3.1- Studies Abroad

A Survey of literature was published by Harris in (1940)\(^69\) in which 328 studies of academic prediction conducted mostly between 1930-37 were reviewed. From the review of these studies Harris concluded that in order of importance the factors of achievement were; (a) ability, (b) effort and (c) circumstances (personal, social, economic and academic). It was stated that rating on intelligence, attitude, industry, methods of study etc. made by Principals and teachers correlated with scholastic achievement as high as the coefficient of \(0.57\).

Terman (1947)\(^{138}\) found that the under-achievers came from home where the parent had less education than did education of achievers.

Traverse (1947)\(^{143}\) conducted a study on, "Significant Researches on the Prediction of Academic Success." The analysis of data showed correlations between intelligence and grades range between \(.50\) and \(.75\) on the eight to tenth grade levels.

Campbell (1952)\(^{23}\) observed that certain aspects of the home background (Socio-cultural Aspects Consisting of Social activities, cultural objects in the home and the cultural values and attitude of parents) greatly affected secondary school achievement.
Cough (1953)\textsuperscript{30} studied relationship between intellectual factors and academic achievement. The obtained correlations which range from .62 to .80 with three samples of High School Seniors.

Friedhoff (1955)\textsuperscript{53} investigated the relationship among various measures of Socio-economic status, Social class Identification, Intelligence and School Achievement. He obtained a correlation of .44 with an eighth grade sample.

The Self-concept has been one of the most promising aspects of personality, which has been found to be associated with academic under-achievement. There is a general argument that the under-achievers are more negative in their attitudes towards themselves than achievers. The available evidence attained by Nason (1957)\textsuperscript{95} indicates that the under-achievers tend to be more negative in their evaluation to others.

In a study (that used a battery of Predictors) Wellman (1957)\textsuperscript{148} found a multiple correlation of about .80 between intellectual factors and academic achievement.

It has been demonstrated in the study conducted by Shaw and Grubb (1958)\textsuperscript{125} that the under-achievers show a higher degree of hostility than do achievers. Strong signs of restlessness, instability and lack of confidence have also been found among under-achievers. These findings support the view that self-concept is positively related to academic achievement.

Carter (1959)\textsuperscript{24} conducted a study on, 'Improving the Prediction of School Achievement by use of the California Study
Method Survey. On the basis of the analysis of data about .60 correlation was found between intellectual factors as predictors of academic achievement for three samples.

The Scottish Research Council has published Frasers (1959)\textsuperscript{52} original investigation into home environment. She wishes to know how great this factor is when the factor of intelligence is held constant, and which factors of home environment are most influential. The most efficient predictors were income, attitude and abnormal home. Ego-strength and friendliness are related to good homes and hostility to bad homes.

Griffiths (1959)\textsuperscript{59} finds that the major causes of deterioration in academic performance of pupils in a grammar school are poor facilities for quiet study at home (55 per cent of cases), parents lacking grammar school education (95 per cent), parents in low category occupation (55 per cent), little encouragement from parents to do well (94 per cent), poor persistence factor (70 per cent) and absence from school (25 per cent) — parental attitude is the most important factor.

Roth (1959)\textsuperscript{114} investigated, "Role of Self-concept in Achievement". The data indicated that the Self-Concept was not only related to achievement, but that the individual's had a definite investment to performance.

In a study made by Rowland (1959)\textsuperscript{115} grade point average were found to be related to American Council on Education (A.C.E.) Scores to an extent of .41 to ± .03. This study brings out the inadequacy of the intellectual factors as a predictor of
academic achievement still more prominently.

Impellizzari (1961) has expressed that, "There is a Correlation between S.E.S. and Ultimate Scholastic Success--" The educational background of the parents has also been found related to academic performance of children.

Robert (1962) investigated, "The Effect of Socio-economic Status in the Scholastic Achievement of the VIth grade children." In this study the investigator had studied the differences in scholastic achievement of pupils of the comparable ability but differing in S.E.S. He also explored out the effects of emotional factors. California Test of Mental Maturity was used to study the intelligence level and obtained the following results: (i) S.E.S. seems to have no effect upon the scholastic achievement of VIth grade students of high intellectual ability. (ii) Social and economical factors have an effect on language achievement. The upper S.E.S. group in the low intellectual groups S.E.S. factors influence achieving in reading language. (iii) In the low intellectual ability group S.E.S. have no effect on total achievement. (iv) As the intellectual ability decreases, the effect of S.E.S. on a achievement increases.

