Chapter – 3
Review of the Related Literature

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Chapter – 3
Review of the Related Literature

3.1 Introduction:-
This chapter deals with the internal review of the literature. It is an attempt to discover relevant material published in the problem area under study. This covers the empirical research studies done previously in the problem area. The studies conducted during the last few decades in the field of achievement that one move relevant and pertinent of the present investigation are discussed in this chapter.

3.2 Need of Review of the Related Literature: -
For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the library and its many resources. Only then will an effective search for specialized knowledge be possible. The for reference material is a time consuming. But very fruitful phase of a research programmed. Every investigator must know what sources are available in his field of enquiry. Which of them he/she is likely to use and where and how to find them. (Sakhia 1980)

The related literature form the foundation upon which all future work will be built. It enables the investigator to know the means of gentling to the frontier in the field by his research. It also provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problems. It famishes the researcher with indispensable suggestions about comparative data, good procedures, likely method and tried techniques. The information about the activities of previous investigations, stimulate the researcher to use each bit of knowledge as a starting points for new and further progress.

3.3 Past Researches :-
There are number of studies relating to the Study Habits, Intelligences and Achievement Motivation done in the past. However, only the literature pertaining to the independent variables used in the present study is referred in the succeeding pages.
3.3.1 Studies done in Abroad

1. Studies related to study Habits-

1. Researcher – Caballos and Esteban
   Year - 1988
   Title – Study Skills and Problem Solving Strategies in Spanish Students.
   Finding- The researcher found that projected academic success and successful problem solving strategies wane found to correlate with specific responses to the ISSI. The Spanish group was found to favor a more passive approach to study which did not relate particularly well to open ended problem-solving.

2. Researches - Powell
   Year - 2002
   Title - Study Habits and The Level Alcohol use Among Collar Students.
   Finding- Their results reveal that failing to account for the endogeneity it of the level of drinking leads to an over estimate of its effect on the likelihood that a student misses a class or gets behind in School. The study also find differential effect of drinking on the study habits of freshman students and their upper year counterparts.

3. Researches- Ozsoy
   Year - 2009
   Title – Metacognition Study Habits and Attitudes.
   Sample – 221 students – 125 female and 96 male.
   Finding- The results revealed that there is a medium positive relationship between metacognitive knowledge and skills and study habits($r=351,P<0.5$). Study attitudes($r=451,P<0.5$) and study orientation ($r=435,P<0.5$) Additionally, the results of the study showed that there is no significant relationship between metacognition and study habits and attitudes for low and medium achievers but, there is a significant relationship for high achievers.

2. Studies Related to Intelligence.

1. Researcher - Cortada et al.
   Title – The Achievement in Primary Education and its Relation to General Intelligence and the Thinking Processing Problem Solving
Sample - 200 students

Finding – An achievement test consisted of general knowledge, language, mathematics was constructed and then applied to students. The raven’s progressive matrices was used to study thought process and strategies for problem solving were also administered. Results indicate that the school did not use the best intellectual potentiality of students.

2. Researcher - Thomas Hoerr
   Year - 1998
   Title – Research paper –‘Applying Multiple Intelligence in School’
   Sample- 41 Schools
   Finding- 78% of theme said that their schools and realized going on standardized achievement scores and 63% attributed the growth to” practices inspired by Multiple Interregna theory”. Not surprisingly as stated by author that the use of Multiple Intelligence paid other benefits in these schools as well. 78% the schools reported improved performances by students having learning difficulties.80% reported improved parental participation 81% in student discipline. Another successful tale in the New City Schools. St. Louis. when sixth grade class comprising of 27 students scored, for example, an average grade equivalent of 12.8 on Stanford Achievement Test which was quite an achievement. Thus multiple intelligence did contribute towards academic achievement as seen through the following research study.

