Chapter II

REVIEW OF RELATED LITERATURE

2.1.0 Introduction

Review of related literature is an important part of any educational research. Review of literature means the studies undertaken by previous researcher in the same field. Such a survey not only helps the researcher in avoiding the duplication of the work but also helps the researcher in methods to be followed, devices of data used for collection, procedures of analysis; conclusions arrived at etc.; in similar types of situation. It provides guidelines to the investigators for conducting the research work. It motivates the researchers for understanding the study in hand and lays a foundation for his/her entire investigation. It contributes a particular knowledge to investigators and notices the gaps in knowledge, thus, it helps his/her findings to identify areas where investigation of facts, concepts, theories and bibliographies etc are needed. Another important aspect of covered by the review of related literature is that the researcher gets a clear-cut understanding about the research methodology. Researcher takes the advantages of the knowledge, which has accumulated in the past as a result of constant human endeavour. A research work always takes the advantages of the information and the knowledge that had been accumulated in the past as a result of constant research endeavour by mankind. According to Koul (2009) research can never be undertaken in the isolation of the work that has already been done on the problems related to the study propose by any researcher. Every researcher reviewed the related literature from the different resources that includes research journal, articles, books, magazines, encyclopaedias, dissertations, abstracts, international year books, theses and most important in the present era the internet access. A careful review of research journals, books, dissertation, thesis and other sources of information on the problems investigation is one of the important steps in planning of the present study. These studies have been grouped under the following headings as to get a meaningful background to the present research.
a. Studies on language or medium of instruction

b. Studies on academic achievement.

c. Studies on parental involvement.

d. Studies on study habits of students.

In this chapter the existing literature and earlier researches related to the present study are presented. To make it more comprehensive and systematic, the studies reviewed have been arranged variable wise.

2.2.0 Studies on Language or Medium of Instruction

Language is one of the most vital instruments of imparting education. The important of language for education is established in as much as the verbal reasoning ability is taken as the best predictor of academic achievement in secondary schools. Particularly language as a communication medium may have interfering or facilitating effect on the achievement of pupils. Researchers in the western countries shown that it is not a study of the second language as such, but when it is made a medium of instruction, that it hinders academic achievement. However, research work directly concerned with the medium of instruction scanty. Only recently several scholars have attempted to investigate such factors in India setting. The present chapter attempted a brief review of the studies conducted in this area in India and abroad.

Language is another important area for intervention research. In most of the tribal schools, instruction is usually provided through the regional language which is different from the language of communication of the tribal child. Therefore, child finds it difficult to comprehend any knowledge. Such situation affects concept formation in the tribal child. Specific learning material in this area should be developed. There are several studies made on the issues whether the foreign language English as compare to a regional language as a medium of instruction has any favourable or adverse effect on the achievement of the students.
Narasimhan G. and Pillai Swaminathan (1988) in his study ‘a study of the relationship between medium of instruction and achievement motivation.’ Found that both the school final and polytechnic diploma examination the English medium students performs better as compared to their Telegu medium counterparts.

Ramamani (1990) in his study ‘Home language, school language and educational performance— an empirical study of scheduled caste children of different social classes.’ It attempt to study the problems of difference between school language and home language and measurement of the extent to which these difference affect the standard language proficiency and academic achievement of scheduled caste children at the end of the primary school education. These study found that SC dialect is a cohesive linguistic system with all the necessary linguistic constituents. The dialect shares many features with the other two standard varieties and thus forms a continuum with them at all linguistic levels.

The study of Nair (1966) with the objective to find out the common language difficulties in English of secondary school children revealed the following findings - grammatical mistakes, spelling mistakes, lack of sufficient vocabulary and ignorance of the proper use of words in sentences, cause mistakes in writing. Inadequacy of reading materials, defective method instruction in spelling, poor reading habits and lack of awareness of the importance of spelling contribute to the difficulties of pupils in reading.

The study of Sri Vastava (1970) on the educational problems of the Saora and Orissa found that they were completely cut off from the main stream of Indian life and culture and were educationally backward due to lack of technological development as well as teaching through Oriya. Furthermore, the government help towards promotion of education was not satisfactory and this caused economic hardship as well as lack of motivation in the field of education.

Sharan (1971) studies difficulty faced by English learners in Bihar and to study the Bhojpuri speakers use of English. This study revealed that the problems faced by English learners were the habits of drawing back on the mother tongue, the use of auxiliaries and subjective which were absolutely absent in Hindi and Bhojpuri.
They were also confused between tense and aspects. Moreover, the subtle differences between the present perfect and past tense in English had no parallel in Bhojpuri and Hindi.

Gomathy Ammal (1972) carried out a study on the difficulties of pupils in learning Hindi in the schools of Kerala. This study finds that a vast majority of teachers and many pupils were of the opinion that the periods allotted for Hindi were not sufficient and method of teaching Hindi was not adequate and interesting.

Gangrade (1974) studied the educational problems of the scheduled castes in Haryana, revealed that the home environment of scheduled caste students was not found to be congenial for their development. Majority of them had illiterate parents and siblings most of the teachers expressed that the scheduled caste students were at a lower caliber than the non-scheduled cast students.

Singhi (1975) studied on the educational problems of the scheduled caste and scheduled tribe school student in Rajasthan. Lack of awareness of future prospects and not having adequate exposure to mass media with respect to the scheduled caste and scheduled tribe students were some of the finding of the study.

The study by Ghosh (1977) on the backwardness of the secondary school students in English found that backwardness in different aspect of English taken in order of their intensity were use of capital letters, punctuations, usage, comprehension, spelling, vocabulary and sentence construction and the causes of backwardness were unscientific curriculum, lack of attention at home unsuitable teaching method, poverty, maladjustment, absenteeism, bad company, lack of proper place of study, poor health and substandard attainment in English at primary stage.

Das (1982) while studying the behavior problems of secondary school students found that lack of parental understanding, poor adjustment in school particularly with school programs, social conditions, teachers and the students community as well as the feeling of insecurity and inferiority, as the powerful determinants of problems in the students.
The study conducted by Lawbei (1984) in Mizoram found that insufficiency of
the text books, poverty of parents, frequent change of text books by the government
were the serious problems as felt by the teachers for the students not passing the text
books.

Christoph Von Flirer Hain mendorf (1982) in his book called "Tribes of
India (The Struggle for Survival) summarized regarding on the educational problems
faced by the tribal’s in different communities.” These study finds that education for
tribals who normally speak their own language is beset with difficulties, because the
acquisition of literacy has to be combined with the learning of a language other than
their mother tongue.

Shyaalina chakraborty (1989) studied the problems arising due to the use of
two languages in Kendriya Vidyalayas of shilling. It finds that most of the pupil of
kendriya vidyalaya feels depressed because they are weak in either of the two
languages and some develop an inferiority complex especially those pupil who look
fluently in the English language. Because in the combined class room using hindi and
English simultaneously as the medium of instructions for both the group of pupils it
creates confusion and pupil loses their interest.

I Ayangla Imchen(1982) studied on academic achievement of high school
pupils in Nagaland coming from English and vernacular medium school. This study
finds that there was positive correlation between socio economic status of pupils and
their academic achievement.

Bokil (1956) in his study found significant difference in the achievement of the
students with English and non-English as their medium of instruction .He reported that
(i)the use of respective regional languages seemed to help the students to secure higher
percentage of marks in all the subject except in math (ii) In case of math, English
medium gave greater percentage of passes than Marathi or Gujarati medium (iii)As
regards the Kannada medium ,percentages of passing and average marks in
mathematics were higher than for English, Marathi, and Gujarati medium.
Ganguly (1965) reported that the public school boys who studied through English medium showed better results than other students.

Sharma (1965) reported that the public school boys who studied through English medium showed better results than other students.

Sharma (1967) found that the performance of the pupils with English as the medium of instruction and French, German or Latin as the third language and of pupils with Urdu as the medium of instruction and mother tongue, was found inferior to the performance of the students with Bengali, Tamil, Telugu and Malayalam as their mother tongue and English as the medium of instruction.

Dave and Dave (1971) in their experimental study established the hypothesis that the non-verbal intelligence of rank students studying through English was superior to those studying through the medium of their mother tongue (kannada).

Parikh (1981) in his study of the “effect of the medium of instruction on the achievement of students reported that the difference of the medium of instruction has no significant effect on the achievement of boys of Gujarati as well as English medium students in respect of the subject math, G. Science, Geography. As a whole the medium of instruction has no significant effect on the academic achievement.

Misra and Other (1973) in their study of the “Effect of language of medium on school achievement” found no difference in achievement in social studies studying through Hindi medium between Hindi speaking and non-Hindi speaking pupils of K.V.

Vaidya (1954) in his study reported that the children in Gujarati medium were found to be better in arithmetic than the parasi children in English medium school.

