural and urban areas of Awadh region of Uttar Pradesh were sampled for the study. The total estimated sample was 1506 participants of 25 schools. Out of 1506 students 897 were rural and 609 were urban students. The sample comprised of 730 female and 776 male students.

3.3.2.3 Sampling Procedure for the Present Study

The fundamental purpose of any research work is to discover principles that can be applied universally. It would be impractical to study the whole population for arriving at
generalizations as several hands, extra time as well as finance are required. The sampling process makes it possible within a relatively small proportion of the population to draw valid inferences or generalizations on the basis of careful observation of variables.

Purposive and simple random sampling techniques were used for selecting the participants for the study. The higher secondary schools’ students were purposively sampled because they are in key positions in the schools. Cohen, Manion and Morrison (2003) cited in Avoke (2005) stated that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. In this way, the researcher built up a sample that was satisfactory to specific needs. Random sampling was used here because the researcher wanted the sample to be free from preconception and unfairness (Sidhu, 2002)\textsuperscript{12}.

3.3.3 Tools used for the Data Collection

Research tools are the sole factors in determining accurate conclusions about the problem in hand. The conclusions ultimately help in policing suitable remedial measures to the problem concerned. The selection and use of tools can be done in two ways. The first one is to construct a tool independently by researchers for their own study while constructing of their
own tools, a note of caution has to be stuck when a researcher develops a tool for her/his study by merely pooling some items and does not subject it to the sophisticated techniques of tool construction. The result will be then obvious, a poor quality research.

The second way of selection and use of tools is the appropriate selection of tools from already available standardized ones in the field of study. Standardization is referred to proper item selection with high reliability, validity and usability. It is also necessary that researcher using a tool must be well conversant with the procedures of administering the tools and its scoring and interpretation of scores. In the present study, following standardized tools were used,

A. Socio-economic status (SES) Scale

B. Personality Inventory
   Dimensional personality Inventory (DPI-B) developed by Dr. Mahesh Bhargava (2006).

C. Academic achievement Measurement
   Academic achievement of students was recorded from school record
# TABLE NO. 3.1  Sample Composition of Students

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Sex</th>
<th>District</th>
<th>Category</th>
<th>Name of Institutions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Girls</td>
<td>Barabanki (Satrik)</td>
<td>Rural</td>
<td>Government Girls Inter College</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>Boys</td>
<td>Barabanki (Harakh)</td>
<td>Rural</td>
<td>Yug Nirmarh Inter College</td>
<td>98</td>
</tr>
<tr>
<td>3</td>
<td>Girls</td>
<td>Barabanki</td>
<td>Urban</td>
<td>Government Girls Inter College</td>
<td>73</td>
</tr>
<tr>
<td>4</td>
<td>Boys</td>
<td>Sitapur (Biswan)</td>
<td>Rural</td>
<td>Hanumat Rameshvar Dayal Inter College</td>
<td>71</td>
</tr>
<tr>
<td>5</td>
<td>Co –Ed</td>
<td>Sitapur (Biswan)</td>
<td>Rural</td>
<td>Seth Devashver Dyal Inter College</td>
<td>69</td>
</tr>
<tr>
<td>6</td>
<td>Girls</td>
<td>Sitapur</td>
<td>Urban</td>
<td>Raja Sur Baksh Inter College</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>Girls</td>
<td>Ambedkar Nagar</td>
<td>Rural</td>
<td>Gramoudyog Inter College</td>
<td>74</td>
</tr>
<tr>
<td>8</td>
<td>Boys</td>
<td>Ambedkar Nagar</td>
<td>Urban</td>
<td>Ramdev Inter College</td>
<td>47</td>
</tr>
<tr>
<td>9</td>
<td>Boys</td>
<td>Faizabad (Jaganpur)</td>
<td>Rural</td>
<td>Anjuman Itihad Tarraqi Inter College</td>
<td>72</td>
</tr>
<tr>
<td>10</td>
<td>Co Ed</td>
<td>Faizabad (Reedganj)</td>
<td>Urban</td>
<td>Forbes Inter College</td>
<td>45</td>
</tr>
<tr>
<td>11</td>
<td>Girls</td>
<td>Sultanpur (Rasoolabad)</td>
<td>Rural</td>
<td>Haneef Inter College</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Co Ed</td>
<td>Sultanpur</td>
<td>Urban</td>
<td>Williams Inter College</td>
<td>52</td>
</tr>
<tr>
<td>13</td>
<td>Girls</td>
<td>Hardoi (Sandila)</td>
<td>Rural</td>
<td>Sandila Girls Inter College</td>
<td>68</td>
</tr>
<tr>
<td>14</td>
<td>Boys</td>
<td>Hardoi</td>
<td>Urban</td>
<td>Baby Martin Public Inter College</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>Co -Ed</td>
<td>Lucknow (Kakori)</td>
<td>Rural</td>
<td>Public Convent Inter College</td>
<td>68</td>
</tr>
<tr>
<td>16</td>
<td>Boys</td>
<td>Lucknow (Malihabad)</td>
<td>Rural</td>
<td>Mahatma Gandhi Inter College</td>
<td>59</td>
</tr>
<tr>
<td>17</td>
<td>Boys</td>
<td>Lucknow (Mohanlalganj)</td>
<td>Rural</td>
<td>Kashishwar Inter College</td>
<td>55</td>
</tr>
<tr>
<td>18</td>
<td>Co Ed</td>
<td>Lucknow</td>
<td>Rural</td>
<td>Bakshi Ka Talab Inter College</td>
<td>68</td>
</tr>
<tr>
<td>19</td>
<td>Girls</td>
<td>Lucknow (Gosaiganj)</td>
<td>Rural</td>
<td>Lala Ganesh Prasad Balika Inter College</td>
<td>59</td>
</tr>
<tr>
<td>20</td>
<td>Co Ed</td>
<td>Lucknow (Vikas Nagar)</td>
<td>Urban</td>
<td>Career Convent Inter College</td>
<td>38</td>
</tr>
<tr>
<td>21</td>
<td>Boys</td>
<td>Lucknow (Lalbagh)</td>
<td>Urban</td>
<td>Amiruddaula Islamia Inter College</td>
<td>55</td>
</tr>
<tr>
<td>21</td>
<td>Co Ed</td>
<td>Lucknow (Amberganj)</td>
<td>Urban</td>
<td>St. Mary Public Inter College</td>
<td>48</td>
</tr>
<tr>
<td>23</td>
<td>Co Ed</td>
<td>Lucknow (Vikasnagar)</td>
<td>Urban</td>
<td>Pioneer Montessori Inter College</td>
<td>47</td>
</tr>
<tr>
<td>24</td>
<td>Girls</td>
<td>Lucknow (Lalbagh)</td>
<td>Urban</td>
<td>Lalbagh Inter College</td>
<td>57</td>
</tr>
<tr>
<td>25</td>
<td>Boys</td>
<td>Lucknow (Hazratganj)</td>
<td>Urban</td>
<td>St. Francis’ College</td>
<td>40</td>
</tr>
</tbody>
</table>
3.3.3.1 Socio-economic status Scale

Measurement of Socio-economic status is a major operation in almost all researches related to social concept. According to Linton(1936) the whole concept of status has emerged in terms of social differentiation (Shah,1986). Socio-economic status scale preparators have incorporated variables like family size, education, occupation, social position, caste, land ownership, social participation and possession. But to identify the correct categories and minimize the perceptual content in socio-economic status for its accurate measurement, limited variables like caste, occupation, education, income, possession and social participation are being used in the information of the Socio-economic status scale.

R.L.Bharadwaj has developed a Socio-economic status scale with a view to seek clarity of distinct aspects of social and economic status of an individual separately and integrally. The scale is suitable for both urban and rural areas and is applicable to measure any status above 13 years of age. The socio-economic status scale selected for this study was intended to identify the socio-economic status of the students of class XII students.
<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Family</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Educational</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Profession</td>
<td>14</td>
</tr>
<tr>
<td>A</td>
<td>Doctors</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>College Principals</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Administrators</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>Forces</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>Office</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Lawyer</td>
<td>3</td>
</tr>
<tr>
<td>G</td>
<td>Teacher</td>
<td>3</td>
</tr>
<tr>
<td>H</td>
<td>Writer</td>
<td>7</td>
</tr>
<tr>
<td>I</td>
<td>Business personnel</td>
<td>3</td>
</tr>
<tr>
<td>J</td>
<td>Artists</td>
<td>2</td>
</tr>
<tr>
<td>K</td>
<td>Engineers</td>
<td>4</td>
</tr>
<tr>
<td>L</td>
<td>Leaders</td>
<td>2</td>
</tr>
<tr>
<td>M</td>
<td>Manger</td>
<td>5</td>
</tr>
<tr>
<td>N</td>
<td>Miscellaneous</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Caste</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Total Assets</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Monthly Income</td>
<td>6</td>
</tr>
</tbody>
</table>
Reliability

A measure is considered reliable if score on the same test given twice is similar. The reliability of the test of the revised scale has been calculated by test and retest method. The scale was administered on a sample of 200 students and after 21 days it was administered again on the same sample. The correlation between two scores was calculated by Spearman-Brown formula.

The following reliability Coefficient correlations were found in seven areas and of the scale as a whole

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Area</th>
<th>Coefficient of Correlation</th>
<th>Original Scale (N = 100)</th>
<th>Revised Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family</td>
<td>.27</td>
<td>.76</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Social</td>
<td>.68</td>
<td>.69</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Education</td>
<td>.82</td>
<td>.86</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Profession</td>
<td>.70</td>
<td>.74</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Caste</td>
<td>.92</td>
<td>.94</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Total Assets</td>
<td>.67</td>
<td>.69</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Monthly Income</td>
<td>.73</td>
<td>.74</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Scale (as a whole)</td>
<td>.76</td>
<td>.76</td>
<td></td>
</tr>
</tbody>
</table>
Validity

The test, as a data collection tool, must produce information that is not only relevant but should be free from systematic errors, it must produce valid information. In general a test is valid if it measures what it claims to measure. The content validity of the revised scale, since areas and then item are solely based on research proven items is high and promising.