3. Studies Related to Achievement Motivation

1. Researcher—Thomas G Zen Zen
   Year - 2002
   Title- Achievement Motivation [Unpublished Research Paper University of Wisconsin stout Menomonee]
   Sample- 99 students of the Industrial Technology course
   Findings-
   • The Pearson correlation was not significant
   • No relationship was found between the number of projects attempted and the distance of the ring toss attempted.
3.3.2 Studies Done in India

1. Studies Related To Study Habits

1. Researcher - Sunanda. G
   Year – 1980
   Title - Effect of Counseling on the Study habits & achievement of teacher trainees.
   Finding – (a) The treatment groups that received counseling registered significant gain in their academic performance and study habit scores.
   (b) The controlled groups had nil or insignificant gain in these two variables.
   (c) Group-centered behavioral counseling was found to be the most effective of the three types of counseling in improving achievement.
   (d) The personality types had no influence on the academic achievement or study habits.
   (e) There was no interaction effect between counseling style and personality types.

2. Researcher - Panda
   Year – 1992
   Title - Study Habits of Disadvantaged and non Disadvantaged adolescents in Relation to Sex and Academic Performance
   Finding - The result of the Study were that
   I. There is a difference in study habits of disadvantage tagged and non disadvantaged adolescents non disadvantaged adolescent were better in study habits as compared to their colander parts.
   II. There is significant influence or sex in relation to study habits Boys had significantly better study habits than the girls.
   III. The results indicate a significant difference between high and low achievers in relation to study habits. High achieving adolescents have be her study habits than their counter-parts.
   IV. The iteration effect of APC i.e. caste and academic performance is significant. Study habits of disadvantaged and
non disadvantaged adolescents differ significantly at different levels of academic achievement is between the high and low achieving adolescents. Students similarly, there was no statistically significant interaction effect of difference between all other group combinations in relation to study habits.

3. **Researcher - Indira – K.**
   **Year** – 1992
   **Title** - A study of the reading interest and study habits of neo-literates.
   **Finding** - A majority (53.33%) of respondents seemed to read during the morning many (37.5%) seemed to spend about one hour for reading, many (50.83%) seemed to read give days in a week, only (5%) claimed that they read everyday and as many as 65% seemed to depend on libraries for reading material (AVRR 12.69)

4. **Researcher - Shahapur**
   **Year** – 1995
   **Title** - Study Habits of Secondary Schools Students of Mysore city.
   **Finding** – The study found that
   I. There was significant intercorrelation among the seven different areas of the study habits scale.
   II. Only 16.84% students had good study habits 61.73% of students had average study habits and 21.43% of students had poor study habits. Good study habits group was the smallest in size as compared to the other two categories i.e. average study habits group and the poor study habits group.
   III. There was significant relationship between the level of study habits and the sex of students. The girls percentage was more than the boys in the good study habits group, their percentage was less than those of boys in the average study habits group but there percentage was higher than those of boys in the poor study habits group.
IV. Pupils studding in private school were better than the pupils standing in Govt. Schools.

V. Both boys and girls in private school possessed better study habits than the boys and girls in govt. schools.

5 Researcher - Hussein

Year – 2006

Title - Effect of Guidance Services on study attitudes, Study Habits and Academic Achievement of Secondary School Students.

Sample – 50 students of Lahore 25 for control and 25 for experimental group from 9th class were selected for the study.

Finding - The results of the study indicated that the guidance services have significant effect on the students, study attitude study habits and academic achievement. The experiment revealed that guidance service have significant positive effect on student’s study attitudes and study habits. resulted in improvement of students academic achievement significantly better performance of experimental group in the subjects of Physics, Mathematics, Biology, Chemistry, and English text is evidence that study attitude and study habits do effect student achievement.

6 Researcher – Pazhanivel. G.

Year – 2006

Title - A study of the impact of Modular Approach on Achievement, study Habits and attitude of students in Tamil Grammar at secondary Level.