Anand (1973) found that studying through kannada medium achieved significantly high mean score than those studying through English medium even when the influence of non-verbal and verbal intelligence was partially out.

Mishra (1969) the aim of study was to find out the important of language in all round development of child’s personality and knowing the practical problems and
difficulties of Hindi, English and Sanskrit language teaching in their daily language teaching. In this study found that 90% teachers experienced the difficulty of explanation in prose teaching, majority of teacher did not find time for correction of translation work due to heavy workload.

**Srivastava and Khatoon (1980)** in a comparative study of the effect of mother tongue as medium of instruction and a language that is not mother tongue as medium of instruction intelligence, achievement and creative abilities found that the achievement of boys and the combined sample of the different groups was significantly superior to their counter parts from the same group and there was no such difference among girls from the same group. However, when the influence of intelligence was controlled, no such differences existed.

**The national council of educational research and training, Seshadri and Ramamani (1995)** conducted a study on home language, school language and learning achievement of scheduled Caste children. The objectives of the studies were to find out the nature and proportion of variation of Scheduled Caste children’s home language from standard (text book) language and the standard colloquial (teacher’s language) with reference to different linguistic levels. Besides, the influence of certain variables like non-verbal intelligence, socio-economic background, sex and type of schools was also studied. The major finding of the study was SC dialect did not suffer from any kind of linguistic deficit as it had all the necessary linguistic features. There was no significance difference in the mean score of the total academic achievement, adjusted for academic achievement, adjusted for language proficiency of SC children classified on variations of home language from standard language and standard colloquial at all linguistic levels except at the semantic and the lexical respectively.

**Pathy, M.K. and Khadanga, Umesh P. (1997)** conducted a study on mastery learning in language among tribal children. The objective was to assess the existing levels of language competency among the tribal children basing on the language competencies as enlisted in the MLLs documents. The study revealed that 77% tribal children were not found competent in language.
Rather, Bharati and Panchali margi (2013) undertake a study of the effect of medium of instruction on students' anxiety at colleges of education with a sample of 2011-2012 batch of Waymade college of education (English medium) and M.B. Patel college of education (gujarati medium) and find out that Language plays a vital role to present content as it brings confidence and makes content presentation effective. Student-teachers of English medium college suffer from more anxiety than Gujarati medium college student-teachers as they commit mistakes in classroom instruction, not able to express personal problems with peers and teachers, have inconsistency in use of language, request the teacher educators to repeat the points. Student-teachers of Gujarati medium college are more confident in delivering the lesson with appropriate body language. They present appropriate facial expressions, establish rapport before students, give good examples, use appropriate classroom language, manage class well, write appropriately on black board without mistakes, use different teaching aids, and give classroom instruction properly. In comparison to this English medium college student-teachers are lack in these skills.

Therefore it can be summed up that medium of instruction is also one of the important factor for academic achievement of students. Acquisition of literacy has to be combined with the learning of a language other than the mother tongue. It is also found that English language revealed following problems - grammatical mistake, spelling mistakes and problems for vocabularies. Using two languages at a same time in a class also create confusion and loses pupils interest in the class.

2.3.0 Studies on Academic Achievement

Academic achievement is as attained ability or degree of competence in school tasks usually measured by standardized tests and expressed in age or grade units based or norms derived from a wide sampling of pupil's performance. It is determined on scores one obtained in tests and examination. Good performance in learning institutions has always been of interest to educational and

Different authors to various research have put forth different report and findings in relation to academic Achievement. A number of variables either independently or jointly have been found to influence academic achievement of the
students. There are some studies which are correlated to academic achievements keeping these in view the following are the findings investigated by the researchers regarding rural-urban environment, location, socio-economic-status, sec differences and so on and there have been impacts to the present study.

Tripathy (1962) conducted a study on the relationship between management and academic achievement and found that as a result of poor and imaginative management in most of the schools surveyed and developable financial conditions at these school cause deterioration in the standard of teaching of teaching degradation in the tone and morale of the school and resulted indiscipline among the pupils. Most of schools lack suitable building, materials and equipment. The study found that the system of school management is highly responsible to the good academic achievement of schools.

The study conducted by Mehta (1968) show that improvement in academic performance under achieving high School boy was possible through motivation training and that such training could be done through regular class-room programmes by teachers training in achievement motivation.

The study conducted by Lalithamma (1975) revealed that the urban pupils were superior to rural pupil, achievement of first born was better than that of the last born and the achievement of scheduled caste and scheduled tribe students was lower than that of total sample.

Kothari and Panchmukhi (1975) studied that education does not depend on the mental abilities of the child alone but also on how the education is distributed among different section of the society. The Education received from better equipped infrastructure education institution will be certainly better than the education received from the institution poorly equipped/low infrastructure.

An investigation on the effect of a group guidance programmed upon the academic achievement of high school underachievers by Dandapani (1976) indicated that academic achievement of the counselled underachievers and normal achievers.
A study by Goswami, P.K. (1978) on a self-concept of adolescents and in relation to scholastic achievement, revealed that there was sex difference in self-concept. Boys scored higher on self-concept. The study also found that the more intelligent adolescents had higher self-concept than the less intelligent ones. There was found a positive relation between self-concept and academic achievement.

Chan (1979) investigated the relationship of school building age and academic achievement of 8th grade pupils in a random sample of school in Georgia. It was found that the achievement scores of pupils assigned to modernized school buildings were consistently higher than the scores of pupils assigned to non-modernized school buildings.

Ojha (1979) revealed a significant positive correlation of achievement and socio-economic-status (SES) for rural boys and urban boys.

Nagpal (1979) founds that academic achievement was dependent on the students developing an interest in a specific subject during the course rather than his having it as first preference at the time of admission. Further it is also found that socio-economic variables related to students determiner selection but were not relevant to subsequent academic performance. Robert and Taylor (2005) found that SES factors have a strong relationship with the average performance of student.

Asha (1980) investigated the relationship between creativity and academic achievement from secondary school children and result revealed a significant relationship between creativity and achievement for both sexes, creative subjects were superior to non-creative subjects in academic achievement.

Hirunval (1980) made a study on classroom climate relationship to academic performance. The findings revealed that classroom climate has a positive relationship to pupil’s academic performance. Classroom climate in urban schools are better than the rural schools.
Jain (1981) reveals that the achievement of the pupils from urban areas was better than that of the pupils from rural areas in the subject namely, Gujrati, Social studies, Science and Mathematics.

Joshi (1981) found that urban areas high achievers were also highly creative, whereas for the rural areas, there was low relationship between the achievement score and the creative score.

Hamah (1981) took up a study on academic under achievement at Girls’ of Secondary school located of Haryana. The purpose of the study was to investigate the factors related to academic high achievement and underachievement of rural girls’ coming from the secondary schools of Haryana. The major findings of this study revealed that poor academic motivation, linguistic ability, planning of study work, adjustment and emotional insecurity contributed to underachievement. The underachievers were significantly poor in their performance on all these variables. The study also found that all there is a significant relationship between the variables included in the study.

Gupta (1982) found that there was no significant effect of achievement motivation on self-concept of the high school students.

Doraiswamy (1985) found that the academic performance in the urban area are better than of students of rural areas.

Deshpande (1984) in his study of high and low achieving schools including 779 total students found that the students from the high achieving schools were higher in intelligence than their counter part in the low achieving schools. Achievement motivation was found to be high in the students of the students of the high achieving school than those of the low achieving schools.

Marjobanks (1985) found that a significant relationship between attitudes and aspirations of peers on individual’s effort and achievement in school.
Melhotra (1986) in the study of the relationship between intelligence, SES, anxiety, personality adjustment and academic achievement of high school students, found that along with other relationship, there is a positive relationship between intelligence and academic achievement.

The study conducted by Das (1986) on educational aspiration of secondary school students found that the high intelligence group had higher educational aspiration than the students of low intelligent group. High educational aspiration students have high socio-economic status and are from urban school.

Bowers and Burkett (1987) researched the academic achievement of two hundred and eighty, 4th and 6th grade students housed in two separate facilities (the oldest and newest facilities in the selected school district) They found that the students in the newer building (modern) performed much better than the students in the older building. The students in the modern building also had better record in the areas of health, attendance and discipline.

Sternberg, Brown, Cazmarek and Cider & Lazarrus (1989) reported that parents were more influential than peers on plan for future schooling, while peers were more influential than parents in the immediate daily aspect of education, such as attitudes towards school and efforts on home work.

A study conducted by Atherley, C.A. (1990) on academic achievement and economic status on self-concept revealed that school children of higher ability possessed higher level of self-esteem.

Wentzel (1991) found that there was correlation between student’s social responsibility and academic achievement and this is instrumental in the acquisition of knowledge and development of cognitive abilities.