Category of Socio-economic status

According to manual, Socio-economic status was categorized in to five classes based on the range of scores which are obtained by converting raw score in to T-score. Category of Socio-economic status and its range of scores presented by table no. 3.4

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category</th>
<th>Range of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Upper class</td>
<td>70 and above</td>
</tr>
<tr>
<td>2</td>
<td>Upper middle class</td>
<td>60-69</td>
</tr>
<tr>
<td>3.</td>
<td>Middle class</td>
<td>40-59</td>
</tr>
<tr>
<td>4.</td>
<td>Upper lower class</td>
<td>30-39</td>
</tr>
<tr>
<td>5.</td>
<td>Lower class</td>
<td>29 and below</td>
</tr>
</tbody>
</table>
3.3.3.2 **Dimensional Personality Inventory (DPI-B)**

This inventory (developed by Dr. Mahesh Bhargava) is based on the trait theory model of Eysenck (1947), who thought that traits constitute the most important parts of personality, which refer to observed consistency of behavior and action tendencies. General cues to the traits are what the person does and how well he does (Sing 1988)\(^{15}\). Several traits together constitute a dimension of personality which helps us in making distinction among persons. This scale measures personality on the basis of dimensions and items are very much suited to a common person. The test is devised with this uniqueness that is applicable to normal person aging from 14 to any age limit of either sex. It consists of 60 statements in simple Hindi/English and measures six important personality dimensions.

1. **Activity-Passivity**

The person is active, energetic, enthusiastic, regular, persistent and busy with ability to concentrate for long duration of time, on one hand and passive, dull, inactive, slow and irregular in working, deviation with constructive output, delayed reaction in work, unwillingness to act on the other hand. Higher score on this dimension shows activity trait of one’s personality whereas lower score shows the passivity trait.
2. **Enthusiastic- Non Enthusiastic**

It indicates the tendency to be happy go lucky, warm hearted person, enjoying life, fond of being in company of others, social and outgoing, mixing easily in the company of others, witty, loves enthusiastic and courageous work, open hearted, ability to move persons for various function. This is indicated by cyclothymic temperament and higher score indicates greater tendency. On the other hand, lower score indicates non- Enthusiastic trend by expressing resvereness, shyness, inhibited, cold, keeping aloof, feeling difficult to contact other people, slow spoken, non participation in various functions and also known as schizothymic personality.

3. **Assertive – Submissive**

It indicates the assertiveness of an individual as person is straight forward in all dealing of life, bold, having traits of leadership, likes to act as main player, independent nature, non convincing with other’s ideas, dominant, whereas submissiveness keeps his ideas to himself only, not dare to open his mouth, fearful to meet and exchange views with others, accept subordination and act as others say, hesitant to oppose other’s view. High score indicates the assertiveness, whereas low score is near to submissive dimension.
4. **Suspicious-Trust**

High score indicates the paranoid tendency of individual which is reflected in his suspicious nature about others, apprehensive, having no faith in others, blaming others for all failures and non achievement, feeling misconception of people about himself and feels that others are jealous of him, whereas low score trends to trusting trait of personality which do not have such paranoid tendency. This positive dimension of personality is characterized by free of jealous tendencies, accepting conditions, easy to get on with others, adaptable, cheerful, uncompetitive, a good team worker, an open and tolerant person and usually willing to take a chance with people, realizing own weakness and faults.

5. **Depressive-Non Depressive**

High score on this personality trait indicates feeling of Helplessness, hopelessness, worthlessness, depresses, unwanted, unloved, suicidal ideas, feeling of inferiority, high frustrated, lack of self confidence, sad on misdeeds and mistakes done in past, jealous about others happiness, restless and full of tense. Whereas low scorers tends to be non-depressive characterized by relaxedness, unfrustrated, composed and satisfied.
6. **Emotional instability and Emotional stability**

   The high score on this personality trait indicates emotional instability where individual is affected by feelings, emotionally less stable, easily annoyed and upset having low frustration tolerance for unsatisfactory conditions, highly anxious and worrying, fearful, sensitive, touchy, given to mood swings, depresses and sad whenever confronted with stressful situations, having neurotic symptoms like phobias, sleep disorders and psychotic disturbances. The low score is indicative of emotionally stable trait of personality where person is in full control over his emotional expressions, emotionally mature, stable, realistic about life situations, possessing ego strengths, high level of adjustment with unsolved emotional problems.

   Each personality trait is measured by 10 items through three responses alternatives- Yes, Undecided and No. The Yes is to be scored as 2, undecided is to be scored as 1, whereas no is equal to zero.

**Reliability of DPI-B**

   The dimension personality inventory has indicated the satisfactory reliability coefficient when split half method was used on various samples in table. Here all the reliability coefficients are significant and ensure the high reliability.
Validity of DPI-B

The universe of the concept was covered widely and sampled through the perusal of the Indian and foreign studies. Each item of the scale was judged by the expert. Thus it can be said that scale possesses satisfactory validity.

3.3.3.3 Academic achievement Measurement

Academic achievement of class XI students who were studying in class XII was recorded from school record.

3.3.4 Data collection procedure

Data collection is essentially an important part of the research process so that the inferences, hypotheses or generalizations tentatively held may be identified as valid, verified as correct, or rejected as untenable. The instruments employed to collect data were questionnaire based on Socio-economic status of parents of the students and inventory based on personality of the students.

A list of rural and urban higher secondary schools under the jurisdiction of Awadh region of Uttar Pradesh was prepared by the researcher. To facilitate the survey the district inspector of schools was approached who gave permission to survey and collect the data from the schools. Prior permission of the Heads of the institution was sought for approaching the students of all 25 schools of Awadh region.
of Uttar Pradesh. The list of the students was taken from the academic office to know the strength of the students and for selection of the sample. The class teachers were requested to spare one class for administering the socio economic status and personality factors scales and for eliciting the auxiliary information of the students through questionnaire. Students were made to sit comfortably and provided the assessment material. The investigator has acquainted the students with the purpose of the study. They were assured that the information provided by them would be kept confidential. The tools were administered by the investigator herself. The necessary instructions were given to the respondents before filling the questionnaires, the students were asked to read the statements carefully and requested to give their response for each and every statement. The examples given in the test booklet were duly illustrated. The investigator had also given full freedom to the students to ask the meaning of the words or sentences which were beyond their understanding. There was no time limit for the completion of the given questionnaire. The tools were administered in two sessions on the same day with a gap of 15-20 minutes to avoid mental and physical fatigue. Few students were omitted because they did not completely attend all the tests. Final academic scores obtained by the students in class XI was recorded from the office of the examination to know the academic achievement of the students. Data have been collected in three and half month.
3.3.5 Obstacles in Data Collection

During the collection of data a number of obstacles were faced by the researcher. Some obstacles were as follows:

1. **Getting approval from schools to conduct the survey**

   The Principals/Mangers thought that the survey was being done by their competitors and thus were initially suspicious regarding the intentions of the survey. The investigator had to convince the school authority again and again and the purpose and intention of gathering information from their institutions were made clear to them.

2. **Approaching the schools**

   Visiting the schools in the rural areas of different cities of Awadh region posed a logistic problem.

3. **Cooperation of teachers**

   When the investigator went for survey the teachers and staff were busy in their routine work and were reluctant to assist in the survey.

4. **Examination, Class Test, Holidays, Vacations, Extracurricular activities and sport events**
The scheduling of survey dates posed a problem due to Examination, Class Test, Holidays, Vacations, Extracurricular activities and sports events.

5. Students were reluctant to provide their personal information

The questionnaire was consisting of sensitive questions related to the family background and personality traits. Therefore the students were hesitant to give such information. A lot of counseling was required to convince the students that the information provided by them would be kept strictly confidential.

3.3.6 Plan for Analysis of Data

After the completion of data collection from all the selected institutions, scoring was done as per instruction given in the manual of tools. Data analysis usually involves application of one or more statistical techniques. The data were analyzed in such a way that permits the researcher to test the research hypotheses. The investigator had collected the data for her study by administering socio-economic status scale and personality inventory. Achievement score of the XII grade rural and urban students in Awadh region was recorded from academic office of schools. The obtained data were systemically analyzed with the help of suitable techniques in order to test the
hypotheses formulated on the basis of the objectives of the study. By the use of application software (SPSS) the data were analyzed and then results were interpreted.

3.3.7 Statistical Techniques Used

Analysis of the data was done by employing the following statistical techniques. These techniques were chosen only after the investigator found them to be most appropriate and compatible to the data. Each statistical method was based upon its own specific assumptions regarding the nature of the sample, its population and research conditions. These factors were considered in advance. Following statistical measures were used for analyzing the data in present study.

2. Use of ‘t’ test for measuring the significant difference between means.
3. Use of linear measure of correlation (Pearson product moment coefficient correlation)

3.3.7.1 t-test

The t-test assesses whether the means of two groups are statistically different from each other. When the analysis of t-test is used, the following assumptions should be met:
1. The individuals in the various sub groups should be selected on the basis of random sampling from normally distributed population.
2. The variance of the subgroups should be homogeneous.
3. The sample comprising the group should be independent.

3.3.7.2 Correlation analysis

The ‘t’-test discussed above is the evidence of direct or indirect relationship between the variables. Confirmatory evidences of these associations are desirable to interpret the obtained findings of ‘t’ with greater confidence.

In the present study the extent and nature of the association between the selected experimental variables has been worked out using the Karl Pearson's Product Moment Correlation Method. It was examined to see whether the obtained 'r' should be treated as significant or not. The data in the present study were linearly distributed.