Findings :

- Control group and experimental group students differ in their achievement in Tamil grammar and study habits.
- There was significant relationship between the achievement and study habits.
- The modular Approach was effective in enhancing the academic achievement and study habits. The study cites eighty-two references.
7 Researcher – Dey. N.
Year – 2008
Title - A comparative study of the study habits of high achieving CBSE and ICSE students in the secondary school examination.
Findings :
(a) High achieving CBSE and ICSE students were having very positive and constructive study habits.
(b) High achieving CBSE girls were studying more than the boys.
(c) High achieving ICSE boys were devoting more time to studies in comparison to girls.
(d) More than 90% of the CBSE and ICSE students were liking to study alone or self study.

8 Researcher – Nuthana P.G. & Yenagi G.V.
Year – 2009
Title - Influence of study habits, self-concept on academic achievement of boys and girls.
Findings :
(a) It is revealed that boys and girls had almost similar study habits.
(b) It is revealed that boys and girls did not differ significantly on self concept as the ‘t’ value of 1.75 is found to be significant.
(c) It is found that boys and girls did not differ significantly on academic achievement as the t-level of 1.26 was found to be non-significant.
(d) The association of study habits of girls with academic achievement was significant. While as the association of the study habits of boys with academic achievement was not significant.
(e) The association of self-concept of boys and girls with academic achievement was significant.
(f) It was revealed that significant relationship between freading and note taking habits, habits of concentration and preparation for examination had significant correlation with academic achievement.

9 Researcher – Kumar, M. Dixit, R.
Year – 2011
Title - An investigation into study habits and personality related to achievement in English and Hind Medium students.
Findings:
(a) The overachievers are those, whose achievements are higher than the level of their abilities.
(b) These overachievers of English and Hindi medium have better study habits and they are properties by positive personality traits.
(c) Under achievers have faulty study habits also they lack enthusiasm and are emotionally instable.
(d) The over achiever English and Hindi medium students differ from under achiever English and Hindi medium students.
(e) Male and female over achievers exhibit better study habits as compared to under achievers.
(f) The researcher found that study habits cores have direct and significant relation to academic achievement.

2. Studies Related to Intelligence

1. Researcher - Reddy
   Year – 1983
   Title - The achievement and Intellectual Capacity of High School students.
   Finding - The class X mean scores on N – achievement were significantly higher than class VIII and VII mean scores. Students from government and private schools did not show significant difference. Further boys and girls studying in the same class did not show significant differences.

2. Researcher – Mithlesh Dixit
   Year – 1985
   Title - A Comparative study of the Academic Achievement and Intelligence of Adolescent Boys and Girls studying in classes IX and XI.
   Finding - Half of them were boys and half were girls the results indicated that there was no difference in the academic achievement of intellectually superior and very superior boys and girls. At all other intellectual levels the academic achievement of the girls was superior to the that of boys. In general the intelligence tatts scores of the boys were higher than those of the girls.

3. Researcher – Thilalgavathi T.
   Year – 1990
Title - The Academic achievement in Relation to Intelligences Creativity and Anxiety.

Sample – 400 first year higher secondary boys and girls who were reelected from a population of 2,871 students from 20 higher secondary school of Kanya Kumari revenue district by random sampling technique.

Finding - The Major finding of the study were that of the total 400 students of the sample the. 19.25% were high achievers 60.75% were average achievers and 20% were low achievers. The high and low achiever differed significantly among themselves in their intelligence. The high achieves secured comparatively high mean score than the average and the low achievers in creativity. The high achievers group belonged to low level anxiety group and the low achievers group belonged to high level anxiety group. The influence of anxiety was found to be negative on the academic achievement.

4. Researcher – Shah Y. H.
  Year – 1999

Title - A study of relation among Intelligence self concept and Academic achievement of pupils of x of semi urban and rural areas.