Annaraja, P. and Thiagarajan, A. Ponnambala (1993) attempted to know the effect of psycho-social factors on the academic achievement of the scheduled tribe adolescents. The objectives were to study the level of psychological factors, viz. personality, occupational aspiration and intelligence; to identify the level of
sociological factors, viz. socio-economic status and social attitude, and the effect of psychological and sociological factors on the academic achievement. Major finding of the study were – regarding personality factors, ST adolescents were better in self-concept, temperament, independence and adjustment than non-schedule tribes, with regard to academic achievement, non-STs were better than STs.

**Raju, S. Raj, H. Sam Sanada and Tulasidharan, T.V, (1993)** studied academic achievement of scheduled tribes students in Wynad District of Kerala. It was found that the scheduled tribes and non-scheduled tribes differed significantly in their academic achievement.

**Kour and Gill, (1993)** conducted a study on sex difference in academic achievement in different subjects of rural and urban students. Result show that in total achievement and all the subjects’ boys are better than the girl’s in achievement in Punjabi, mathematics and science. There are no gender difference in performance in English. Urban students score better than their rural counterparts in all the four subjects as well as the total achievement.

**Nwagu (1995) and Aremu (2001)** have stressed the importance of home’s psychological climate on a child’s emotional state and academic performance. The study revealed that a healthy home offers emotional security to the children.

**Dutta, Hem Chandra (1996)** in his study of a comparative and correlation investigation into the study habit, student attitude towards school and academic achievement of standard IX found significant relationship between study habit and academic achievement. It is also found that there is no significant difference between the boys and girls; urban and rural students in attitudes towards schools.

**Chattopadhyay, Mihir Kumar (1998)** took up a quasi-experiment study on the educational backwardness of SC secondary school students in some districts of West Bengal. The objectives of the study were to identify the probable causes of the alleged backwardness of the Schedule cast students of West Bangle and to compare the SC student’s academic achievement with that of other students. The finding of the
study were that SC students group of X grade had significantly lower scores on all the four tests as compare to the other students groups.

Borthakur, Queen (1998) took a study, “A comparative study of the Academic performance of Girl students in the HSCLC and HSSLC examinations (During the Period of 1994-1996in Jorhat district, Assam) with the objectives to analyze the consistency in their performance” founds that (i) There is a positive relationship between home environment and academic performances of the students. (ii) Students having more personal contact with teachers and taking help of reference books at both the levels are showing consistently good results.

Obanaya (1999) asserts that societal demands like political economy could determine the learner’s readiness to meet his/her environment’s expectations. Society to which the student belong, have much impact on their exposures and academic achievements. Students from an enlighten society see high academic performance s a challenge and competition that has to be won.

Devi and Kiran (2002) studied factors associated with scholastic backwardness of secondary school children. 100 low achievers from secondary schools of Hyderabad city were selected as sample for the study. Interview schedule was used to elicit factors related to scholastic backwardness. The results reported that low educational status of Parents found to be detrimental to academic achievement of their children.

Aremu (2002, 2003) has attributed student’s academic performance to lots of factors, which include causative factors resident in the child, family, school, society and government.

Borgohain, Nabjyoti (2003) conducted a study on large scale failure of the students in HSCLC examination in some selected schools of Dibrugarh town (Assam), found that lack of screening during admission, overcrowded classes, irregular attendance of the students, lack of physical facilities, suitable teaching aids, cooperation of guardian and lack of sincere teachers cause failure in HSCLC examination in Assam.
Devi and Mayuri (2003) carried out a study of family and school factors that affect the academic achievement of residential school children studying ninth and tenth classes on a sample of 120 students of Hyderabad city. Data were collected through an interview schedule developed by the investigator to study the family factors. The result indicated significant gender difference in academic achievement and girls were found to be superior to boys in academic achievement.

DeSmedt et al. (2003) investigated pre-academic and early academic achievement in children with velocardiofacial syndrome of borderline or normal intelligence. In the sample 13 children from the primary schools in Flanders in Belgium was selected and tested on reading, spelling and mathematics. The results indicated no significant different in academic achievement of boys and girls.

Tavani and Losh (2003) studied motivation, self-confidence and expectations as predictors of academic performance. On a sample of 4012 high school students of Florida the freshman survey instrument developed by cooperative institutional research program was employed to collect the data. The findings indicated that parental education was found to be significant predictors of educational achievement. Parental education had also positive relationship with achievement motivation of the students.

Yu Chu Yeh (2004) examined the study seventh grades academic achievement, creativity and ability to construct a cross domain concept map brain function perspective. The findings of this study suggest that the seven graders may lack the awareness or ability to integrate knowledge and make connections between their learning and life experiences, creative thinking, academic achievement and concept mapping share similar capacities and Cross/domain information integration and connections between learning and life experience can be an efficient mental tool in understanding a student's creative thinking and academic learning.

Deary et al. (2004) conducted a longitudinal study to examine the association between psychometric intelligence and educational achievement. The sample comprising of 70,000 school students of England participated in the study. Academic achievement was taken as the scores obtained by students in national public
examination. The results showed gender difference in academic achievement. The findings indicated that the girls performed better than the boys.

**Sunitha (2005)** studied academic learning environment of students from aided and unaided co-educational high schools. The sample of 240 students was selected from the schools of Dharwad city in India. Data were collected from administering home learning environment scale developed by the researcher and academic achievement was taken as average percentage marks of the previous year and two semesters of the current year of the students. The results revealed no significant different in academic achievement of boys and girls. Parental education was also found to have significant and positive relationship with academic achievements of the students.

**Tok, Boa Reena (2005)** did a study on creative thinking ability among the school going adolescents of Arunachal Pradesh in relation to some variables. The study indicates the creative ability and academic achievements are related to each other and positive relationship has been found. It was found that there is significant difference in the creative ability of male and female adolescents belonging to rural and urban, high and low socio economic status.

**Anderson and others (2005)** reported a study on achievement motivation from analogical perspective, considering the individual in interaction with a meaningful environment, result revealed that the aspects of classroom climate is significantly related to all measures of achievement motivation

**Meece et. al.(2006)** used the achievement goal framework to examine the influence of classroom and school environment on student’s academic motivation and achievement. The results suggest that elementary and secondary student show the most positive motivation and learning patterns when their school settings emphasize mastery, understanding and improving skills and knowledge. Whereas school environments that are focused on demonstrating high ability and competing for grades can increase the academic performance of some students, research suggests that many young people experience diminished motivation under this conditions.
Bruni et al. (2006) explored the relationships among academic achievement, demographic and psychological factors. On the sample of 380 school students of Italy, school achievement index was used as an instrument to measure their academic achievement. The findings of the study indicated significant difference in academic achievement of male and female students. Female students were found to have higher academic achievement than males.

Halawah (2006) examined the effect of motivation, family environment, and student characteristics on academic achievement. On the sample comprised of 388 high school students including 193 male and 195 female students of Abu Dhabi district in United Arab Emirates. Grade point average was taken as measure of academic achievement of the students. The results revealed no significant gender difference in academic achievement of the students.

Preiss and Franova (2006) analysed the relationship between depressive symptoms, academic achievement and intelligence. The data were collected from the sample of 635 school children consisting 304 boys and 331 girls by using Wechsler's intelligence scale for children and grade point average. The findings indicated that there was no gender difference in academic achievement of boys and girls.

Waters et al. (2006) determined whether the academic performance of 575 medical students learning in rural settings differs from those learning in urban settings of Australia. Academic achievement included the results of the consecutive three years and five specialists eight week rotations conducted in either the rural clinical division for rural students or in Brisbane for urban students, all following the same curriculum and taking the same examinations. From the results no statistically significant differences were found between academic performance of rural and urban students.

Navarrete et al. (2007) carried out a study on culture and achievement motivation in Latino and Anglo American high school students of USA on a sample of 149 students from the high school districts in California. Data were collected by administering culture value orientation and attribution-emotion scale to the sample and grade point average was taken as academic achievement measures of the students.
Socio-economic status and education of the parents had been found to influence academic achievement of the students of both the cultures.

**Nuthana (2007)** carried out a gender analysis of academic achievement of school students of Karnataka. The sample comprised of 600 students including 325 boys and 275 girls. Academic achievement was taken as the average grades of two previous years. The results of study showed that there was no significant difference in academic achievement of boys and girls. But the results indicated a significant difference in academic achievement of urban and rural students with urban students had higher academic achievement than rural counterparts.

**Tellal (2007)** investigated the impact of motivation on academic achievement in mathematics. The participants of the study were 450 secondary school students of both sexes drawn from ten schools of Ibadan. Data were collected by employing achievement test in mathematics as a measure of academic achievement. The results revealed significant differences in the academic achievement of male and female students in mathematics. Male students were found to have better achievement in mathematics.