All the statistics were calculated by the application of Statistical Package for Social Science 16.0 (SPSS).
3.3.8 Hypothesis Testing

This involves the careful construction of two statements: the null hypothesis and the alternative hypothesis. In present study investigator has formulated null hypothesis.

3.3.8.1 The Null Hypothesis

This hypothesis is denoted by \( H_0 \). The null hypothesis is what we are attempting to overturn by our hypothesis test. The null hypothesis reflects that whether there is significant difference or relationship or not. If the difference between the experimental group and the control group is very small, the experimenter is likely to accept the null hypothesis, indicating the fact that the small difference between these two groups is due to sampling error or some other chance fluctuations. On the other hand, if the difference between the experimental group and the control group is too large, the experimenter is likely to refuse or reject the null hypothesis, indicating the fact that the obtained differences are real differences between or among the samples under study.

3.3.9 Level of Significance

Investigators, experimenters and research workers have chosen several arbitrary standards for convenience that are called levels
of significance of which 0.05 and 0.01 levels are most often used. The confidence with which a researcher rejects or accepts a null hypothesis depends upon the level of significance adopted.

If the null hypotheses is rejected at 0.05 level, it means that 5 out of 100 times in replication of the experiments, null hypotheses is true and 95 times this hypotheses is false. In other words, this suggests that a 95% of probability exist that the results obtained are due to experimental treatment rather than due to some chance factors. The 0.01 level suggest that 99% probability exist that the obtained results are due to the experimental treatment and hence, once in 100 replications of the experiment, the hypotheses will be true. The investigator in her study used 0.05 and 0.01 level of significance.

REFERENCES
CHAPTER- IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

It is rightly said that the dependability and generalizability of the findings of the research study to a large extent are determined by the techniques used for analysis and interpretation of data. If the data are not analyzed by using the appropriate statistical techniques, the findings can be misleading. Being an important phase of a research study this phase includes more clarifications as to reach on a particular target. This chapter includes presentation, analysis and interpretation of the data. Computation of certain indices or measures along with searching for patterns of relationships that exist among the data group is called as analysis of data. The data collected through the administration of various tools on selected samples were raw. The raw data were first organized in separate table for each variables of the study. For computation of needed statistics and application of appropriate statistical tests, most of the data were analyzed on SPSS (Statistical Package for Social Science).

One of the important uses of statistical method is to reduce a large body of quantitative information in to a few meaningful and interpretable indices, commonly known as statistical average. The original data collected by researcher were in the form of numbers which was so large and
unmanageable that no conclusions regarding their nature could be drawn. So
the first step, it is worthwhile to summarized data in terms of statistics that
are easily understandable and interpretable for drawing sound conclusions
and valid generalizations. McNemar (1962)\(^1\) has rightly mentioned that the
reduction of a batch of data to a few descriptive measures is a part of
statistical analysis which should lead to overall better comprehension of the
data. For the purpose of data analysis codes and abbreviations were assigned
to these variables to facilitate computational process in the computer system.

The data collected on socio economic status, personality factors
and their academic achievement score of the XII grade rural and urban
students of Awadh region were systemically analyzed with the help of
suitable techniques. In order to test the hypotheses formulated on the
basis of the objectives of the study the data were responded through
textual discussion of tabular and graphical devices, tables and figures
used to classify the significant relationship. They were constructed to be
self explanatory.

4.1 Descriptive Statistics

All 1506 respondents were drawn from 25 institutions form the final
sample of the study. Out of 1506 students 897 were rural and 609 were
urban students. The sample comprised of 730 female and 776 male.
Fig. 4.1  Socio-economic status wise graphical presentation of total sample

Where

UC-Upper Class
UMC- Upper Middle Class
MC- Middle Class
ULC- Upper Lower Class
LC-Lower Class
Fig 4.2  Locality wise graphical presentation of total sample

Fig. 4.3  Gender wise graphical presentation of total sample
The present chapter is devoted to presentation, analysis and interpretation of the data.

Objective 1
To compare the academic achievement of rural and urban higher secondary school students.

Hypothesis 1
There is no significant difference between the academic achievement of rural and urban higher secondary school students.

Table 4.1  Comparison between Academic achievements of Rural and Urban higher secondary school students.

<table>
<thead>
<tr>
<th>Locality</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>df</th>
<th>T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>896</td>
<td>53.39</td>
<td>6.286</td>
<td>1504</td>
<td>8.713</td>
<td>Sig. at 0.05</td>
</tr>
<tr>
<td>Urban</td>
<td>609</td>
<td>56.67</td>
<td>7.709</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 Level

Table 4.1 presents the result of statistical comparison between academic achievements of rural and urban students studying in higher secondary schools. The mean and standard deviation for both the groups along with corresponding t- ratio are given in the relevant columns of the table. For academic achievement the mean scores of rural and urban students are compared using t-test which is found to be significant at 0.05 level as
corresponding t-value is 8.713. This shows that rural and urban students differ on academic achievement with urban students who are doing better than rural students. The graphical presentation of mean academic achievement scores of both rural and urban students is given in fig.4.4

Fig. 4.4  Locality wise graphical presentation of mean academic achievement score

Discussion

When the data were analyzed to see the significant difference in academic achievement scores on the basis of locality, it was found that urban students achieved significantly more academic score than the rural students.
This might be due to the fact that urban students get more facilities like good school environment with library, tutorials, guidance from parents and other remedial materials while rural students do not get the same. The urban students in general have highly educated parents, with better occupation and income. These parents can afford to provide all possible facilities that are needed for their children’s successful education such as separate room to study, books required and provide them the best tutorial and school which provides all the necessary facilities to the students which boost their academic achievement. In spite of these, the facilities available in the rural areas necessarily restrict the capacity of the parents and schools to give the best education even though the teachers are very willing to do their best (Balogun 1979). This might be the reason that urban student’s academic achievement was high (Pal 1997). This result is also in line with previous studies such as, Lai et al (2011) who explored difference in certain personality dimension and in academic achievement of urban and rural students and he revealed that urban students were better in academic achievement than rural students. Sarasani & Ravi (2010) investigated academic achievement of various private and government secondary schools in rural and urban areas of Warangal city in Andhra Pradesh in relation to some variables which affect academic achievement. The findings indicated significant difference between the scholastic achievement of the rural and urban students of secondary school students, urban students were emotionally stable, self-confident and had less fear to exam than rural counterparts. Long research history in this area has demonstrated that urban students’ academic achievement was more than their rural counterpart.
Researchers have shown that urban students tend to score higher than rural students due to their different residential and school localities, academic achievement of urban locality was better than the academic achievement of rural locality students. Urban locality students had better teaching learning environment at school as well as at home than students of rural locality (Mathew 1976\textsuperscript{6}) where as Narayana Koteswara and Ramachandra Reddy (1998)\textsuperscript{7} showed that there was significant influence of locality on the academic achievement of high school students. Among the group of rural and urban student, students from rural areas were the lowest in their academic achievements. Ganguly (1999)\textsuperscript{8} studied the determinants of academic achievement in rural and urban areas and found that parental care about child’s education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas. He also compared students of rural and urban areas and found that the upper and lower socio-economic status groups of students in urban areas performed better in achievement tests in every subject. Gakhar and Asema (2004)\textsuperscript{9} found that X class urban students significantly achieved better in their annual previous examination than the rural students and also Jaganadhan (1983)\textsuperscript{10} found that the pupils from urban areas had better achievements than rural pupils. Mba (1991)\textsuperscript{11} also lamented that poverty of the parents has made education and learning impossible for children especially children in the rural areas. He lamented that poverty has further caused other problems for rural students such as disease, frustration, poor achievement, and psychological problems and so on. From the above
discussion clear cut evidence was found about the role of the locality in academic achievement.

**Objective 2**

To compare the academic achievement of male and female higher secondary school students.

**Hypothesis 2**

There is no significant difference between the academic achievements of male and female higher secondary schools students.

**Table 4.2 Comparison between academic achievement of Male and Female higher secondary school students.**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>df</th>
<th>t</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>776</td>
<td>55.04</td>
<td>7.018</td>
<td>1504</td>
<td>1.832</td>
<td>Sig. at 0.05 level</td>
</tr>
<tr>
<td>Female</td>
<td>730</td>
<td>54.37</td>
<td>7.133</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 Level*

Table 4.2 presents the result of statistical comparison between academic achievements of male and female students studying in higher secondary schools. The mean and standard deviation for both the groups along with corresponding t- ratio are given in the relevant columns of the table. The t-value for comparing mean scores of academic achievement
among male and female students give a t-value of 1.832 which is less than the critical value given in the t-table and hence it is not significant at 0.05 level. Hence the hypothesis which states that there is no significant difference between the academic achievements of male and female higher secondary school students is accepted which shows that male and female do not differ in academic achievement. The graphical presentation of mean academic achievement scores of both genders is given in fig 4.5

**Fig. 4.5 Gender wise graphical presentation of mean academic achievement score.**

![Mean of Academic Achievement Scores](image)

**Discussion**

On the basis of above result we can say that gender does not affect the academic achievement of higher secondary school students. This might be
due to the reason that parents give equal concentration towards their daughter as towards their son in modern societies where there is no disparity between the male and female. Sadker and Klein (1991)\textsuperscript{12} reported that the gender differences had a major role in educational achievement of children and adolescents but this has much less influence today. Since vocational opportunities have opened up for woman in a wide array of careers and since teachers have become aware of gender inequities in their interactions and the competitions in every field has become too hard, the gender differences among students has generally decreased. These results are supported by Taj and Bhargava (1999)\textsuperscript{13} who carried their study on socio-psychological correlates of academic achievement and found that gender does not affect academic performance. Suneeta and Mayuri (2000)\textsuperscript{14} observed that there was no significant difference among boys and girls in academic achievement in their study. Many researchers also revealed that academic achievement was independent of gender (Gill 1998\textsuperscript{15}, Ahmed 1998\textsuperscript{16}). This is also supported by Farquhar (1963)\textsuperscript{17} who observed no significant relationship between academic achievement and sex of XI grade high school students. Manchala (2007)\textsuperscript{18} also found that sex has no significant influence on the academic achievement of B.Ed students. Also Pavithran and Ferore (1965)\textsuperscript{19} found that there was no marked difference between boys and girls in the achievement of IX class students both were more or less on the same levels of achievement. Rao (1995)\textsuperscript{20} found that the academic achievement in science was similar in boys and girls and both the group were in average range. Awartini and Gray (1989)\textsuperscript{21} reported that no significant differences between male and female students in academic achievement. Ma (1995)\textsuperscript{22}
studied a sample of high school seniors, based on algebra and geometry achievement. He found no gender differences in algebra but male significantly performed better in geometry than female. Gender differences in academic achievement have not been consistent and continue to be a much debated topic (Leder, 1992).23

**Objective 3**

To study the relationship between socio-economic status and academic achievement of male higher secondary school students.