Finding - He concluded after the study that was positive and liner correlation among self concept deviation I Q and academic achievement in both types of areas. He found that there was no difference due to serf in self concept in both semi urban and rural areas. There was significant relationship of intelligence with academic achievement that self concept.

5. Researcher – Chittaranjan Nayak
  Year – 2002

Title - Academic achievement of secondary School Students in Relation to their Intelligence and Attitude towards schooling process.

Sample - The stratified random sampling technique has been well employed to draw the sample of 500 students (307 boys and 193 girls) spread over all the six zones of the state.
Findings -

- The girls have been found to demonstrate superiority over boys in respect of their achievement in all the four levels of intelligence. It is further noticed that at the highest level of intelligence the achievement variation between boys and girls is marginal.
- No significant interaction effect of gender and intelligence has been found on the academic achievement of secondary school students.
- Intelligence, gender, attitude towards school subjects, school and teachers have been found to have significant independent effects on academic achievement of students of Secondary level.
- There has been found significant interaction effect of gender and attitude towards school subjects on academic achievement which indicates that at low attitudinal level gender variation in achievement is marginal, whereas, the girls have been found to outsmart the boys at high attitudinal level.
- The main effect of attitude towards schooling process has also been found significant on the achievement of the students at four levels of intelligence.
- Intelligence has been found to have substantial correlation with academic achievement.
- The attitudinal variable have been found to correlate very highly among themselves showing homogeneity in attitudinal structure of secondary school students.
- The order of the importance of variables in determining achievement for all the participants is intelligence, attitude towards school subjects, Attitude toward school and, attitude towards teachers with gender playing negligible role.
- In case of boys the order of the importance of the variables predicting their academic achievement is intelligence, attitude towards school and attitude towards teachers with attitude towards school subject playing an extremely negligible role.
- In case of girls the order of the importance of the variables for predicting their academic achievement has been found intelligence,
attitude towards school subjects, attitude towards teachers with attitude towards school reduced to unimportance.

- The students academic achievement could be predicted through the four selected independent variables to the tune of 36% out of which intelligence was found to account largely for the prediction of student achievement.

6. Researcher – Aruna, P.K. and Usha, P.
   Year – 2006
   Title - Influence of cognitive style, intelligence and classroom climate on process outcomes in science.
   Findings - The cognitive style and intelligence have significant positive correlation with process outcomes in science, while the classroom climate has no significant effect on process outcomes in science. The study cites thirteen references.

7. Researcher – Kaia Laidra, Helle Pullmann, Juri Allika
   Year – 2007
   Title - Personality and intelligence as predictors of academic achievement ; A cross-sectional study from elementary to secondary schools.
   Findings - The prominent role of intelligence and conscientiousness in predicting academic achievement agrees with the common sense notion that any kind of success is a result of ability and effort. (Gagne and St Pere, 2001)

   Year – 2010
   Title - Intelligence and academic achievement: An investigation of gender difference.
   Findings -
   (a) Different aspects of intelligence and academic achievement do not matter for males and females when looking at the relation between intelligence and academic achievement.

3. Studies Related to Achievement Motivation

1. Researcher – Chatterji. P.S.

   Year : 1983
   Title : A comparative study of personality, Intelligence and Achievement Motivation of students in Different Academic Groups.
   Sample : 760 Male Students (Arts-190, Sci-180, Com-190 and Agri-200)
   Finding :
   - Commerce and agriculture students obtained significantly higher extraversion score in comparison to those in the arts and science groups.
   - Students of the agriculture, arts and science groups attained significantly higher neuroticism scores in comparison with those in the commerce group.
   - Out of the four academic groups, science students were the most intelligent and art student the least.
   - Science students achieved significantly higher verbal section and total intelligence scores in comparison with those in all other academic groups. They were significantly superior in numerical factor of intelligence in comparison with arts and commerce students. Furthermore, they were significantly better than student in arts and agriculture groups on the reasoning factor of intelligence.
   - Commerce students ranked second in intelligence out of the four academic group and were significantly more intelligent.
   - The agriculture group ranked third in intelligence and was significantly better than the arts group on all factors of intelligence.
   - Science students were significantly higher in achievement motivation in comparison with those in agriculture and the arts groups.
   - Students of commerce and agriculture attained a significantly higher mean achievement motivation score in comparison with those in arts.
• Scores on the retroversion scales in the commerce group were significant in higher on this dimension of personality in comparison with scores of students in the science and arts groups, whereas scores on the extraversion scale in the agriculture group were significantly higher than the scores of the arts group.