**Torubeli (2007)** highlighted, that the academic achievement of any student or society in general does not just emerge but with a combination of the variables, like, school quality, school environment, poor implementation of policy on education and provision of resources and the use of text books as having positive effect on student achievement. He found that the child has unique position in determining his/her scholastic achievement. Thus, academic achievement is based on will and ability of the child to achieve.

**Osokoya (2007)** attempted to study home and school factors as determinants of transition rate from Primary to secondary education Nigeria. The research has established that school location and the learning facilities available in school both showed a strong casual linkage with transition rate of pupils from primary school to secondary school than the pupils from remote areas.
Adeoye and Torubelil (2008) made a study on five variables (child, family, school, society and government) as predictor of academic achievement among school going adolescents. The results showed that the five variables compositely predicted academic performance of students. They also revealed that the factor resident in the child uniquely predicted academic performance of the respondent than did other factors.

Sridevi and Parveen (2008) found that there is positive relationship between intelligence, adjustment, self-concept and achievement of higher secondary students.

Leeson et al. (2008) examined cognitive ability, personality and academic performance on a sample of 639 high school students of New South Wales, Australia. The results showed significant gender difference in academic achievement. The findings also indicated that girls performed better than boys. The results revealed that gender play unique role in predicting academic achievement.

Naderi et al. (2008) carried out a study to infer whether intelligence and gender as predictors of academic achievement on a sample of 153 undergraduate students of Malaysian University. Cumulative grade point average scores were taken as measures of academic achievement. The results indicated that there was no significant difference between the academic achievement of male and female students.

Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The respondents of the study were 300 students in the age range of 12-15 years of Bhopal. Percentages of marks obtained by the students in last three years were used as measures of academic achievement. The results indicated significant gender difference in academic achievement, the girls scored higher than boys significantly.

Elizabeth (2009) analysed the family structure and the academic achievement of 549 African American students attending rural and urban high schools in North Carolina. The results demonstrated that the female students attending both the rural and urban high schools had significant higher academic achievement levels than the
male students. Results also indicated that rural students performed better than urban students.

Naderi et al. (2009) investigated the relationship among intelligence, creativity, self-esteem and academic achievement of a sample of 153 Iranian undergraduate students in Malaysian universities. Cumulative grade point average scores were taken as measures of academic achievement. The findings showed no significant gender difference in academic achievement of the students.

Umunadi (2009) explored the relationship between the male and female students' academic achievement in the subject of television on a sample 731 students from urban and rural technical colleges in Delta State of Nigeria. The results of board examinations revealed that males performed better than their female counterparts. It was also revealed that urban students performed better than their rural counterparts.

Garikai (2010) empirically predicted the causes of poor academic performance of the school students on a sample of 200 high school students of Zimbabwe. Data were gathered through interview conducted with the students. The findings indicated that there was a difference in academic performance of male and female students with male students performing better and education of parents had significant effect on academic achievement of the students.

Devi, Uma (2009), made a study on the relationship between problem solving ability and academic achievement of secondary school students. The study found that there is no significant difference in problem solving ability of boys and girls and students studying in Govt. and Private Schools. It was found that there is no significant difference in academic achievement of students with high, moderate and low problem solving ability. A positive relationship was found between problem solving ability and academic achievement of 9th standard student.

Ms. Bige Yomgam (2009) made a study of academic achievement of secondary school students in Arunachal Pradesh. The study specified found that there is a wide gape among different categories of students viz. Male ,Female, Tribal, Non-tribal in their academic achievement in difference school subjects –English, Hindi,
Mathematics, Science and Social Studies. The gender of the students significantly affect their academic achievement in almost all subjects except in Hindi where female category scored a little higher but negligible under Central Board of Secondary Education (CBSE)

Yvonne Miller (2010): made a study on Impact of school context and students attitude towards academic achievement found a positive relationship between students attitude and academic performance. Teacher, academic administrator and stake holder are found to be more influence factor that affects academic success.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

Sarsani and Ravi (2010) investigated achievement in mathematics of secondary school students in relation to selected variables. The sample of the study consisted of 480 boys and girls, drawn from the various private and government high school of Warangal city in Andhra Pradesh. Data was collected by administering scholastic achievement test of mathematics to the sample. The findings indicated significant difference between the mathematics scholastic achievement of the boys and girls. The result also showed that girls were higher achievers than boys.

Singh and Praveen (2010) studied the relationship of social maturity with academic achievement of high school students. The study was conducted on a sample of 400 high school students consisting 200 boys and 200 girls studying in tenth class of New Delhi. The aggregate scores of the selected students in the board examinations were taken as the measures of academic achievement. The results indicated that there were no significant differences between the academic achievement of boys and girls. The findings also revealed no significant difference in academic achievement of rural and urban students.
Asthana (2011) conducted a study on a sample of 300 students consisting 150 male and 150 female students of secondary education from Varanasi, with a view to assess to gender difference in scholastic achievement. Scholastic achievement was measured on the basis of an average of marks obtained in three previous annual examinations. The findings revealed that there was a significant difference in academic achievement of male and female students. Girls were found to be better performers than boys.

Bahago (2011) investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The data were collected from a sample of 300 girls selected from nomadic primary schools by administering achievement motivation rating scale and nomadic girls’ achievement test. The results indicated that academic achievement of the girls was influenced by parental education levels. The findings revealed the relevance of parental education in academic achievement of the girls.

Sharma and Tahira (2011) investigated the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. 1500 students were selected as a sample for the study and data was collected through a questionnaire that assessed personal information and science achievement test developed by the researchers themselves. The results indicated that family variables including parental education had significant relationship with the achievement of their children.


The studies reviewed above reported the factors affecting academic achievement of students. It also presented the influence of psychological factors like anxiety, creativity, aspirations, adjustment, locus of control, classroom climate, underachievers and achievement motivation, Considerable research was reported but
the result has brought out inconsistent and inconclusive findings, which necessitates further research. While there is considerable evidence to show the impact of education it is known about the role of secondary education as a determinant human value orientation Therefore, the investigator is inspired to undertake a study to see, how far medium of instruction, study habits and parental involvement effect the academic achievement of students. These finding may throw a light in understanding the role of secondary education in moulding the socio-psychological characters of the students.

Hence, it could be concluded that the gender and geographical area in which the student live and are exposed may influence academic success of the students at all levels of education. Gender, locale and parental education have direct influence on the academic achievement of the students.

2.4.0 Studies on Parental involvement

Parental involvement is the level of participation that a parent has in their child's education and school. Many parents are tremendously involved, often volunteering to help in their child's classroom, communicating well with their child's teachers, assisting with homework, and understanding their child's individual academic strengths and weaknesses. Unfortunately there are also many parents who are not directly involved with their child's education.

Different authors to various researches have put forth different report and findings in relation to parental involvement. A number of variables either independently or jointly have been found to influence academic achievement of the students. There are some studies which are correlated to parental involvement and academic achievements keeping these in view the following are the findings investigated by the researchers regarding rural-urban environment, location, socio-economic-status, economic condition, education, interest sex differences and so on of a family members and there have been impacts to the present study.
Raj and Krishnan (1980) carried out a study to determine the relationship between academic achievements with family size. The sample comprised of 300 pupils consisted 149 boys and 151 girls studying in standard ninth class of secondary schools in Trivandrum city. The results revealed that the relationship between academic achievement and family size was significant and negative.

Shah and Sharma (1984) conducted a study to investigate the effect of family climate on students' academic achievement. Data was collected by administering family climate scale to the sample of 200 children consisting 118 boys and 82 girls of ninth class from the schools of Purv and Jehri districts of Kashmir. The results revealed that family environment was significantly and positively related with academic achievement of the students.

Baker and David (1986) recognized mothers' strategies for children's school achievement. The investigator collected data from heterogeneous sample of mothers of eighth graders through interview schedule. The findings of study showed that mothers' encouragement had positive impact on the academic achievement of the students. The results also indicated that parents actively managed their children's school career in a way that could have direct consequences for their children's academic achievement. The number and types of parental encouragement strategies suggested by the mothers were found to be same hence there might be some standard parental encouragement strategies. Mother's encouragement was also found to have positive influence on the academic performance of the students.

Singh (1986) studied the relationship between socio-economic status and perception of parental behaviour by students. The sample was comprised of 246 boys and girls of class tenth of Bihar. Data were collected through parent child relation questionnaire and self-administering test of mental ability to check parental behaviour and intellectual ability of the students respectively. The findings indicated that the dimensions of parental behaviour such as love, rejection, protection and discipline were significantly related with intellectual ability of the boys only.

Nommay (1988) investigated the effect of family structure on intelligence and academic achievement. He analysed 45 studies for the last 15 years and summarised
the results that parents' encouragement directly and indirectly played a significant role in predicting academic achievement through cognitive development of their children. Parental education and encouragement were found to contribute to the cognitive development of the students. Family constellation was appeared to have greater impact on verbal than non-verbal intelligence.