**Hypothesis 3**

There is no significant relationship between socio-economic status and academic achievement of male higher secondary school students.

**Table 4.3 Relationship between Socio-economic status and Academic achievement of Male higher secondary school students**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>S. D.</th>
<th>Correlation r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic status</td>
<td>724.40</td>
<td>345.614</td>
<td>0.322**</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>55.04</td>
<td>7.018</td>
<td></td>
</tr>
</tbody>
</table>

**correlation is significant at 0.01 level**
The correlation analysis is employed to find out the relationship between socio-economic status and academic achievement of male students studying in higher secondary schools. The mean and standard deviation for both socio-economic status and academic achievement are given in the relevant columns of the table 4.3. The correlation coefficient (r) is 0.322. A positive and significant relationship between socio-economic status and academic achievement of male higher secondary schools students has been demonstrated by this finding. Hence hypothesis which states that there is no significant relationship between socio-economic status and academic achievement of male higher secondary schools students is rejected at 0.01 levels.

Discussion

The above result shows significant and positive correlation between socio-economic status and academic achievement of male students of higher secondary schools, this show that the male students with parents having good socio-economic status achieve good academic scores in comparison to male students with parents having poor socio-economic status. The reason might be that the parents having good socio-economic status provided all the necessary facilities concerning their children’s education, health and understand their problems related to adolescent period which affect their academic achievement. This study is also supported by Kaur (1971) who conducted a study on a sample of 60 male of class IX in Patiala city and observed a highly significant correlation between socio-economic status and academic achievement of the male of higher secondary schools. Furthermore
Havighrust (1952)\textsuperscript{25} conducted a study on high school boys in six different schools in the eastern united. He found that the lower status boys get more direct form of punishment. The teacher’s reports of counseling with parents were also summarized. According to the author’s statements most of the counseling about discipline was with parents of lower status boys who were influenced adversely by their peer group of similar socio- economic status and these factors affected their academic achievement. Moreover, Smith, Fagan and Ulvund (2002)\textsuperscript{26} had asserted that significant predictor of academic achievement of boys at age of 8 years included parental socio- Economic Status (SES). In the same vein, other researchers had found that parental SES could affect boys as to bring about flexibility to adjustment to the different school schedules (Guerin et al., 2001)\textsuperscript{27}, this finding is supported by other researchers. Eze (2002)\textsuperscript{28}, Craig Ronald (2003)\textsuperscript{29} and Rothstein (2004)\textsuperscript{30} had asserted that status of parents does not only affect the academic achievement of male students but also make it impossible for students from low socio-economic background to compete well with their counterpart from high socio-economic background under the same academic environment.

**Objective 4**

To study the relationship between socio- economic status and academic achievement of female higher secondary school students.
Hypothesis 4
There is no significant relationship between socio-economic status and academic achievement of female higher secondary school students.

Table 4.4  Relationship between Socio-economic status and Academic achievement of Female higher secondary school students.

Descriptive statistics (N=730)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>S. D.</th>
<th>Correlation r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic status</td>
<td>687.91</td>
<td>349.399</td>
<td>0.368 **</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>54.37</td>
<td>7.133</td>
<td></td>
</tr>
</tbody>
</table>

**correlation is significant at 0.01 level

The correlation analysis is employed to find out the relationship between socio-economic status and academic achievement of female students studying in higher secondary schools. The mean and standard deviation for both socio-economic status and academic achievement are given in the relevant columns of the table 4.4. The correlation coefficient (r) is 0.368. A positive and significant relationship between socio-economic status and academic achievement of female higher secondary schools students has been demonstrated by this finding. Hence hypothesis which states that there is no significant relationship between socio-economic status and academic
achievement of female higher secondary school students is rejected at 0.01 levels.

Discussion

The relationship between socio-economic status and academic achievement of female is found to be significant and positive. The result shows that socio-economic status is associated with academic achievement of female students. This result is supported by previous studies as Ojha (1973)\textsuperscript{31}, Khanna (1980)\textsuperscript{32}, Chopra (1982)\textsuperscript{33}, Singh (1988)\textsuperscript{34}, Frempong (2000)\textsuperscript{35}, White (2001)\textsuperscript{36}. In two studies this point of view is strongly supported as White (2001)\textsuperscript{36} and Srivastava (1984)\textsuperscript{37} reported that socio-economic status to be strong predictor of academic achievement of female. They found that female students belonging to poor socio-economic status are generally busy in their household work with her mother in very early stage of their life and they don’t have much time and amenities which required for scoring good academic score. Furthermore Rothman’s (2003)\textsuperscript{38} revealed that within the same school, a girl from upper socio-economic group achieved better test results than a girl from lower socio-economic group.

Objective 5
To study the relationship between socio-economic status and academic achievement of rural higher secondary school students.

Hypothesis 5
There is no significant relationship between socio-economic status and academic achievement of rural higher secondary school students.

Table 4.5 Relationship between Socio-economic status and Academic achievement of Rural higher secondary school students.

Descriptive statistics (N=897)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>S. D.</th>
<th>Correlation r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic status</td>
<td>615.69</td>
<td>331.493</td>
<td>0.336 **</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>53.39</td>
<td>6.286</td>
<td></td>
</tr>
</tbody>
</table>

**correlation is significant at 0.01 level

The correlation analysis is employed to find out the relationship between socio-economic status and academic achievement of rural students studying in higher secondary schools. The mean and standard deviation for both socio-economic status and academic achievement are given in the relevant columns of the table 4.5. The correlation coefficient (r) is 0.336. A positive and significant relationship is found between socio-economic status and academic achievement of rural higher secondary school students. Hence hypothesis which states that there is no significant relationship between socio-economic status and academic achievement of rural higher secondary school students is rejected at 0.01 levels.
**Discussion**

The result shows that socio-economic status is associated with academic achievement of rural higher secondary school students. The relationship between socio-economic status and academic achievement is found significantly positive in case of both male and female rural students. This may be due to fact that the rural students with parents having good socio-economic status, seek admission to good school as they can afford the fees and the educational materials, their parents can provide them good tutorial and all the necessary facilities which require to achieve good academic achievement score. This result is also supported by Malekar and Mohanty (2009) who studied social correlates of academic achievement of rural underprivileged primary school students and found that socio-economic status was a potential social correlate of academic achievement; home environment had positive correlation with academic achievement in case of low achievers. Mayuri et al. (2003) reported that socio-economic status significantly contributed to academic achievement of rural students. Vijayalaxmi and Natesan (1992) also reported that socio-economic status influenced the academic achievement of rural students.

**Objective 6**

To study the relationship between socio-economic status and academic achievement of urban higher secondary school students.
Hypothesis 6
There is no significant relationship between socio-economic status and academic achievement of urban higher secondary school students.

Table 4.6  Relationship between Socio-economic status and Academic achievement of Urban higher secondary school students.

Descriptive statistics (N=609)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>S. D.</th>
<th>Correlation r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic status</td>
<td>840.77</td>
<td>327.556</td>
<td>0.253 **</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>56.67</td>
<td>7.709</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant at 0.01 level**

The correlation analysis is employed to find out the relationship between socio-economic status and academic achievement of urban students studying in higher secondary schools. The mean and standard deviation for both socio-economic status and academic achievement are given in the relevant columns of the table 4.6. The correlation coefficient (r) is 0.253. A positive and significant relationship between socio-economic status and academic achievement of urban higher secondary schools has been demonstrated by this finding. Hence hypothesis which states that there is no significant relationship between socio-economic status and academic
achievement of urban higher secondary schools students is rejected at 0.01 levels.

Discussion

The association between the socio-economic status with academic achievement of urban students is found to be positive and significant. As the urban students who have better educated parents, occupation and consisted of medium/high income may be the reason to have better academic achievements as comparison of those urban students who have illiterate or less educated parents and low income.

One of the important factors found to be an indicator of successful academic achievement of urban students is socio-economic status among the students of higher secondary school (Marcon 1999)\textsuperscript{42}, this finding is also in line with the findings of many previous studies such as Papay, Murnane and Willett (2008)\textsuperscript{43} who studied the outcomes of low-income students on the Massachusetts Comprehensive Assessment (MCAS). They found that families of urban students with low income lack the resources to provide quality education for their children. Students from low-income families typically attend schools in which the majority of the students performed very poorly on standardized tests. The authors stated that these school districts are now recognizing that parental involvement is essential in producing successful students. It is important for improvement in poor schools in the urban area to involve the parents in the educational process to improve their academic achievement.
Result is also supported by the finding of Pal et al. (1997)\textsuperscript{44} who studied socio-psychological factors, which affect the academic achievement of urban students. Urban students whose fathers had higher educational status performed better. Parents’ occupation and education are the important components of the socio-economic status and have a great influence upon their ward’s academic achievement. The result is in line with the study of Saini (1977)\textsuperscript{45}, Sharma (1984)\textsuperscript{46}, Bhatnagar and Sharma (1992)\textsuperscript{47}, Panda and Jena (2000)\textsuperscript{48} who found that parent’s educational level had a significant effect on the academic achievement of urban children. Geogrewill (1987)\textsuperscript{49}, Gill and Sidhu (1988)\textsuperscript{50}, Budhdev (1999)\textsuperscript{51}, Singh (1995)\textsuperscript{52} reported that parental occupation had a significant effect on the school achievement of the child. This trend may be because of a strong influence of parental support on child's education and academic achievement.