Mcdonald (1964) investigated, "The Relationship of Socio-economic status and Objectives Measure of Motivation." He made a study on 4200 students of IXth grade of Michigan. The aim of the study was to see the relationship between S.E.S. and academic achievement of eleventh grade High School Students, particularly with underachieving students and found high correlation between
Watson's (1965) attempt to predict achievement with the help of several (family) back-ground variables showed that excepting father's educational level, none of variables was related to academic achievement.

Bennur (1966) investigated, "Socio-economic Status and Academic Achievement of Students in High School and their Relation," to find out the relationship between the S.E.S. and A.A. scores of the high school students. It is concluded by him that the pupils of different S.E.S. differ significantly from each other in their A.A. It is better S.E.S. background is provided it may help to improve the academic achievement of students to a great extent.

Michel (1976) investigated, "Relationship between Teacher's Self-concept and the Extent of Parental Involvement in Children's Learning Activities." Michel investigated and found that: (i) There were significant differences in the extent of reported parental involvement on children's learning activities among school. (ii) There was statistically significant relationship between the extent of reported Mean Teacher's Self-Concept when grouped according to schools. (iii) There was no statistically significant relationship between the extent of reported parental involvement and the teachers self-concept by classes within the schools. (iv) There was significant relationship between teacher's self-concept and
the school population on socio-economic level. Thus he came to the decision that socio-economic level of the school population as well as the parental involvement, the numbers of child's family, these all are determining factors which involve significantly on children's learning activities.

Doyle (1978) investigated, "The Relationship between Self-concept and School Achievement, Maternal Self-esteem and Sensory Integration, abilities in learning disabled children ages 7-12."

The study investigated self-concept and the variables of academic achievement, maternal self-esteem and Sensory integration abilities in 52 learning disabled children ages 7-12, who attended a summer diagnostic classroom in Omaha, Nebraska. The results of this study support the research by Jeem Ayres who concluded that self-concept relates significantly to academic achievement. The child develops concept of self from his/her ability to manipulate the environment by performing Motor-related tasks. Implications indicate the need for identification of children with perceptual motor deficit and possible intervention before the child enters school.

Remzi (1980) conducted a study on, "The Relationship between Self-concept and Academic Achievement among Turkish, Elementary School Students." The main purpose of the study was to investigate relationships between self-concept and academic achievement among third, fourth and fifth grade public elementary school children in Turkey. Self-concept of the subjects was measur-
ed by a Turkish Translation of the Coopersmith Self-esteem Inventory, Form A. The academic achievement score was obtained by converting the weighted academic scores by the teacher's evaluation of the child to a percentage scale. The children who obtained 80 per cent of the total possible score or higher were classified as high-achievers and those with achievement scores less than 80 percent as low-achievers. Significant positive relationship were found to exist between self-concept scores and academic achievement for the total sample and all the groups by achievement level, sex and grade level.

Alexander (1980) conducted, "A Study of Effects of Remedial Reading Programme upon Reading Attitude, Reading Achievement, Self-concept and Intellectual Achievement on the Students of 4th and 5th grades." The purpose of the study was to investigate whether the remedial reading programme improve self-concept. The programme consisted of forty-six students during the session 1979-80, and who were reading at least one grade level below their reading expectancy. The statistical comparison of pre-test and post-test results of the study indicated a significant improvement in the area of self-concept in the total group and in the fifth grade sub-group.

Velilla (1980) studied, "Self-concept of Inner-city Puerto Rican School Children." The purpose of the study was to find out the differences between the self-concept of Pureto Rican Children in the U.S.A. for three or more years and Non Pureto Rican Children attending the same school. It was also
the intent of the investigation to determine, if factors such as socio-economic status, sex and ethnic group have some effect on the self-concept of these children. The results show only one significant main effect (S.E.S.). None of the other main effects (sex, ethnic group), nor any of the two way or three way interaction was found significant.