**Bank et al. (1990)** studied the effect of peer, family and parental influence on students' persistence. Data was collected through a longitudinal study from 1240 first year undergraduates of Midwestern state university of America. The results demonstrated that parents had strong influence upon the persistence and educational success of the students.

**Astone and Sara (1991)** examined the relationship among family structure, parental practices and children's achievement by collecting data from 10,000 high school students of Baltimore in America. The result revealed that children who live with single parents or stepparents during adolescents receive less encouragement and less help with school work than children who live with both natural parents. The findings also indicated that parental practices including parental encouragement had positive effect on children's school achievement.

**Lamborn et al. (1991)** studied the patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, neglectful homes. The sample consisted of approximately 4100 respondents from Wisconsin state in America. It was confirmed through the results that adolescents who describe their parents as either neglectful or indulgent had lowest adjustment. The findings also indicated that authoritative parenting had significant influence on student's competence and adjustment.

**Steinberg et al. (1992)** studied the impact of parenting on adolescent achievement on a heterogeneous sample of approximately 6400 American 14-18 year old students. He concluded that authoritative parenting lead to better school performance and stronger cognitive engagement among the adolescents. Parental encouragement is much more likely to promote adolescents school success when it
occurred in the context of an authoritative home environment. Authoritative home environment related positively to the achievement of students.

Barkataki, Bandana (1993) studied child rearing practices and developmental status of children in some tribal communities of Assam (2 hill tribes and 2 plain tribes). This study is indirectly related to education of schedule tribes based on the fact that knowledge about child- rearing in different tribal groups in inadequate and there is a need to have proper scientific knowledge of how children should be reared. The researcher explored the beliefs, customs, rituals associated with child bearing and rearing, parameters of health status of children such as incidence of infant and child death, occurrence of diseases and nutritional status. It was found that most of the mothers did not receive any special attention related to diet during pregnancy. Almost all mothers breast-fed their babies for sufficiently long duration. Malnutrition was less prevalent and most of the children enjoy good health and incidence of diseases and ailments in children was less. All the tribes practised home remedies to cure different diseases of children.

Ginsburg and Bronstein (1993) studied family factors related to children's intrinsic and extrinsic motivational orientation and academic performance. Data were collected from 93 fifth grade students and their parents. Achievement scores were obtained from school records. Parental negative control, non-involvement, extrinsic rewards and over-and under controlling family styles were found to related significantly with extrinsic motivation and lower academic achievement of the students. On the other hand parental encouragement was associated with intrinsic motivation of the students. Autonomy-supporting family styles were found to have positive association with academic performance of the students.

Shah (1993) conducted a study to investigate the relationship among some social, psychological variables and the academic achievement of the students in Azad Kashmir. Data was collected from a sample of 1000 students comprising 640 male and 360 female students. Annual examination results for three consecutive years were taken as measures of academic achievement. The findings indicated that there was a significant relationship between parental interest for the children's education and
academic achievement of their children. In addition it was also found that authoritative families had significantly relationship with academic achievements of the students.

Dubois et al. (1994) studied the family support and the quality of parent child relationships. A sample of 159 young American adolescents ranged in age 10-12 years were selected. Measures on family support, academic achievement and adjustment were assessed. The results indicated that parental encouragement clearly and consistently had significant effect on academic achievement and adjustment.

Keith and Lichtman (1994) focussed on within-group differences in a sample of 1200 Mexican-American students drawn from the national educational longitudinal study-88 of America. The types of parental involvement and encouragement were assessed as involvement in home-based activities, home structure, rules about viewing TV, and involvement at school and talking with teachers. The findings indicated that parental encouragement had a moderate and positive effect on students' academic achievement.

Singh et al. (1995) investigated the effect of different components of parental involvement on the achievement on a sample of 16,378 eighth class students drawn from a national educational longitudinal study-88 of America. The results revealed that Parental involvement in school activities had positive effect on achievement whilst family structure had a slight negative association. Parental involvement in the form of parent child discussions had a moderate impact. Parental aspiration found to have powerful positive influence on academic achievement.

Sputa and Paulson (1995) conducted a study on birth order and family size influences on adolescents and the behavior of their parents. The respondents were 195 ninth grade boys and girls and their parents from urban, suburban and rural communities in south east and Midwest Asia. Questionnaire measures of adolescent and parent's perception of parenting style and parental involvement were used. The results indicated that family size significantly influenced adolescent academic achievement significantly.
Khare and Garewal (1996) conducted a study on home environment and academic achievement of elementary school children. The sample comprised of 212 students of middle schools of Bhopal. The results indicated that home environment had significant relationship with academic achievement of students.

Gyanani, T.C and Gupta, M. (1996) studied educational problems and their effect on the academic achievement of backward class student in relation to their education and generation gap. The objective of the research was to study the difference in academic achievement of first generation learners. One of the findings of the research was, first and non-first generation learners did not differ in their academic achievement.

Jabeen, Jahangir Ara (1996) conducted a study on the attitude of Muslim parents belonging to different economic classes towards the education of Muslim Women. The objectives were to study the attitude of economically weaker and well off parents towards the education of Muslim Women and compare their attitude. The study revealed that economic status had a great influence on the education of respondents; although the majority of the parents showed positive response towards women's education, greater variation in the attitude were visible among the parents hailing from different economic backgrounds; the respondents hailing from different economic background did not differ in their attitude towards education as a factor in raising social status but differ in their attitude towards co-education, personality development, principal goal of education and reasons for lack of education.

Wilson, M.J (1997) undertake a case study on people’s participation in management of schools in Tribal Areas of Visakhapatnam District (AP). He attempted to study the impact of participation of the tribal community in the growth and development of school management in the tribal areas of Visakhapatnam District (AP). The main objectives of the study were to find out the extent of the participation of the tribal community in the growth and development of Maa Badi (our school) schools. The major finding of the study were – the peoples participation to establish the Maa Badi school was successful in both the villages, the tribal people’s participation in the management of Maa Badi school was found to be highly satisfactory.
parent child relationship scale to the sample and achievement scores were taken from school records. The results indicated that both mothering and fathering styles were associated with academic success whereas rejection and neglect from the parents were found to be highly detrimental to academic achievement.

Siana et al. (1998) conducted a study on motivation and attribution on a sample of 985 secondary schools students of London. The results indicated that the male and female students rated their parents as more important in contributing to their academic success.

Izzo et al. (1999) conducted a longitudinal assessment of teacher perceptions of parental involvement in children's education and educational performance. Information on parental involvement and school performance was collected from the teachers of 1205 urban students of Chicago. Results indicated that parental involvement moderate relationship with school performances. The results also revealed that enhancing parental involvement in children's schooling related to school performance.

McNeal (1999) carried out the study on the parental involvement as social capital: differential effectiveness on science achievements, truancy and dropping out on a sample of 17049 parents of tenth grade students of Carolina. The researcher used theoretical framework and found that parental involvement was generally a salient factor in explaining behavior but not cognitive outcome. Findings also indicated that the positive effect of parental encouragement operated only for white and middle class students.

Hickman et al. (2000) evaluated the influence of parenting style on the adjustment and academic achievement of traditional college freshman. The data were collected from a sample of 101 college freshmen enrolled in introductory psychology courses at a large Midwestern university. It was confirmed through the results that authoritative parenting style was positively related to students' academic achievement.

Kohl et al. (2000) conducted a study on family factors which potentially put parental involvement at risk. Data was collected from parents, teachers and 300
children through interviews and parental encouragement was rated by teachers and parents separately using a purpose designed instrument. The result indicated that parental education was positively related with parent-teacher contacts. It was also concluded that the more educated were the parents, the greater was their encouragement in their child's education, better was the educational achievement of their children.

Sanders (2000) carried out a study to predict the effects of teacher, family, and church support on the school-related attitude, behaviour, and academic achievement of African American urban adolescents. A sample of 827 students in an urban school district in the South-eastern United States was surveyed. Data was gathered by administering self-report questionnaire and parent authority questionnaire. The results showed that parental academic support indirectly influenced achievement through its positive and significant influenced on students' academic self-concept and school behaviour.

Yan (2000) conducted a between-group study of parental involvement comparing three samples that included 6459 students drawn from the national educational longitudinal study-88 of University of Pennsylvania. The groups comprised of successful Afro-American students, successful Euro-American students and unsuccessful Afro-American students. Once the background variable of social class was factored out, parental involvement became a significant discriminating factor between groups. Results demonstrated that parental involvement influenced the academic success positively.