**Objective 7**

To compare the academic achievement of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.

**Hypothesis 7**

There is no significant difference between the academic achievements of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.
Comparison between Academic achievement of higher secondary school students belonging to Upper Socio-economic status and Lower Socio-economic status.

<table>
<thead>
<tr>
<th>SES</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>df</th>
<th>t</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper class</td>
<td>117</td>
<td>65.05</td>
<td>8.022</td>
<td>439</td>
<td>21.733</td>
<td>Sig at 0.05 level</td>
</tr>
<tr>
<td>Lower class</td>
<td>324</td>
<td>48.43</td>
<td>3.351</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 Level

Table 4.7 presents the result of statistical comparison between academic achievement of students belonging to upper socio-economic status and students belonging to lower socio-economic status studying in higher secondary schools. The mean and standard deviation for both the socio-economic status groups along with corresponding t-ratio are given in the relevant columns of the table. The means of academic achievement scores of students belonging to upper socio-economic status and lower socio-economic status are compared by using t-test which is found to be significant at 0.05 level as corresponding t-value is 21.733. This shows that students belonging to upper socio-economic status and lower socio-economic status differ in academic achievement with students of upper socio-economic status doing better than students of lower socio-economic status.
Discussion

The result shows that there is significant difference between the academic achievements of higher secondary school students belonging to upper socio-economic status and lower socio-economic status. This can be because of socio-economic status is a facilitating factor of academic achievement. It is quite natural that parents with upper and moderate socio-economic status are able to provide all the amenities required by the children for facilitating their academic achievement. Income, education, and occupation are responsible for low academic achievement in many low SES families. Due to low socio-economic status parents spend inadequate time with their children. Parents with high socio-economic status are more apt to talk to their children about the world around them. If a family does not
have a good educational background or materials to use to work with their child, then the child may suffer as a result. Research indicated that children from lower-SES households and communities developed academic skills more slowly compared to children from upper SES groups (Morgan, Farkas, Hillemier, & Maczuga, 2009). Schulz (2005) found most students from upper socio-economic families lived in better neighborhoods, and therefore, the quality of their schools was better. The result shows that socio-economic status does not affect students’ academic achievements in early stage, but it does affect students’ educational outcomes in the long-term. In the words of the British Prime Minister Tony Blair: “… bad for everyone, but it is particularly unfair for children who miss out on opportunities because they inherit the disadvantage faced by their parents, so their life chance are determined by where they come from rather than who they are. They deserve the same chances to fulfill their potential that others take for granted.” (Social Exclusion Unit). In assuming the reason why children from lower socio-economic status families performed poorly because of their background. To do so is to ignore the research that indicates individual schools and individual teachers can make a difference to children’s learning (Rowe 2003). Barger and Hall (1965) have shown that the high socio-economic status of school students was conductive enough to high academic achievement. Teese (2003) in his analysis of the achievement of students in Victoria, found clear and consistent trends for children from lower Socio-economic status families to have lower academic
achievement scores. Adewale (2002)\textsuperscript{58} also had reported that in a low socio-economic family where nutritional status was relatively low and health problems are prevalent, students’ academic achievement was greatly hindered. Similar results were reported by Pramanik (1996)\textsuperscript{59}. Fransoo, Ward, Wilson and Brownell (2005)\textsuperscript{60} indicated that educators have known for years that students from high Socio Economic families performed academically better than those from low Socio Economic families. Although many students from high socio economic backgrounds do not perform well, and many from low socio economic background performed very well, the overall trend is evident. It is not the case that students from low socio-economic status do poorly, but the higher the economic status of the student, the more likely the educational success. The results of the authors’ study revealed that the socio-economic status as compared to the academic achievement is far more evident than previous documentation has shown. Students from low Socio Economic status are much more likely to drop out of school or are retained in a particular grade. The answers to the problem of educating low socio economic students are challenging and demanding. The authors stated that schools must focus on the needs of the children and their families. Districts must start with the early childhood development of the students. They must also develop a relationship with their parents and community. With a team efforts of educational reform involving all stakeholders, educational success for all students is possible. Children with more opportunities at home to build academic skills tend to be better
The families, schools and neighborhoods of adolescents have socio-economic characteristics. Schools in low socio-economic status areas are more likely to have a higher percentage of students with lower achievement test scores. These schools often have fewer resources than schools in higher socio-economic status neighborhood. They are also more likely to have young teachers with less experience than those in schools in higher socio-economic status neighborhood. Schools in new socio-economic status areas are more likely to encourage rote-learning, whereas schools in higher Socio-economic status areas are more likely to work with adolescents to improve their thinking skills (Spring, 2002). There are also indications of socio-economic differences in the way that parents think about education. Middle and upper income parents more often think education as something that should be mutually encouraged by parents and teachers. By contrast, low income parents are more likely to view education as teachers’ job. Thus, increased school family linkages can benefit adolescents’ academic achievement from low income families (Hoff, Lorsen & Tardif, 2002, Magnuson & Duncan, 2002).

Objective 8
To study the relationship between personality factors and academic achievement of rural higher secondary school students.
Hypothesis 8
There is no significant relationship between personality factors and academic achievement of rural higher secondary school students.

Table 4.8 Relationship between Personality factors and Academic achievement of Rural higher secondary school students.

<table>
<thead>
<tr>
<th>Personality factors</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
<th>Pearson Correlation r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>11.45</td>
<td>4.479</td>
<td>897</td>
<td>.315**</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>10.75</td>
<td>3.578</td>
<td>897</td>
<td>.223**</td>
</tr>
<tr>
<td>Assertive</td>
<td>10.65</td>
<td>3.650</td>
<td>897</td>
<td>.181**</td>
</tr>
<tr>
<td>Suspicious</td>
<td>10.92</td>
<td>3.975</td>
<td>897</td>
<td>-.291**</td>
</tr>
<tr>
<td>Depressive</td>
<td>10.70</td>
<td>4.273</td>
<td>897</td>
<td>-.323**</td>
</tr>
<tr>
<td>Emotional Instability</td>
<td>11.66</td>
<td>5.102</td>
<td>897</td>
<td>-.446**</td>
</tr>
</tbody>
</table>

**correlation is significant at 0.01 level

Table 4.8 presents the means and standard deviations for academic achievement and six personality factors; activity, enthusiastic, assertive, suspicious, depressive and emotional instability of total rural students (N=897) in the relevant columns of the table.
The table 4.8 also reveals that the correlation ‘r’ among academic achievement of rural higher secondary school students and their personality factors activity, enthusiastic and assertive are found to be positive and their correlation coefficients (r) are 0.315, 0.223 and 0.181 respectively. Correlation among another three personality factors suspicious, depressive and emotional instability and academic achievement of the rural students are found to be negative and their correlation coefficients (r) are 0.291, 0.323 and 0.446 respectively.

The result of the above table also shows that among the six personality factors studied, the factor “activity” has maximum positive correlation (r = 0.315) with academic achievement while factor “emotional instability” has maximum negative correlation (r = -0.446) with academic achievement. Beside the positive and negative correlation ‘r’ values are significant at 0.01 level of significance. So, the null hypothesis which states that there is no significant relationship between personality factors and academic achievement of rural higher secondary school students is rejected. It means that personality factors and academic achievement of rural higher secondary school students are significantly related.

**Discussion**

The result shows that there is a relationship between personality factors and academic achievement of rural higher secondary school students. Regarding personality factors most of the researchers found that personality factors activity and sociability (extraversion) emotional stability (adjustment
versus anxiety), assertive (self confident) were positively and significantly correlated with academic achievement of rural students whereas suspicious, emotional instability (neuroticism),) and depressive (tense behavior) were negatively correlated.

Few studies shows positive relationship between academic achievement and different personality factors as reported by Dhillon and Pawah (1993)\textsuperscript{67}, Bhatnagar (1992)\textsuperscript{68} and Khatoon (1996)\textsuperscript{69}, but many studies shows negative relationship between academic achievement and different personality factors as Entwistle et al. (1983)\textsuperscript{70} and Bajwa et al. (2008)\textsuperscript{71}. But a few studies revealed inconsistent findings regarding personality factors and academic achievement as reported by Verma et al. (1998)\textsuperscript{72} and Sood (2005)\textsuperscript{73}. Sridevi and Parveen (2008)\textsuperscript{74} studied relationship between personality traits such as activity, enthusiastic, non depressive and scholastic achievement of rural higher secondary students and found that there was a positive relationship between activity, enthusiastic, non depressive and scholastic achievement of higher secondary students. People who were low on emotional stability were more anxious and tend to focus on their emotional state and self-talk, thus interfering with attention to academic tasks, thereby reducing achievement (De Raad & Schouwenburg, 1996)\textsuperscript{75}. More positively, emotional stability was associated with self-efficacy (Judge and Bono, 2002)\textsuperscript{76}, which was positively correlated with academic achievement (Robbins et al., 2004)\textsuperscript{77}, indicating that emotional stability should similarly be correlated. De Raad and Schouwenburg (1996) argued that students who are high on extraversion (activity) will perform better
academically because of higher energy levels, along with a positive attitude leading to a desire to learn and understand while low achievers are fickle-minded, passive and submissive. It is also quite logical that a person who is able to take risk, active, assertive and is hard working will secure higher marks at any examination than the one who is fickle-minded, passive and submissive.