• Score on neuroticism in the agriculture and arts groups were significantly higher in science and commerce groups.

• Scores on intelligence test in science groups were significantly higher than those in all other academic groups with respect to all factors of intelligence, namely, verbal, numerical and reasoning.

• Scores on achievement motivation of students of science or commerce were significantly higher than those of the other groups.

2. **Researcher – Bharathi. G.**

   **Year:** 1984
   **Title:** A study of self-concept and Achievement Motivation of Early Adolescents.
   **Sample:** 360 Student.

   **Finding:**

   • Older age-group subject perceived themselves as being less able, less aspiring for greater ability and showed more dissatisfaction with their ability.

   • No age difference were found in self – concept with respect to adjustment.

   • No significant age differences were found in the personal social orientation aspects of self-concept in the real self-concept.

   • In the masculinity – felinity aspect of self-concept, age differences were not significant.

   • The strength of achievement motivation increased significantly from twelve year to sixteen years.

   • At different age levels, different self-concept measures were found to be related with n – achievement.

   • In the ability aspect on self concept no ser differences were observed.
• Girls perceived themselves to be more masculine and also aspired to be better adjusted than boys.
• Boys perceived themselves to be more personality oriented than girls and they also aspired to be more personally oriented.
• Boys perceived themselves to be more masculine than girls.
• Girls were more dissatisfied with their perceived self than boys.
• No sex differences were found in achievement motivation.
• The self concept of ability was not affected by socio economic status.
• Low socio economic status subjects perceived themselves less adjusted and felt greater dissatisfaction with themselves in this aspect.
• Low socio – economic status subjects wanted to be more socially oriented as compared to high and middle SES subjects.
• The influence of the age variable on the masculinity – femininity aspect of self – concept was different in different SES groups.
• Middle SES groups showed greater satisfaction with self in general.
• Achievement motivation was found to be highest among the high SES groups and lowest in low SES groups.

3. **Researcher – Gyanoni, T.C.**

**Year :** 1984  
**Title :** Frustration Reactions as Functions of Achievement Motivation and Anxiety at Different Age Levels.
**Sample :** 300 Male Student.
**Finding :**
• Most of the subjects of the parent population were not very aggressive or passive in frustrating situations.
• Except the ‘I’ reaction at the age groups of 17th – 20th years and the ‘E-D’ reaction at the age group 21st, 24th years, all the remaining frustration reaction were positively skewed, i.e. most of the boys of age group 17th to 20th years were more self critical rather than aggression oriented at the appear age level (21th – 24th), most of the boys were more ego defensive rather than obstacle dominate.
• At all age group the percentage of ‘E’ and ‘E-D’ reactions was comparatively higher in relation to other Instruction reactions.
• Significant increase in intropunitive behavior was observed, whereas in punitive introduction reaction increased with age but a significant full in this particular reaction was observed after the age of 20 years.
• Ego defensive and obstacle dominant reaction to frustration decreased as the subjects advanced in age but their need – persistent reaction significantly increased with increase in their age.
• Boys with high achievement motivation were intropunitive and need persistent, but low in extra punitive and ‘O-D’ behavior. The boys with a low level of achievement motivation were found to be more age-defensive, obstacle dominant and impeditive in their behavior.
• The students with a high a high level of obstacle – dominant, whereas the low level anxiety boys were more imperative and need – persistent.