Zellman and Waterman (2000) observed the interactions between 193 mothers and their children who were in second to fifth grade in the schools of Los Angeles. Children's achievements were measured using school grades for maths. Parenting style was rated following the analysis of a video recording of a parent-child discussion of on the issue which they both agreed was problematic. The results indicated that parental encouragement was not significantly related to academic outcome.
Morbora, Rupa Das (2001) studied influence of parental literacy on the academic achievement of children belonging to backward classes. One of the objectives of the research was to study the academic achievements of First Generation Learners (FGLs), i.e. the children of illiterate parents and Non-first Generation Learners (NFGLs), i.e. the children of literate parents of the Backward Classes. The finding of the study was, Children of literate parents shows better academic achievement than the children of illiterate parents.

Catsambis (2001) analysed data from the national educational longitudinal study-88 study and its second follow-up national educational longitudinal study-92 in England. Data were collected by questionnaire from 134,580 parents, students, teachers, principals and administrators on achievement and parental involvement. The results of the study indicated that high levels of parental expectations, consistent encouragement and actions to enhance learning opportunities in the home were all positively associated with students' high aspirations and college academic achievement.

Marchant et al. (2001) studied the impact of parental involvement on school achievement. The sample comprised of 230 Canadian students. Data was collected through the information by the students on family encouragement and their academic performance. The information was validated by the school teachers. Through the results parental encouragement was found to be major factor influencing students' academic achievement.

Okpala et al. (2001) explored the relationship between parental involvement in terms of, hours of volunteering in-school help, school spends in terms of dollars per child, spends on instructional supplies, parental social economic status and school achievement. The sample comprised of fourth grade students of schools of California. Mathematics test scores were taken as the measure of attainment. The results revealed that parental involvement in the school was not related to pupil achievement.

Deslandes and Cloutier (2002) reported the views of a sample of 872 Canadian students aged 14-15 years, of parental involvement in schooling. The students attended high schools in French-speaking Quebec were selected as a sample
of longitudinal study of parent-adolescent interactions in relation to school achievement and Psychosocial maturity. Parental involvement in classrooms, trips, school governance and the like seemed to confer little advantaged in terms of pupil achievement.

Devi and Kiran (2002) studied factors associated with scholastic backwardness of secondary school children. 100 low achievers from secondary schools of Hyderabad city were included in the study. Interview schedule was used to elicit factors related to scholastic backwardness. The results reported that low parental involvement and parental encouragement were found to be detrimental academic achievement.

Sacker et al. (2002) examined the role of parental encouragement in educational achievement and psychological adjustment throughout the childhood. Data were collected from 1704 students of United Kingdom. The results indicated that parental involvement had a small but significantly positive relationship with academic achievement. The results also revealed that social and physical environment in which the children were raised effect their educational achievement.

Williams et al. (2002) surveyed 2019 parents of children aged 15-16 years attending schools in England to establish their degree of involvement in their children's education A telephone survey was used to conduct interviews with parents' to collect information regarding help in schools, their relationship with their child's teacher(s) and parents' involvement with homework. The findings indicated that parental involvement was the most strongly related to achievement of their children.

Devi and Mayuri (2003) carried out a study of family and school factors that affect the academic achievement of residential school children studying ninth and tenth classes. Data from the sample of 120 students of Hyderabad city were collected through an interview schedule developed by the investigator to study the family factors. The outcomes of the study revealed that family factors like parental aspirations and socio economic status significantly contributed to academic achievement.
Voorhis (2003) examined the effect of involving parents in interactive homework program. A spin-off the teachers involving parents in school program was developed at Johns Hopkins University in which 253 sixth and eighth grade students and parents participated. The researcher found that in comparison to students' engaged in traditional homework assignments the students who participated in teachers involving parents in program scored better on homework and on report cards. The results reported a significant positive relationship of parental involvement with achievement of their children.

Hill et al. (2004) studied a longitudinal model of parents' academic involvement, achievement and aspirations on 463 adolescents, followed from seventh through eleventh grades. The findings of the study revealed that parental involvement in academics of the students was positively related to achievement for African Americans but not European Americans students.

Tsang (2004) investigated academic motivation and achievement among students from immigrants and America born families. Data were collected through survey method and university records from over 998 college students. The results indicated that immigrants placed more importance on family interdependence than American born families. Family interdependence attitude and behaviour found to influence academic adjustment.

Sunitha (2005) examined academic learning environment of students from aided and unaided co-educational high schools on a sample constituting 240 students from the schools of Dharwad city. Data were collected by administering home learning environment scale developed by the researcher and academic achievement was taken as average percentage marks of the previous year and two semesters of the current year of the students. Family size was found to have negative influence on the academic learning environment whereas home learning environment had significant and positive relationship with academic achievement of the students.

Aremu et al. (2006) investigated the relationship among emotional intelligence, parental encouragement and academic achievement of the students. A sample of 500 adolescents consisting 250 males and 250 females was drawn through
randomized process from 10 senior secondary schools of Ibadan in Nigeria. Data were gathered through parental involvement rating scale developed by the researchers themselves and from the school records. The results indicated there was a positive and significant relationship between parental encouragement and academic achievement of the adolescents.

*Bansal et al. (2006)* explored the relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents. The data were collected from 100, eleventh class high achievers from 10 senior secondary schools of Ludhiana city, by using Rotter's locus of control, Bhargava achievement motivation scale and Mishra's home environment inventory scale. The results showed that good quality of home environment had significant positive relationship with high level of achievement motivation and high level academic achievement.

*Halawah (2006)* examined the effect of motivation, family environment, and student characteristics on academic achievement. The study was conducted on a sample of 388 high school students consisting 193 males and 195 females from Abu Dhabi district, United Arab Emirates. A likert-type instrument was used to measure students' level of motivation. While academic achievement was measured using students' grade point average. The results indicated that the relationship between achievement & family environment (0.15) and motivation and family environment (0.19) were statistically significant still partially small.

*Lakshmi and Minakshi (2006)* studied perceived parental behavior as related to students' academic school success and competence on a sample comprised of 500 high school students consisting 250 male and 250 female students of Varanasi city. Data were collected by administering adolescents' perception of parental behavior questionnaire and academic competence scale developed by the researcher and associates. School success was assessed by marks obtained in high school board examination. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic success. The results indicated that parents who were perceived as being more acceptant and using less restrictive and hostile
psychological control tended to have adolescents with higher academic success and competence.

Akanle (2007) predicted socio-economic factors influencing students' academic performance in Nigeria. The data was collected from 120 students by using self-developed instrument tagged social-economic and academic performance rating scale. The results indicated that authoritative family had positive relationship with academic achievement of the students.

Codjoe (2007) studied the importance of home environment and parental encouragement in the academic achievement of African-Canadian youth. The data was gathered by conducting individual and focus group interviews from a sample of 12 students drawn from a population of black students in Edmonton in Canada. The researcher confirmed that parental encouragement and supportive home environment laid positive influence on educational achievement of the black students.

Jeynes (2007) undertook a meta-analysis including 52 studies, to determine the influence of parental involvement and encouragement on the educational outcomes of urban secondary school children of California. The results indicated that the influence of parental involvement overall was significant for secondary school children for both White and minority children.

Murphy (2009) carried out the study to examined relationship of parental encouragement, independent learning and achievement. A national sample of tenth grade 15,362 students from the national educational longitudinal study 2002 was used. The findings indicated that parental encouragement had positive and significant relationship with academic achievement. Results also revealed that parental control was negatively associated with achievement measures. It was also found that parental actions associated with authoritative parenting style were positively related with academic achievement.

Ghazi et al. (2010) examined parental involvement in their children's academic motivation in rural areas at primary level. The study was conducted on a sample of 250 students from Bannu in Pakistan. Data were collected through structured interview
from students and their parents. The results showed that parents' encouragement, discussion of importance of education and educational affairs had direct positive influence on achievement motivation. The findings also revealed that most of the parents were not well aware of their role for their children's education.

**Muola (2010)** investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 Kenyan pupils between the age range 13 to 17 years from six urban and rural primary schools of Machakos district. Two questionnaires, the simple profile and home environment questionnaire, were used to gather data. Results showed that among all the variables parental encouragement was the only factor that was not significantly ($r = 0.03$) related to academic achievement motivation.

**Newswire (2010)** took the study parental involvement equal to better students. The sample comprised of 1300 children from Ten American Cities. He found that when parents boosted their involvement in child's school activities the child's behaviour problems found to be decreased.

**Adetayo and Kiadese (2011)** investigated emotional intelligence and parental involvement as predictors of students' achievement in financial accounting. Data were collected from 200 senior secondary school students from Nigeria by using survey method. The results of the study revealed significant relationship between parental involvement and academic achievement of the students. The findings also indicated that parental involvement predicted students' achievement in financial accounting.

After reviewing above it can be summed up that home environment including parental- involvement, encouragement, interest, behaviour, aspiration, parenting skills and parenting styles towards children’s education have directly influence the academic achievement. It is found that educated parents provide better home environment than uneducated one.
2.5.0 Studies on study habits of students

Individual study habit plays a pivotal role in determining in a pupils academic achievement. A students progress or failure in the class room depends upon several factors namely interest in the subject, study facilities, own study habits and so on. Academic achievement is the achievement of the pupil during the course of study, the standard of achievement in languages and subjects and general knowledge expected of a pupil.