Similar results reported by other researchers (Neog, 1990, Khan, 2000 and Aggarwal, 1975) in a psycho social study of academic achievement of rural over and under achievement at secondary school level found that under achievers were comparatively less emotionally mature, less active, less assertive, less prone to getting into difficulties less able to face reality and possessed less ego strength than over achiever students.

Vashishtha (1991) on sample of 140 rural pupils both boys and girls, studying in the final year of the high secondary level (class 11) from Delhi revealed that high achieving rural girls demonstrated poor emotional instability as compared to low achieving rural girls. High and low achieving rural boys were observed to be alike in emotional stability.

Sharma and Bansal (1991-92) conducted a study on academic achievement and intelligence of enthusiastic and non enthusiastic rural adolescent girls. The result revealed that enthusiastic adolescent girls do not differ significantly in their attitudes towards level of intelligence however; they were differing in their academic achievements.
Sheikh (1993)\textsuperscript{83} studied personality traits and academic achievement of rural female students in relation to their cognitive style and found that female adolescents belonging to rural residential background differ significantly on personality traits viz. A (reserved/warmhearted), C (affected by feelings/emotionally stable), E (obedient/assertive), F (sober/enthusiastic), Q2 (socially group dependent/self sufficient), Q3 (uncontrolled/controlled), Q4 (relaxed/tense); female adolescents with field independent and field dependent cognitive style did not differ significantly on personality traits except on factor Q3 (uncontrolled/controlled); For factor Q4, there was significant interaction between residential background and cognitive style; rural field dependent female students were significantly differ on factor Q4.

Sontakey (1988)\textsuperscript{84} reported that rural high achievers were assertive, confident and non depressive whereas the low achieving students were submissive, worrying and depressive.

**Objective 9**
To study the relationship between personality factors and academic achievement of urban higher secondary school students.

**Hypothesis 9**
There is no significant relationship between personality factors and academic achievement of urban higher secondary school students.
Table 4.9 Relationship between Personality factors and Academic achievement of Urban higher secondary school students.

<table>
<thead>
<tr>
<th>Personality factors</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
<th>Correlation (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>12.72</td>
<td>4.507</td>
<td>609</td>
<td>.487**</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>10.80</td>
<td>3.774</td>
<td>609</td>
<td>.427**</td>
</tr>
<tr>
<td>Assertive</td>
<td>11.02</td>
<td>3.450</td>
<td>609</td>
<td>.383**</td>
</tr>
<tr>
<td>Suspicious</td>
<td>10.10</td>
<td>3.986</td>
<td>609</td>
<td>-.463**</td>
</tr>
<tr>
<td>Depressive</td>
<td>9.98</td>
<td>4.355</td>
<td>609</td>
<td>-.538**</td>
</tr>
<tr>
<td>Emotional Instability</td>
<td>10.21</td>
<td>5.558</td>
<td>609</td>
<td>-.675**</td>
</tr>
</tbody>
</table>

**correlation significant at 0.01 level

Table 4.9 presents the means and standard deviations for academic achievement and six personality factors; activity, enthusiastic, assertive, suspicious, depressive and emotional instability of urban students.

An observation of the table 4.9 also reveals that the correlation ‘r’ among academic achievement of urban higher secondary school students and their personality factors activity, enthusiastic and assertive are found to be positive and their correlation coefficients (r) are 0.487, 0.427 and 0.383 respectively. Correlation among another three personality factors suspicious, depressive and emotional instability and academic achievement of the urban students are found to be negative and their correlation coefficients (r) are -0.463, -0.538 and -0.675 respectively.
The result also shows that among the six personality factors studied, the personality factor “activity” has maximum positive correlation (r=0.487) with academic achievement of urban students while personality factor “emotional instability” has maximum negative correlation (-0.675) with academic achievement of urban students. Beside the positive and negative correlation ‘r’ values are significant at 0.01 level of significance. So the null hypothesis which states that there is no significant relationship between personality factors and academic achievement of urban higher secondary school students is rejected. It means there is a relationship between personality factors and academic achievement of urban higher secondary school students.

Discussion

Result shows that there is a relationship between personality factors and academic achievement of urban higher secondary school students. This result is in line with study of Mahmud (1982) who conducted a research to study the relationship between certain personality factors and academic achievement of urban secondary school students. Result indicated significant relationship between the final exam scores and depression, emotional instability and self concept scales. Personality factors have been found to relate to job and career success (Barrick & Mount, 1991) as well as academic achievement (Lounsbury, et al,2002). Academic achievement of urban higher secondary school students also depends upon the emotional stability (emotional adjustment) as it is main component part of human life, the relationship between emotional stability and academic achievement has
been observed to become more positive with students, at least in secondary education (De Raad & Schouwenburg, 1996). Tiwari and Poornachand (1995)\textsuperscript{88} conducted a study to find out emotional stability among high and low achieving adolescents. Results showed that high achievers were significantly high in emotional stability than low achievers. Most of the studies revealed positive correlation between emotional stability and academic achievement. The results of this study also revealed that activity had a significant relationship with academic achievement. This is in harmony with the work of Rothstein, et.al. (2004)\textsuperscript{89} who reported that extraversion was positively related to academic achievement. However, the finding disagreed with the outcome of many previous studies (e.g. Bauer & Liang\textsuperscript{90}, 2003; Furnharm, et.al\textsuperscript{91}, 2003; Hair & Hampson\textsuperscript{92}, 2006). This outcome is very surprising because activity is indication of high frequency of social interaction, gregariousness and excitement-seeking which are contrary to good performance. Sinha (1973)\textsuperscript{93}, Kumari (1998)\textsuperscript{94}, Jagannadhan (1983)\textsuperscript{95} and Flemming, (1932)\textsuperscript{96} found in their studies that personality factors were correlated with academic achievement of urban secondary students.

**Objective 10**

To compare the personality factors of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.
Hypothesis 10
There is no significant difference between the personality factors of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.

Table 4.10 Comparison between Personality factors of higher secondary school students belonging to Upper Socio-economic status and Lower Socio-economic status (Upper class N=117, Lower class N=324)

<table>
<thead>
<tr>
<th>Personality factors</th>
<th>SES</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t</th>
<th>df=439</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Upper Class</td>
<td>15.85</td>
<td>3.448</td>
<td>13.838</td>
<td></td>
<td>Sig at 0.05 Level</td>
</tr>
<tr>
<td></td>
<td>Lower Class</td>
<td>10.29</td>
<td>4.400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Class</td>
<td>13.36</td>
<td>3.668</td>
<td>8.709</td>
<td></td>
<td>Sig at 0.05 Level</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Lower Class</td>
<td>9.96</td>
<td>3.491</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Class</td>
<td>13.33</td>
<td>3.355</td>
<td>8.497</td>
<td></td>
<td>Sig at 0.05 Level</td>
</tr>
<tr>
<td>Assertive</td>
<td>Lower Class</td>
<td>10.17</td>
<td>3.706</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Class</td>
<td>7.74</td>
<td>3.315</td>
<td>11.609</td>
<td></td>
<td>Sig at 0.05 Level</td>
</tr>
<tr>
<td>Suspicious</td>
<td>Lower Class</td>
<td>12.11</td>
<td>3.942</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depressive</td>
<td>Upper Class</td>
<td>6.97</td>
<td>3.847</td>
<td>11.619</td>
<td></td>
<td>Sig at 0.05 Level</td>
</tr>
<tr>
<td></td>
<td>Lower Class</td>
<td>11.88</td>
<td>4.102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Instability</td>
<td>Upper Class</td>
<td>5.75</td>
<td>4.315</td>
<td>16.848</td>
<td></td>
<td>Sig at 0.05 Level</td>
</tr>
<tr>
<td></td>
<td>Lower Class</td>
<td>13.71</td>
<td>4.552</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In this study as shown by table No.4.10 there were 117 students having Upper SES and 324 students having Lower SES. Study of the personality factors revealed that;

**Activity factor**

The mean value of activity factor is 15.85 with a standard deviation of 3.488 for students of upper SES. While for students of lower SES the mean value of activity factor is 10.29 with a standard deviation of 4.400. The statistically calculated t value is 13.838 which is found to be significant at 0.05 level with 439 df. The result clearly indicates that there is significant difference between the mean of activity factor of higher secondary school students belonging to upper socio-economic status and lower socio-economic status. This shows that the students belonging to upper SES have more activity factor than their counterparts who belong to lower SES.

**Enthusiastic factor**

The mean value of enthusiastic factor is 13.36 with a standard deviation of 3.668 for students of upper SES while for students of lower SES the mean value of enthusiastic factor is 9.96 with a standard deviation of 3.491. The statistically calculated t value is 8.709 which is found to be significant at 0.05 level with 439 df. The result clearly indicates that there is significant difference between the mean of enthusiastic factor of higher secondary school students belonging to upper socio-economic status and lower Socio-economic status. This shows that the students belonging to
upper SES have more enthusiastic factor than their counterparts who belong to lower SES.

**Assertive factor**

The mean value of assertive factor is 13.33 with a standard deviation of 3.355 for students of upper SES while for students of lower SES the mean value of assertive factor is 10.17 with a standard deviation of 3.706. The statistically calculated t value is 8.497 which is found to be significant at 0.05 level with 439 df. The result clearly indicates that there is significant difference between the mean of assertive factor of higher secondary school students belonging to upper socio-economic status and lower socio-economic status. This shows that the students belonging to upper SES have more assertive factor than their counterparts who belong to lower SES.