The study conducted by Fults (1980) sought to determine the effectiveness of 94 instructional programme for developing creative thinking, a positive self-concept and leadership among intellectually and academically gifted elementary students in grades 4, 5 and 6. The statistical analysis of data revealed that there was a significant difference between the pre-test and post-test scores for self-concept, but it favoured the control group with a probability level of .01.

Robinson (1980) studied, "The Self-concept of Ability in Grade School Children." The study was designed to analyse factors contributing to self-concept of ability in ten year old subjects. A moderately "r" was found to exist between self-concept and achievement. Significant differences were found to exist between children from different social class groups. No significant differences were found to result from sex or from race.

Close (1981) studied, "The Self-concept of Adults Enrolled in Adult Basic Education (A.B.E.) Classes and the Relationship of their Self-concept to Selected Demographic and Sociological Variables (i.e., age, sex, race, employment, status, family income,
level of educational attainment, type of ABE classes and length of participation in ABE). The self-concept dimensions considered in the study were total self-concept, family self-criticism, identity, self-satisfaction, personal self, social behaviour and variability. Additionally the self-concept of the group studied was compared to that of the norm group of the 'Tennessee Self-concept Scale.' Age and Sex were the independent variables most often found to be related to various dimensions of self-concept of the respondents. Males were found to have more positive mean total, family, moral, ethical, personal, self-satisfaction behaviour and social dimensions of the self-concept of the respondents increased as age increased. Level of Educational attainment was significantly related to self-satisfaction.

Jordan (1981) investigated, "Self-concepts, Motivation and Academic Achievement of Black Adolescents." The investigator stated that review of self-concept literature and educational invention strategies document the fact that academic achievement constitutes an area of behaviour that has been widely assumed to be related to Global Self-concept. Inadequacies in Global Self-concept have been repeatedly implicated as a causal factor in the academic achievement problems of Inner-city minority children, and as a result, Inner-city students have often served as targets for intervention strategies aimed at augmenting academic achievement through enhancement of Global Self-concept.

The study, "Self-concept of Learning Disabled Children as Related to Parent Expectancy/Child Performance Discrepancies,"
and Socio-economic Status," conducted by Stone (1981). The major purpose of the study was to determine whether the self-concept of learning disabled children was significantly affected by Socio-economic status and/or academic achievement. The investigation also explored the relationship of self-concept to factors in the child's life such as family attitude and parental expectations. The findings revealed that: (i) self-concept was not affected by socio-economic status or academic achievement; (ii) a significant interaction existed between achievement and socio-economic status affecting self-concept.

Maruyama et. al. (1981) states that Self-esteem or Self-concept is one such variable, children possessing high self-esteem have found to be well educationally. The literature indicates a strong reciprocal relationship and gives us reasons to assume that enhancing the self-concept is a vital influence in improving academic performance.

Nelson (1983) investigated, "The Validation of the American National Standards Institute ANSI/AI17.1 for Functional Assessibility by Physically Handicapped Young Adults." This study determined the extent to which the ANSI/AI17.1 prescriptive standards for assessibility result as functional assessibility for Physically handicapped Young Adults. 18 physically handicapped young adults used a check list developed to rate the functional assessibility of the ANSI/AI17.1 standard. Area were selected from three secondary school buildings, Twelve of the raters repres-
ented the middle 95 per cent of anthropometric norms and six others fell outside these norms, thereby representing deviation from the norms for the physically handicapped population. The checklist which was used both to identify the facility feature, meeting the standards and to test functional assessibility. 18 of the 20 ANS/Al17.1 assessibility standards areas results in functional assessibility when the prescriptive specifications are met. The findings revealed that strict adherence to the ANS/Al17.1 standard does not provide total assessibility to public buildings for physically disabled persons in the lower 2.5 per cent of anthropometric norms. Physically handicapped young adults are a valuable resource to facility planning and can reduce the number of human errors in the facility planning process.

Corkey (1983) investigated, "The Relationship of Self-concept to Socio-metric status, Anxiety, and Academic Achievement Among Middle School Students." The study was undertaken in order to investigate the relationship of self-concept to other variables which may affect the successful adjustment and achievement of students. Results indicated positive relationship between self-concept and achievement and peer acceptance.