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term “Study Habit” implies a sort of more or less permanent method of studying. According to Good’s dictionary of education, “Study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient.” Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Pen has become mightier than sword. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual.

Wrenn’s and Humber (1945) showed that the study habits are associated with scholastic achievement.

Mary Esthar (1945), analysed the study habits of Catholic high school students by employing the Otis advanced examination and the Enrich study habits inventory, statistically significant differences were reported between the study habits of the most successful and the least successful students and between the bright and the dull students.
Carter (1950) conducted two study method tests on 800 Educational psychology students. He compared the study habits score with the composite measures at achievement. The correlation ranged from 0.46 to 0.51.

Burnett (1951) reported that the students taking how to study course increased this cumulative grade point averages. Carter’s (1953) study method test was administered on 130 educational psychology students and 129 seniors in a California college. Preparatory High School. In pre-instance, a correlation with mid-term test score was 0.40 and in the past instance the correlation with the senior year grade averages was 0.60.

A survey on study habits and attitudes (1953-67), reports that the reliability of the scales is high although some subscales give low correlation and that there is difficulty in predicting achievement especially for colleges and university students.

Bracon and Holtzman (1955), Patel (1981) and Chauhan and singh (1982) found that positive relationship between study habits and academic achievements of school going children. Carter (1955) found a moderate linear relationship between study methods and academic scores.

Brown and Holtzman (1956) constructed and validated a self rating questionnaire that measured. “A student aptitude and motivation towards studying as well as his study habits.” The questionnaire was validated on a fresh sample of 219 men and 176 women. Correlation of 0.50 and 0.52 were obtained for the sample of men and women respectively.

Norton (1959) made an investigation on the relationship at study habits and achievement in IX grade general sciences. He found that the achievement in general sciences was not associated with study habits.

Diner (1960) obtained the similarities and differences observed that the two groups differed significantly in respect of their study habits. The over achieving males has better study habits.
Jammur (1961) found a correlation of 0.51 between study habits and achievement.

Sinha (1966) found significant relationship between study habits and scholastic achievement.

Samuel and Rao (1967) conducted a study on a sample of 500 PUC students and found that there is significant correlation between the habits scores and academic achievement of the students. It is clear that the achievement shows positive relationship with the study habits.

Agarwal and Saini (1969) found that poor correlation doesn’t however imply that study habits are not important and do not help in achievement.

Krishnamurthy and Raja Rao (1969) conducted a study on 300 children in coimbatore. They observed that there is significant correlation between the study habits and academic achievement of the urban students and also.

Florence and Ronald (1971), revealed that in the case of boys, the total SSHA score and attitudes subject predicted reading achievement, in the case of girls, the attitudes subject did predict a different criterion mathematics achievement.

Girija, Bhadra and Ameerjan (1975) made a study on the relationship between study habits and academic a achievement of first and final year students of the undergraduates of university of Agricultural sciences, Bangalore the two groups differed significantly with regard to this study skills and achievement.

Asha Bhatnagar (1980) observed 600 X class students of Delhi and found a positive relationship between involvement in studies with their academic achievement.

Tuli (1980) observed that study habits are correlates of achievement in mathematics.

Deb and Grewal (1990) revealed that after their investigation on B.Sc. Final year home science students; the component of study habits are positively correlated
with the academic performance of students ($\pi=0.39$) students with good study habits do better academically. Therefore parents and teachers should help to promote good study habits in their children rights from the beginning.

Patnaik and Basavayya (1991) reported that there was no significant relationship between study habits and achievement in mathematics.

Westman and Lawandowski (1991) conducted a study on 98 college students for assessing their study habits. Recall of material shortly before an examination was not as good as on the day of initial presentation. Suggesting a widespread need for better study habits.

Ekins Judith (1992) investigated on study approaches of distance learning students, studying in a second language. He reported that command of English is related to the study approaches and skills and it is likely to lead to academic success and persistence.

Ruth lee (1992) conducted a study on development of a study skills to improve grades in IX and X class students. It is found that development of study skills increased students achievement.

Stella and Purushottaman (1993) should that there is no significant different between the study habits of under achiever boys and girls.

Ramamurthi (1993) stressed that teacher have to ensure that students acquire good study skills so that their academic performance will be good. He concluded that combined efforts of the presents and the teachers and the persistent well-motivated approach of the student under the guidance of the teacher alone would bring about a good academic achievement.

Verma (1996) showed that students possessing good study habits scored higher achievement than students possessing poor study habits in the English, Hindi and Social Studies on the other hand, students having poor and good study habits scored almost equal achievement in mathematics and G Science.
Al- Hilawani, Yasses and Aziz (1997) investigated the influence of GPA, academic major and academic levels on the study skills and habits of 480 female (average age 21) students from all majors in the faculty of education of the United Arab Emirates University. Results showed that there was no significant differences on study skills and habits due to students’ academic levels.

Vanden Hurk (1998) showed that the study habits of medical students were correlated with their academic achievement.

The students studying in private schools have better study habits than the students studying in government schools (Naggappa & Venkataiah, 1995; Sanjeev, 2003). But Chaudhary & Lily (1991) pointed out that students belonging to government and private school were by and large similar with respect to their study habits. The nature of the family, namely, joint and nuclear, does not have any influence on the study habits of students, with respect to home environment, reading, note taking, planning, concentration and general study habits. Whereas, the nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment.

Frazier and Schwart (1995) conducted a research using high school students. They were made to set questions for themselves as they studies a prose passage either individually or collectively during tutorials. Results of this study showed that recall was greater in the question study than in the study only. It is suggested that students studying for external examinations like the Senior Secondary School Examinations (SSSE) or NECO or General Certificate of Education (GCE), make use of past questions.

In the study "Connections Between Learning Experience, Study Behavior and Academic Performance: A Longitudinal Study" conducted by Ning and Downing (2010), the relationship between learning experience and study behaviour on the students' performance was studied. The researchers tested their hypothesis by a survey given to 396 students from a university in Hong Kong. They tested the students' study habits in terms of Concentration, Time Management, Self-testing, Study Aids, Information Processing, Selecting Main Ideas, Test Strategies, Anxiety, Attitude and
Motivation. From the information obtained.

**Ning and Downing (2010)**, discovered a positive relationship between the variables. Aspects like motivation and study strategies in study behavior were also discovered to be of importance to the current academic performance. Despite the wide range of psychological area being studied, the research, however, is limited in scope as it just studies students from a single university.

**Parua. R.K. and Archana (2011)** investigated Study Habits Of Secondary School Students In Relation To Their Scholastic Achievement. Data were collected from 100 secondary school students studying in different government schools of Yamuna Nagar district of Haryana by descriptive survey method. The result of the survey revealed there is positive relationship between study habits and scholastic achievement of secondary school students.

According to **Kizlik (2012)**, study habits are different for everybody. A studying strategy may be effective for one but entirely of no use to another student. However, the study habit fit for one can help the student in different ways. To name one, with continuous study habits, study skills develop and they create a more effective understanding about the topic. Study habits can also improve the learning and understanding about the subject, and thus, the grades.

**Chand Suresh. (2013)** undertake a study on study habits of secondary school students in relation to type of school and type of family with a sample of 200 students from 20 schools studying in 12th class in government and private schools of. This study was concluded that Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than their counterparts studying in private school but private secondary school students are significantly better than Govt. secondary school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and Private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit. There exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits.
Chaudhari Aravindn. (2013) undertake a study on Study Habits of Higher Secondary School Students in Relation to their Academic Achievement with an objectives to study the relationship between study habits and academic achievement of higher secondary school students and to find the difference between high and low academic achievement students on study habits, with a sample of 80 higher secondary school students studying in different schools of Banaskantha districts of Gujarat. The result of the study finds there is positive relationship between study habits and academic achievement of higher secondary school students. It is suggested that parents should get appropriate guidance and counselling about dealing with higher secondary school students to develop a good study habits for the educational development of their kids. Healthy and sympathetic teacher’s and student’s relationship should be made to upgrade the level of academic self-esteem of students.

Anwar Ehtesham (2013) carry on a study of a correlational study of academic achievement and study habits: issues and challenges with a sample of 200 senior secondary school students studying in class xi. This study found that there is significant relationship between study habits and academic achievement of senior secondary school students. Thus, it is clear that the study habit has an impact on the academic achievement. Various factors such as method of study, family background, socio-economic status and environment etc are the determinants of study habits i.e. these factors affect study habits, but the investigator has kept these variables controlled in this study.