**Suspicious factor**

The mean value suspicious factor is 7.74 with a standard deviation of 3.315 for students of upper SES while for students of lower SES the mean value of suspicious factor is 12.11 with a standard deviation of 3.942. The statistically calculated t value is 11.609 which is found to be significant at 0.05 level with 439 df. The result clearly indicates that there is significant difference between the mean of suspicious factor of higher secondary school students belonging to upper Socio-economic status and lower Socio-economic status. The result shows that the students belonging to upper SES have less suspicious factor than their counterparts who belong to lower SES.
**Depressive factor**

The mean value of depressive factor is 6.97 with a standard deviation of 3.847 for students of upper SES while for students of Low SES the mean value of depressive factor is 11.88 with a standard deviation of 4.102. The statistically calculated t value is 11.619 which is found to be significant at 0.05 level with 439 df. The result clearly indicates that there is significant difference between the mean of depressive factor of higher secondary school students belonging to upper socio-economic status and lower socio-economic status. The result shows that the students belonging to upper SES have less depressive factor than their counterparts who belong to lower SES.

**Emotional instability factor**

The mean value of emotional instability factor is 5.75 with a standard deviation of 4.315 for students of upper SES while for students of lower SES the mean value of emotional instability factor is 13.71 with a standard deviation of 4.552. The statistically calculated t value is 16.848 which is found to be significant at 0.05 level with 439 df. The result clearly indicates that there is significant difference between the mean of emotional instability factor of higher secondary school students belonging to upper Socio-economic status and lower Socio-economic status. The result shows that the students belonging to upper SES have less emotional instability factor than their counterparts who belong to lower SES.

As shown by the table 4.11 the t-value to see the significant difference between the personality factors i.e. activity, enthusiastic,
assertive, suspicious, depressive and emotional instability are found to be significant at 0.05 level and rejected the null hypothesis which states that there is no significant difference between personality factors of higher secondary school students belonging to upper socio-economic status and lower socio-economic status which interprets that there is significant difference between personality factors of higher secondary school students belonging to upper socio-economic status and lower socio-economic status.

**Discussion**

Result shows that there is significant difference between personality factors (activity, enthusiastic, assertive, suspicious, depressive and emotional instability) of higher secondary school students belonging to upper socio-economic status and lower socio-economic status. This might be due to the fact that parents’ socio-economic status—the important component of which are parents’ occupation, education and income have great influence upon the overall personality development of their wards. This study was in line with many previous studies such as Oni (2007) and Omoegun (2007) in a previous local finding in Nigeria, found that there was significant difference between the certain personality factors among students from high and low socio-economic status group. Tandon (1978) investigated the relationship between personality traits and socio-economic status and home environment of 10th class students and found that male students with parents belonging to the lower socio-economic status were emotionally less stable, low in frustration, shy, apt to inferiority feelings, pessimistic, moody, depressed and highly anxious; while male with parents belonging to upper socio-
economic status were easy going and outgoing assertive and emotionally stable. Margetts (2007) explored the relationships between socio-economic status and children's adjustment. Father’s level of employment (unemployed, part-time, fulltime) was added to the variance in measures of adjustment. Having a father in full-time employment was statistically and significantly related to higher scores of self-control, summed social skills and lower scores for externalising behaviour, hyperactivity and summed problem behaviours. Children with unemployed fathers were at higher risk of difficulties in these areas. In higher socioeconomic status, father in full-time employment contributed significantly to higher adjustment. Other research has suggested relationship between SES and certain personality factors, such as emotional stability, in middle school students (Felner et. al., 1995). Sudhir (1989) and Singh et al. (1988) also reported that emotional maturity was found to be dependent of education and economic status of family. Occupation of the mother was negatively related with factors ‘suspicious’ and ‘liberal’ but positively related with ‘self sufficient’. This is a blessing in disguise which trained the adolescence to be self sufficient because of working of mother. Furthermore, significant relationships between SES and emotional instability, depression, classroom behavior problems, parental rejection, and family social support have been found. The families, schools and neighbor hoods of adolescents have socio-economic characteristics. Some adolescents have parents who have a great deal of money, and who work in prestigious occupations. These adolescents live in attractive houses and neighbor hoods, enjoy vacations abroad and attend schools where the mix of students is primarily from middle and upper
socioeconomic backgrounds. Such variations influence adolescents’ personality (Booth & Crouter, 2000)\(^{104}\) Akos & Galassi (2004)\(^{105}\) researched the psychological adjustment of students transitioning from middle to high school and explain the significance of environmental change on personal, social, and emotional aspects of the students’ well-being. Home or family structure has a great influence on the students’ psychological, emotional, social state, (Nzewuawah\(^{106}\) 1995, Stipek, 2001\(^{107}\) ).

REFERENCES

4. LAI et. al. (2011), ‘Cognitive ability, personality and academic performance in secondary school students,’ *Personality and individual difference*.


17. FARQUHAR (1963), “A comparative study of Motivational Factors underlying Achievement of Eleventh Grade High school studies” Columbia University Team Library.

22. MA, x (1995), ‘Gender differences in young adolescents’ mathematics and science achievement,’ *Childhood Education Article leder*.


33. CHOPRA, S.L. (1982), ‘A Study of some non intellectual correlates of Academic achievement.’ In Third Survey of Research in Education (M.B. Buch), D.Litt (Education), Lucknow University, pp 957.

34. SINGH, H., (1988), ‘An investigation into the Study habits of scheduled caste adolescents in relation to their sex and achievement


42. MARCON, R. A. (1999), Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students, PhD. in Education.


69. KHATOON, T (1996), ‘Minority student’s attitude towards science and their academic achievement, A comparative study, Indian Education Review.


80. AGARWAL, Y.P. (1975), ‘A Study of locus of control and general intelligence among scheduled caste and non-scheduled caste students,’ UGC Project, Kurukshetra University, Kurukshetra.


82. SHARMA, R & BANSAL I. (1992), ‘A study of academic achievement and intelligence of extrovert and introvert adolescent girls,’ *Indian Psychological Review*.

83. SHEIKH G.Q. (1993), ‘*A study of personality traits, psychogenic needs socio economic status and academic achievement of students in relation to their cognitive style*’, Doctoral thesis, Himachal Pradesh University.


96. FLEMMING, E. G. (1932), ‘College achievement, intelligence, personality, and emotion. *Journal of Applied Psychology*, 16(6), pp 668-674.


CHAPTER V

SUMMARY, FINDINGS AND CONCLUSION

5.1 SUMMARY

The present study was designed to study the contribution of some psycho-social variables like Personality factors and Socio-economic status with respect to the Academic achievement of higher secondary school children of Awadh region of Uttar Pradesh (India). To conduct this study ten objectives were formulated and hypotheses were framed accordingly. In order to test these hypotheses data were collected by administering socio-economic status scale and personality inventory on the sample of the study. Academic achievement of XII grade students of higher secondary school in rural and urban areas of Awadh region was recorded from academic office of the schools.

The design used for this study was a descriptive survey. The sample size was 1506 participants from 25 higher secondary schools of Awadh region of Uttar Pradesh. Random and purposive sampling techniques were adopted for selecting the samples. The current study also addresses important gaps in the literature related to Socio-economic status and Personality factors and Academic achievement. This study contributes not
only to understand the potential role of Socio-economic status and personality factors on academic achievement, but more specifically how different level of Socio-economic status and different Personality factors such as activity, enthusiastic, assertive, suspicious, depressive and emotional instability might related to academic achievement of higher secondary school students. Among these personality factors the first three factors were indicating the positive impact on academic achievement where as the last three were indicating negative impact on academic achievement.

5.2 Salient Findings of the Study

After testing the hypotheses following findings according to objectives were obtained by the researcher.

**Objective 1.** To compare the academic achievement of rural and urban higher secondary school students.

Rural and Urban students differed significantly on academic achievement. Urban students had better academic achievement than rural students.

**Objective 2.** To compare the academic achievement of male and female higher secondary school students.

There was no gender disparity in academic achievement of students.
**Objective 3.** To study the relationship between Socio-economic status and academic achievement of male higher secondary school students.

The association between socio-economic status and academic achievement of male higher secondary school students was significant.

**Objective 4.** To study the relationship between Socio-economic status and academic achievement of female higher secondary school students.

The association between socio-economic status and academic achievement of female higher secondary school students was significant.

**Objective 5.** To study the relationship between Socio-economic status and academic achievement of rural higher secondary school students.

A significant relationship was found between socio-economic status and academic achievement of rural students.
**Objective 6.** To study the relationship between Socio-economic status and academic achievement of urban higher secondary school students.

The socio-economic status and academic achievement of urban higher secondary school students were significantly related.

**Objective 7.** To compare the academic achievement of higher secondary school students belonging to upper Socio-economic status and lower Socio-economic status.

The results showed that,

  i. There was significant difference between academic achievements of students belonging to upper Socio-economic status and lower Socio-economic status.

  ii. Socio-economic status of the students was the main determinant of the academic achievement of the students.

  iii. There was positive relationship between Socio-economic status and academic achievement of the students.

  iv. Students who belong to upper Socio-economic status attained better academic achievement than students belong to lower Socio-economic status.

  v. Eight percent students were in the category of upper socio economic status, twenty percent students were in the upper medium class, thirty percent students belonged to medium class, eighteen percent students belonged to upper lower
class and twenty one percent students belonged to lower class

**Objective 8.** To study the relationship between personality factors and academic achievement of rural higher secondary school students. The result showed that,

i. There was positive and significant relationship between personality factors (activity, enthusiastic and assertive) and academic achievement of rural students.

ii. There was negative and significant relationship between personality factors (suspicious, depressive and emotional instability) and academic achievement of rural students.

**Objective 9.** To study the relationship between personality factors and academic achievement of urban higher secondary school students. The result showed that,

i. There was positive and significant relation between personality factors (activity, enthusiastic and assertive) and academic achievement of urban students.

ii. There was negative and significant relation between personality factors (suspicious, depressive and emotional instability) and academic achievement of urban students.
Objective 10. To compare the personality factors of higher secondary school students belonging to upper Socio-economic status and lower Socio-economic status.