Hollwell (1983) conducted a study on, "The Relationship between Self-concept of Academic Ability and Discrepancy in perceived feedback Regarding Achievement." Data were derived from past and current teachers assigned grades in five academic subjects and questionnaires completed by 209 high potential secon-
dary school students ranging in age from 11 to 17. An analysis of Variance employing a multiple regression approach was used to analyse data. Parental feedback and home environment were significantly related to self-concept although sex and interactions between the independent variables were not.

Marsh et al. (1983) investigated, "Self-concept: The Construct Validity of Interpretations Based upon the S.D.Q." The data revealed that in general academic achievement and self-concept are correlated and particularly with academic self-concept. The relationship is even stronger if academic self-concept is determined by asking students to rank themselves against their classmates (or some other comparison group) in terms of the academic achievement being measured. The findings demonstrated that academic achievement is uncorrelated with self-concept in non-academic areas, significantly correlated with self-concept in the academic areas, and most highly correlated with self-concept in the academic areas, most directly related to the specific area of academic achievement being considered.

Stevens (1983) studied, "The Effect of Recurrent Middle Ear Disease on Academic Achievement And Behavior in Elementary School Children." This study compared 53 fourth, fifth and sixth grade students who had histories of recurrent middle ear disease with 53 students who were essentially disease-free in order to determine the effects of recurrent middle ear disease on academic achievement scores reported behavior in school need
for academic assistance and attendance in school. The children in both the ear infection and control groups were obtained from two towns. In one town the children in the ear infection group were reported to have significantly more unusual and acting-out behavior than the children in the control group. However, the children in the ear infection group from the other town did not differ significantly from the control children in number of reported problem behaviors. Additionally, results of regression analysis indicated that for children in the first town frequency of ear infection was significantly related to mental ability and academic achievement and age of onset was significantly related to total number of reported behavior problems as well as number of acting out behaviors. The present study also revealed that significantly more children in the ear infection group from both towns received special academic assistance in school and were absent from school more often than children in the control group.

Denny (1984) conducted a study on, "The Development And Validation of an Academic Self-concept Measure for College Students." The major purpose of this study was to develop an Academic Self-concept Scale and to obtain evidence of its construct validity, Entitled Dimensions of Self-concept (D.O.S.C.). Form H constructed within the same rationale as that employed to devise two previous D.O.S.C. from for elementary and high school students. This 100 item preliminary research form evaluated from a previously administered 125-items initial pilot version. 398 community college students were taken for the study. The main
findings of the study were as follows: (i) both D.O.S.C. form exhibits satisfactory levels of reliability; (ii) the Preliminary Research Form shows promising construct validity as demonstrated by the correspondence of the empirical factor structure derived from the theoretical from work employed.

Flicek (1984) studied, "Social Status Problems among Hyperactive (H), Learning Disabled (L.D.) and Hyperactive Learning Disabled boys (H/L.D.)." The purpose of this study was to determine if it is hyperactivity, learning disabilities or the collaboration of both that most directly relates to problem in social status, secondly peer perception of variables known to relate to social status were explored as a function of the child's disability. This was accomplished by categorizing 234 boys in grades three through six into hyperactive (H) learning disabled (L.D.), hyperactive/learning disabled (H/L.D.) and comparison (C) groups. Results indicated that the H/L.D. group was most symptomatic of peer problems in that they were most rejected and least popular relative to controls, both the H and L.D. groups were less popular but no more rejected. Significant group difference were also found on those variables known to relate to social status.

Herbert (1985) conducted a study on, "Multidimensional Self-concepts, Relations with Sex and Academic Achievement." Measures were collected to assess multiple dimensions of self-concept and academic achievements. Factor analysis of the Self-Description Questionnaire clearly identified its factors including
a new general self-factor, confirmatory factor analysis, a methodological demonstration using L.I.S.R.E.L. showed the factor structure to be invariant for responses by boys and by girls. Girls had significantly higher achievement scores than did boys in both reading and math as well as higher self-concepts in reading but had lower math self-concept than did boys. Academic Achievement scores both objective test scores and teacher ratings were uncorrelated with non-academic self-concept and positively correlated with academic self-concepts, particularly in the matching form of reference model was proposed and was consistent with the model in that (a) Math and reading achievement were substantially correlated with each other and with Math and reading self-concepts but the two self-concepts were nearly uncorrelated with each other and (b) math analysis indicated that the direct effects of math achievements on reading self-concept and reading achievement on math self-concept were both negative.