4. Researcher – Raghav
Year : 1985
Title : 1. The Effect of Socio-Economic Level and Educational Background of Achievement Motivation of XI grade Students.
Sample : 200 Student.
Finding :
• There is no effect of sex role is seen in achievement motivation adjustment and perception of the person.
• The achievement motivation of higher intelligence students is high compare to lower intelligence students in short we seen achievement in motivation in higher intelligence students.
• Achievement motivation development course with the help of this course we develop achievement motivation of the students.

5. Researcher – Ahluvallia
Year : 1985
Title : A study the Effect of Achievement Motivation or Different Point.
Sample : In 8th to 12th grade 200 students and 480 students of government, private and central school had given progressive mitosis test by raven those were chosen had score 25 and 75
Finding :
• There is no effect of achievement motivation or caste.
• There is no effect of achievement motivation of birth order of the children.
• There is no effect seen achievement motivation with economic background of family upbringing of rural and urban area size of family.
• The negative effect seen on students whose achievement motivation come from fraternal sources.

6. **Researcher** – Ahluvallia  
**Year:** 1985  
**Title:** A study of Factors Affecting Achievement Motivation, Ph.D. PSY., Agra V.  
**Sample:** 200 Children of 8 to 12 years of age.  
**Finding:**  
• Sex of the child had no effect on achievement Motivation.  
• Age was significantly and positively related to achievement Motivation.  
• Achievement Motivation was not affected by birth order.  
• Academic performance was positively and significantly related with achievement motivation.  
• Father’s education significantly affected achievement motivation while mother’s education had no effect on achievement motivation of children.  
• The achievement motivation was not affected either by father’s occupation or mother’s occupation.  
• Economic status of parents did not effect achievement motivate.  
• Urban / Rural upbringing of children had no effect achievement motivation of children.  
• Size of family did not show any significant relationship with achievement motivation.  
• Dependency and achievement motivation were found to be negatively related though not significantly.  
• Children of coeducational school have more achievement motivation than children of boys school. But no significant influence was recorded
in the children of coeducational school and girls schools. those of boy school and girls schools.

- Children from central schools were public and then government schools.
- The organizational climate in different type of schools did not significantly affect the achievement motivation of children.

7. **Researcher** – M. Selvam and S. Soundravoli  
   **Year** : 2000  
   **Title** : A study the The Problem of Secondary Student and Their Achievement.  
   **Sample** : 300 student.  
   **Finding** :  
   - There is a relation between higher secondary boys and girls with educational achievement economical educational vocational problem.  
   - There is no relation between educational achievement of boys and girls in secondary school and religions problem.

   **Year** : 2011  
   **Title** : The impact of motivation on students academic achievement in mathematics in problem based learning environment.  
   **Finding** :  
   The results indicate that the difference between mean scores of high achievers of experimental and the control group on post-test was found to be significant at 0.05 level. Hence, there was a significant difference in achievement of mathematics students taught and motivated using problem solving method and those taught with routine method.

3.4 **Resume of the Past Researches**: -  
   Past researches was the Study Skills, Problem Solving, Strategies Met cognition, Study Habits, Attitudes, Primary Education, General Intelligence and Thinking Processing, Problem Solving, Multiple Intelligence,
Achievement Motivation, Study Habits of Disadvantaged and non Disadvantaged Study Agitates Achievement and Intellectual Capacity Comparative study intelligence and Academic Achievement Creativity and Anxiety, Self concept, Socio – Economic Level and educational Background of High school students.

3.5 Present Study:–

Present study in Academic achievement of Tribal Students of Secondary School in Relation to Intelligence, Study Habits and Achievement Motivation.

Present Study will focus on Academic Achievement of Secondary School Tribal Students (Urban and Rural area boys and girls) in relation to Intelligence (High-Low), Study Habits (High-Low) and Achievement Motivation (High-Low).