Lawrence. A.S (2014) carry out a study on relationship between study habits and academic achievement of higher secondary school students with a sample of 300 students from 13 higher secondary schools. The study found that level of study habits of the higher secondary school students is moderate and their academic achievement is also moderate. This finding supports the findings of Anantha (2004) and Kulandai Samy (2007). The investigator found that XII standard students have better study habits than XI standard students. This finding contradicts the finding of Kulandai Samy (2007) and supports the findings of Helen Kevin (2007). Here, the investigator found that hostellers have better study habits than day-scholar students. It contradicts the study of Doss (2012) which indicates that the day-scholars have better study habits than the hostellers.
Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002). Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students' plays important role in learning and fundamental to school success.

From the perusal of related literature it is evident that numbers of studies were conducted by taking the variables of the present study. But with the advancement of science and technology, changing family structures and increasing privatisation of education, it becomes essential to conduct a fresh study. In the present study a humble attempt has been made in this.

The Above studies on the study habits and academic achievement have shown that they are both relevant variables, which influence the quality and quantity of work output. Academic achievement can be improved by creating good study habits, which students can stimulate towards study.

2.6.0 OVERVIEW

The review of related literature provides a picture reflecting on medium of instruction, academic achievement, parental involvement, and study habits. The review of related literature pertaining to the variables under investigation provides certain indications as under:

Medium of instruction

Different researches found significant relationship between academic achievement and medium of instruction, (narasimhan. G and Pillai, Swaminathan, 1983; Vastava, 1970; chistoph Von Flirer Hain mendorf, 1982)
Parikh, 1981; Misra and others, 1973; found there is no significant difference between academic achievement and medium of instruction.

Some others found that English language as medium of instruction is also a problem in academic achievement (Nair, 1966; Sharan, 1971; Ghosh, 1977;)

Gomathy Ammal, 1972 found that Hindi learning in school is also a problem in academic achievement.

Some others found that using two language in a school is also problem for academic achievement (Shyaalina Chakraborty, 1989)

Some researchers support regional language as medium of instruction (Bokil, 1965; Vaidya, 1954; Anand, 1973;)

Some others support English as medium of instruction (Ganguly, 1965; Sharma, 1965; Sharma, 1967; and Dava, 1971.

Srivastava and Khatoon confirmed that if mother tongue is as medium of instruction than the academic achievement of boys are superior to their counterpart of other medium but there are no different among girls.

**Academic Achievement**

Different researches found there is close relationship among academic achievement, Environment, Management and Motivation. (Tripathy, 1962; Mehta, 1968; Kotari and Panchmukhi, 1975; Dandapani, 1976; Chan, 1979; Nagpal, 1979; Hirunval, 1980; Hamah, 1981; Bowers and Burkett, 1987; Anderson and others, 2005; Meecce and others, 2006; Torubeli, 2007.)

Some researchers found that the urban pupils are superior to rural pupils. (Lalithamma, 1975; Jain, 1981; Hirunval, 1980; Doraiswamy, 1985; Kour and Gill, 1993.)

Goswami. P.K., 1978, found that there was positive relation between self-concept and academic achievement.
Ojha, 1979; Robert and Taylor, 2005; and Melhotra 1986, revealed a significant positive correlation of academic achievement and socio-economic status.

Asha, 1980; Melhotra, 986; Das, 1986, Tok. Boa Reena, 2005; Sridevi and Parveen, 2008; Devi Uma, 2009; found there is close relation between cerativity, intelligence, interest and academic achievement.

Gupta, 1982 found that there was no significant effect of academic achievement on self-concept.

Raju. S. Raj, H. Sam Sadana and Tulasidharan, T.V., 1993; Chattopadhyay, Mihir kumar 1998; found that scheduled tribes and non-scheduled tribes differed significantly in their academic achievement.

Nwagu, 995 and Aremu 2001; Borthakur, Queen, 1998; Obanaya, 1999; Aremu, 2002, 2003; Adoye and Torubelill 2008; support healthy home environment for better academic achievement.

Dutta Hem Chandra, 1966; found that there was close relationship between study habit and academic achievement.

B. Yomgan, 2009; found almost all subjects except in hindi female scored higher than male counterparts.

**Parental Encouragement**

Different researches focused on parental encouragement and found positive and significant relationship with academic outcomes of their children Baker and David, 1986; Bank et al., 1990; Astone and Sara, 1991; Shah, 1993; Aggarwal, 1997; Siana, 1998; Sacker et al., 2002; Codjoe, 2007; Murphy, 2009; whereas Singh et al., 1995; Muller, 1998; McNeal, 1999; Izzo et al., 1999; Yan, 1999; Kohl et al., 2000; Catsambis, 2001; Marchant et al., 2001; Okpala et al., 2001; Deslandes and Cloutier, 2002; William. 2002; Voorhis, 2003; Hill et al., 2004; Aremu et al., 2006; Jeynes, 2007; Ghazi, 2010; Adetayo and Kiadesse, 2011; focused on parental involvement and found positive and significant relationship with educational outcomes of their children.
Zellman and Waterman, 2000; Okpala et al., 2001; and Muola, 2010; demonstrated that parental encouragement had no relationship with academic achievement whereas Mau, 1997 found parental encouragement had negative effect on academic achievement of the students.

Dubois et al., 1994; Khare, 1996; Sanders, 1998; Kohl et al., 2000; Halawah, 2006; Akanle, 2007; Devi and Mayuri, 2003; studied family structure and family environment as good determiners of academic success.

Shah and Sharma, 1984; Sunitha; 2005; Bansal et al., 2006; and Moula, 2010; explored positive and significant relationship between home environment including parental encouragement with academic achievement.

Lamborn et al., 1991; Steinberg, 1992; Shah, 1993; Petrick and Kim, 1998; Hickman et al., 2000: Akanle, 2007; Kazmi, 2011 emphasised on parental styles and confirmed significant and positive relationship of authoritative parenting style with academic success.

Murphy (2009) studied parental encouragement involving parental actions associated with parenting styles. Astone and Sara (1991) focused on parental practices involving parental involvement and parental encouragement, whereas Lakshmi and

Minakshi (2006) focused on parental behaviour and found that parental acceptance and encouragement were positively related with academic achievement.

Petrick and Kim, 1998; Barisal et al., 2006; Halawah, 2006; Navarrete et al., 2007; Wilkins, 2009; Acharya and Shobhna, 2009; Ghazi et al., 2010; Moula, 2010; Bahago, 2011 Manjuvanj and Anuradha, 2011 studied achievement motivation of students and found that is the product of good home environment and parental encouragement.

Kohl et al. (2000) and Garikai (2010) confirmed a positive relationship of parental education with parental encouragement and Singh (1986) and Nommay (1988) revealed that parental encouragement influenced cognitive development of their
children whereas Ginsburg and Bronstein (1993) and Kazmi (2011) found that parental encouragement significantly related with achievement motivation of the students.

**Study habits**

Different researcher found positive relationship between study habits and academic achievement Wrenn’s and Humber(1945); Mary Esthar(1981); Chauhan and Singh(1982); Jammur(1961); Sinha(1966); Samwl and Rao(1967); Agarwal and Saini(1969); Krishnamurthy and Raja Rao(1969); Asha Bhatnagar(1980); Tuli(1980); Deb and Gewal(1990); Ekins Judith (1992); Anwar Ehtesham(2013); Ruth Lee(1992) ; Ramamurthi (1993); Vanden Hurk(1998 ); Ning and Downing(2010); Darva R.K and Archana(2011); Kizlik(2012); Chaudhari Aravindn(2013).

Some researcher found that there is no positive relation between study habits and academic achievement in some school subjects Brown and Holtzman (1956); Patnaik and Basavayya (1991); Stella and Purushottaman(1993); Varma(1996); Al-Hilawani Yasses and Aziz(1997).

Diner (1960) found that male students have better study habits than female Naggappa & V Enkataiah(1995); San jeev(2003) found that private school students have better study habits.

Some other researcher found that family condition also influence study habit of students, chaudhary & Lily(1991); Rajendran et al.(2009).

Chand Suresh (2013) found that there is no relationship between study habits on type of family and type of school.

**2.7.0 Other related studies**

Dash, J (1999) studied trends and problems of higher education of scheduled tribes in Orissa. The objectives were to analyse the development of education of ST in an historical perspectives; to find out the inequality in enrolment of different communities. The finding showed that due to low enrolment and higher rate of
dropout, equality of opportunity in enrolment achieved by STs at subsequent stages of education was very low.

Chauhan, S.C (1993) examined the extent of geographical locale and its influence on the educational achievement of tribal children in Bastar district of the then Madhya Pradesh. He also studied the influence of the economic condition, culture system and educational facilities on the educational achievements of tribal children in this district. He found that there was no significant difference in the educational facilities in the schools of Northern, Middle and Southern parts of Bastar, there was a positive correlation between facilities and academic achievement. Less facilitated schools are not attracting the tribal children and that was why the enrolment and achievement was low.