Holthe, Ingelore (1985) studied, "The Relationship between Self-concept Significant Partner Support and Academic Achievement of Adult Female students." The objective was to investigate the relationship between self-concept, significant partner support and academic achievement. Sample drawn was of 93 adult female students from 16 Social Science classes at Fayetteville North Carolina. Conclusions were; (i) a significant reciprocal relationship were found between self-concept and significant partner support women who received a high amount of support registered significantly higher self-concept; (ii) significant relationship
academic persistence, children in home, age, race merit, status.

Counce, Richard Darrell (1985) studied, "Effects of Family Structure on the Performance of Handicapped and Non-Handicapped Children in the Public School Setting." The study examined the effect of single versus intact family status upon 14327 non-handicapped and handicapped students attending grades two through eight in the Seattle, Washington Public School. The tools used were: California Achievement Test Total Reading and Total Math Sub-test. Conclusions were: (i) No significant difference were demonstrated to exist in the performance of intact versus single parent family children with the exception of performance on the California Achievement Test for non-handicapped children; (ii) Boys and girls performed comparably on all academic task; (iii) Comparing the incidence of behavioural disability the findings were highly significant with children from single parent family. Boys as opposed to girls were much more likely to be identified as behaviourally disabled.

Bachman, Jersild G. and Malley (1986) studied, "Self-concept, self-esteem, and Educational Experiences." The objective was to examine whether school academic climates have any impacts on self-concepts of academic ability, global self-esteem, and long range educational attainments. Analyses were based on a sub sample of 1487 young men from the youth in Transition Nationwide Study of high school students. After the effect of individual ability and family Socio-economic status were controlled, there were only small negative effects of school mean ability on self-
concepts and self-esteem. Educational attainment 5 years beyond high school was strongly influenced by background, ability and grades, but there was little additional impact from self-concepts self-esteem, and no overall effect attributable to school climate.

Razouk Adnan Ali (1987) studied, "Analysis of Socio-economic Factors on Students Academic Achievement in the Preparatory Academic School in Iraq." The academic achievement of students in a significant measure of the efficiency of the school system. Achievement is affected by a variety of intellectual and non-intellectual factors. Among the non-intellectual factors which have been widely investigated Internationally as to their effect on student's achievement are the socio-economic factors. The present study was designed to investigate the effect of socio-economic factors on the academic achievement of the 12th grade in Baghdad when the effect of prior-achievement and teacher-experience were controlled. The sample was drawn randomly from the 12th grade students. Data were analyzed by using Correlation Coefficient, Partial Correlation, and Stepwise Regression. The finding showed that the three factors; SES, prior-achievement and teacher-experience correlated significantly and positively with academic achievement. Prior-achievement was the most important variable in the regression equation. The proportion of variation in academic achievement explained by this variable was 46%. The relationship between academic achievement and S.E.S. was decreased when partial correlation was applied to hold constant the effect of prior-achievement and teacher-experience (Partial r= 0.121).
O. Leary (1987) studied "Development of a self-concept Assessment Procedure for Children with Learning Impairment". The importance of self-concept in effective classroom learning has often been asserted in the literature, yet with limited empirical support. In order to more fully examine the relationship of student self-concept and subsequent classroom performance of learning impaired populations, the development of a psychometrically sound self-concept assessment procedure, appropriate for special education, student, is both a logical prerequisite and the purpose of this dissertation. A self-concept assessment procedure, based on the self-descriptive conceptualization proposed by Muller and associates (1983) was developed. Reliability and validity of the self-concept assessment procedure was examined via the analyses of data generated by administrations of the instrument to one hundred and seventy five elementary students in self-contained special education classroom. Additional examinations of the instruments psychometric properties required judgements of penals of experts, direct observations of relevant student characteristic and administrations of other self-concept measure. The temporal reliability and internal consistency of the instrument were found to be adequate for full scale self-knowledge and self-esteem.

Bain, Sherry Kay (1987) studied, "The relationship between Socio-economic Status, Locus of Control, Achievement and Children's Self-predictions and Teacher's prediction of basic Concept Mastery". The objective was examine a relationship between young children's S.E.S., perceived Locus of Control and Kindergarten
Achievement levels and their self-predictions of performance and their teacher's predictions of their performance on a basic concept task. Sample 63 Kindergartners and first graders. The results suggest that young children's self-predictions do not accurately reflect their actual performance. Teachers were fairly accurate in predicting their student's performances.