There was significant difference between personality factors (activity, enthusiastic, assertive, suspicious. depressive and emotional instability) of students belonging to upper socio-economic status and lower socio-economic status

i. Activity Factor

There was significant difference between the activity factor of students belonging to upper socio-economic status and lower socio-economic status. Students who belong to upper SES had more activity factor than their counterparts belong to lower SES.

ii. Enthusiastic Factor

There was significant difference between the enthusiastic factor of students belonging to upper socio-economic status and lower socio-economic status. Students belong to upper SES had more enthusiastic factor than their counterparts belong to lower SES.

iii. Assertive Factor

There was significant difference between the assertive factor of students belonging to upper Socio-economic status and lower Socio-economic status. Students who belong to upper SES had more assertive factor than their counterparts who belong to lower SES.
iv. **Suspicious Factor**
There was significant difference between the suspicious factor of students belonging to upper Socio-economic status and lower Socio-economic status. Students who belong to upper SES had less suspicious factor than their counterparts who belong to lower SES.

v. **Depressive Factor**
There was significant difference between the depressive factor of students belonging to upper Socio-economic status and lower Socio-economic status. Students who belong to upper SES had less depressive factor than the students who belong to lower SES.

vi. **Emotional Instability factor**
There was significant difference between the emotional instability factor of students belonging to upper socio-economic status and lower socio-economic status. Students who belong to upper SES had less emotional instability factor than the students who belong to lower SES.

5.3 **Conclusions**

Based on the findings of the study the researcher was able to draw the following conclusions regarding the relationship among socio-economic status, personality factors and academic achievement of higher secondary school students:
1. The locality (urban/rural) was significantly associated with academic achievement of students. Urban students had higher academic achievement than rural students.

2. There was no gender-wise disparity in academic achievement among the higher secondary school students. Male and female students had almost same academic achievement.

3. There was positive relationship between socio-economic status and academic achievement of male as well as female students. Socio-economic status was identified as a strong predictor of academic achievements of both male and female students of higher secondary schools.

4. There exists a positive association between socio-economic status and academic achievement of rural as well as urban students. The parents’ socio-economic status had great influence on academic achievement of rural as well as urban higher secondary school students.

5. Students belong to upper socio-economic status had better academic achievement than students who belong to lower socio-economic status.

6. Personality factors were found as correlates of academic achievement of rural and urban students. Activity, enthusiastic and assertive personality factors were positively associated with academic achievement while suspicious, depressive and emotional instability were negatively associated with academic achievement of higher secondary school students.
7. Activity factor as one of the personality factors had maximum positive correlation with academic achievement of rural and urban students while personality factor emotional instability had maximum negative correlation with academic achievement of rural and urban students.

8. There was significant difference among the personality factors of the students belong to upper and lower socio-economic status.

9. The students from the upper socio-economic status had high level of activity, enthusiastic and assertive personality factors as compared to students who belong to lower socio-economic status. Also the above personality factors positively influenced the academic achievement of the students.

10. The students who belong to lower socio-economic status had high level of suspicious, depressive and emotional instability personality factors than students who belong to upper socio-economic status. The above personality factors negatively influenced the academic achievement of the students.

Findings showed that personality factors and socio-economic status of the students jointly and relatively predicted academic achievement. The findings imply that teachers should construct learning environment that take into consideration the students’ individual differences, strengths and their homely environment. Appropriate counselling interventions should be used to assist students. Personality assessment may be a useful tool in guiding and
counselling students effectively throughout their academic pursuit. Information of the personality traits of each student in school could be used to direct students towards disciplines and programmes in which they are most likely to succeed.

### 5.4 Areas for Further Research

The investigator has felt that some other studies may also be conducted on the similar lines with a view to generalize their educational implications to enhance the level of educational attainment of the students of the present era. Studies on the following areas may be conducted:

1. Relationship between cognitive factors and the academic achievement of the students.
2. Relationship between non-cognitive factors and academic achievement of the students.
3. A comparative study of private and government schools with respect to quality and academic achievement of the students.
4. Relationship between personal and institutional level variables on academic achievement of higher secondary school students.
5. Effect of family types on academic achievement of the students.
6. Relationship between personality traits and academic achievement of university students.
7. Relationship between socio-demographic factors and personality factors of the secondary school students.
8. Effect of type of school on the academic achievement of the students.
9. Relationship between socio-economic status and the academic achievement of scheduled caste and scheduled tribe students.
10. Effect of student’s attitude towards science on their academic achievement.
11. Relationship between socio-economic status and the academic achievement of Muslim and non-Muslim students.
12. Factors responsible for low academic achievement at different educational level i.e. primary, secondary and university level.
13. Relationship between socio-economic status on the academic achievement of students of medical or engineering profession.
14. Effect of parent’s relationship on the academic achievement of the students.
15. Influence of peer group on the academic achievement of the students.

5.5 Implications and Recommendations

The present study revealed the interactive relationship among the variables socio-economic status, personality factors and academic achievement of higher secondary school students. Since all these variables are important, the present study indicates certain factors to be borne in mind while we train and nurture our children. The socio-economic status viz., parental education and occupation and income of family influenced the personality and academic achievement of students. This study shows that
personality factors like activity, enthusiastic and assertive were positively associated with academic achievement. Such qualities need to be strengthened and nurtured among higher secondary school students and the factors suspicious, depressive and emotional instability which lead to low achievement need to be minimized. In this section an attempt was made to derive the educational implications of the present study. Some recommendations for enhancing academic achievement and suggestions for further research studies have also been made which can be taken up by other research scholars. The implications revealed by the study are given below.

5.5.1 Implications for policy makers

India is a poor country and thus majority of the people are living in poor socio-economic conditions, even a large part of population exists below the poverty line. To realize the slogan “Education for all”, the government, the people and the different policy makers in education all have to work hard against illiteracy. There is a need to create an environment for a better modern education where there is no socio-economic discrimination among the students and their academic achievement. Policy makers in India should focus on the lower socio-economic families. This focus could have various manifestations in terms of economical and psychological assistance.

Attention should be paid towards the teacher training programs and various activities and subjects which help teachers to better
understand the importance of personality variables which have important role to play in the academic achievement. The gap in the standard of education between urban schools and rural schools should be removed, so that better results can be obtained from under achievers. Researches should be conducted on the effectiveness of the counseling and awareness programme in helping the teachers, parents and the students to handle the issues related to low academic achievement.

5.5.2 Implications for Teachers

Understanding the home environment of the learner is a prerequisite for effective teaching. Establishing a cordial relationship with parents of students and timely interactions with them may help teachers as well as students to cope with many difficulties. It is very important for teachers to understand the role of various personality factors in the academic achievement of the students. Emotional instability is a major cause for low Academic Achievement. So teachers must render comfortable emotional atmosphere for students. Teacher should use positive reinforcement for developing proper achievement behaviour.

5.5.3 Implications for Parents

The awareness of parents about the factors that can enhance the academic achievement of their children is very important. In other words parents cannot maximize their influence on their children’s
academic achievement unless they know, first, the importance of their role in their children’s academic achievement and secondly, how their behaviour towards children can improve the children’s personality. Emotional support is the most important factor to be provided at home. Parents should provide tension free and emotionally relaxed home atmosphere for their children and should discuss daily life situations with children to help them to draw right conclusions and decisions. They should inculcate good values in children through proper interactions and help children to face failures successfully. They should try to develop positive attitude among children to enhance their trusting, emotional stability and non depressive factors of personality which influence their academic achievement. Harsh punishments, sarcastic comments and negative attitudes are to be avoided and try to develop assertive attitude and enthusiasm in their personality which in turn reflects in their good academic achievement.

Parents who are not educated or have low educational qualification should endeavor to allow their children to attend remedial summer coaching provided by government and non – governmental agencies.

5.5. 4 Implication for Schools and Administrations

It is important to understand and concentrate on the factors within the school situation that are conducive to the onset of the causes of underachievement. There is need of considering the
personality of the students while planning any kind of educational intervention programmes in colleges and schools. Services of psychologists, special educators and social workers should be utilized by college authorities for rendering professional help to the academic low achievers. Guidance and counseling to the students belonging to lower Socio-economic status facilities can help for the needy students.

5.5.5 Implications for Students

Accept the home environment with all its limitations and try to overcome the deficiencies of the home environment. They should try to improve their personality, set realistic goals and plan to achieve the goal.

5.6 Limitation of the Study

It is not possible in a single research study to cover all aspect of variables associated with the problem under investigation. Although, the problem is very natural and is prevalent everywhere yet due to shortage of time and resources all the variables could not be covered and the study is limited in several ways. Limitations are in terms of population covered, sample selected, scope of variables studied and the scope of generalizability of findings and so on.

1. Due to the shortage of time and resources the study was carried out only on students of class XII although problem of achievement is common to elementary classes yet the focus of the study is on the higher secondary stage only.
2. The phenomenon of achievement has been studied in relation to socio-economic status and personality factors.

3. The scope of study covers only the districts of Awadh region in Uttar Pradesh (India). This is because no study had been conducted so far in this area. Hence the generalizability of the findings would be limited accordingly.

4. The sample was restricted to urban and rural areas of Awadh region of Uttar Pradesh only so as to make an in-depth study of the factors that affect academic achievement of higher secondary school students.

5. It is desirable that the researcher is able to access first hand or original information. But access to all material was not possible through primary sources thus information from secondary sources has been used.

6. Though simple random sampling was used for selection of samples to the extent it was practicable but due to some other factors like permission for administration of the tests and availability of schools compelled the researcher to adopt purposive sampling as an alternative measure for the study.

7. Standardized tools for the assessment of socio-economic status and personality factors of the students have been used.
LIST OF APPENDICES

Appendix I. Socio Economic Status Assessment Questionnaire
Appendix II. Dimensional Personality Inventory
Appendix III. Raw Data
LIST OF PUBLICATIONS