Screen Sandra (1987) conducted a study on, "An investigation of the Self-concept of Black Adolescent High School Students". The purpose of the study was to investigate the self-concept of adolescents from the standpoint of:

(i) Can the prediction of high school achievements be improved by other knowledge, over and above knowledge of the self-concept;

(ii) Can the prediction of self-concept be improved by other knowledge (I.Q., family structure, socio-economic status) over and above knowledge of reading arithmetic achievement levels; and

(iii) What impact does I.Q., gender, grade level, S.E.S. and family structure have on self-concept.

The conclusions were: (i) there was positive relationship among self-concept and arithmetic achievement ......; (ii) there was a significant difference in global self-concept between male and female, males have a more positive self-concept.

Zaragoza, Victor (1987) studies, "The Effect of Support Groups on Academic Achievement, School Attendance and Self-concept
of Adolescents from Single Parent Families. The objective was to determine the effect of support group would have on School Achievement, School Attendance and Self-concept for adolescents from single parent families. The sample consisted of 60 high school students from Gateway High School, Aurora, Colorado. The major conclusions were: (i) X grade experimental group showed a significant difference in pre-test to post-test GPA. (t = 2.6 < 0.05). The post-test GPA was significantly higher than the pre-test for the experimental group; (ii) XI grade experimental group showed a significant difference in pre-test and post-test attendance.

Marsh H.W. (1988) conducted a study on, "A Multi-faceted Academic Self-concept: Its Hierarchical Structure and its Relation to Academic Achievement". Academic self-concept, originally posited by Shavelson on a single higher-order facet, was found by Marsh and Shavelson to comprise at least two higher-order Academic Facts (verbal and math). Marsh developed the internal/external (I/E) frame of reference model to account for the extreme separation of math and verbal self-concept and their relation to math and verbal achievement. In our investigation, students completed the Academic Self-concept Scales from three different instruments that were the basis of two studies. In the first study the two higher order academic factors posited by Marsh and Shavelson fit the data substantially better than did a single higher order facet. In subsequent discussion, the
Marsh/ Shavelson model is more clearly defined and directions for further research are identified. The second study provided further support for the I/E frame of reference model in that, (a) verbal and math self-concepts were nearly uncorrelated; (b) verbal achievement positively affected verbal self-concept but negatively affected math self-concept (i.e. higher verbal skills led to lower math self-concepts); (c) math achievement positively affected math self-concept but negatively affected verbal self-concept, and (d) the results were consistent for each of three self-concept instruments. Both studies demonstrate that in further research at least verbal and math self-concepts, rather than a single general facet of academic self-concepts, should be considered.

3.2- Conclusions Based on Relevant Studies


The significant and positive relationship between Academic Achievement and S.E.S. when Intelligence and self-concept were being partialled out Rastogi (1987).

No relationship between S.E.S. and Academic Achievement

The correlation between S.E.S. and Academic Achievement of the student of urban area is positively significant and higher than rural area Khanna (1980).


S.E.S. and Intelligence were significant and positively correlated in urban area Shivappa (1980).


No correlation was found between Self-concept and Academic Achievement Stone (1981), Marsh (1988).


But the Dave and Anand (1971) established the fact that no difference in verbal intelligence, non-verbal intelligence and Academic Achievement was found between pupils studying mother tongue or the second language or English/Regional language as the second language.
5. Intelligence had a significant effect on the self-concept Walia (1973), Goswami (1978), Sharma (1978), Rastogi (1987).

6. S.E.S. had the most significant effect on self-concept, better the S.E.S. of family higher was the self-concept Jagawar (1976), Vellilla (1980), Kamalesh (1981), Saxena (1981), Hollwell (1983), Rastogi (1987).


   Self-concept mean scores of urban and rural students had no significant difference Goswami (1978).

   Self-concept scores of boys were significantly higher than girls. Boys were found to be superior to girls in all areas on self-concept Sharma (1978), Shah (1978), Sharma (1979), Tara (1980), Hirunval (1980), Chauhan (1982), Screen Sandra (1987).