CHAPTER II

THE REVIEW OF RELATED LITERATURE

The review of literature is the most important part in the planning an execution of any research study. A review gives an insight into latest studies in the area. It helps in exploring the area and developing the perspective for the research trends. Therefore, the investigator surveyed the available literature, studies abstracts, journals etc. With a view to built a correct perspective, examine the ten ability of hypotheses and develop methodology for the study. The available studies could be divided into three section.


2. Studies related to psychological variables.

3. Studies related to background variables

STUDIES RELATED TO ACADEMIC PERFORMANCE

Some researchers investigated the role of motivation in academic performance.

Mehta A.P(1969.) Studied on the achievement motive in high school boys the important findings were (i) the n-achievement level of boys in Delhi are higher
than that in Madras. (ii) The boys whose father educational level was either high or low showed higher n-achievement level than those whose father received only secondary education. (iii) The achievement related motive showed negative correlation with n-achievement with the total school performance and with the self-expected vocational success. Whereas the measures on achievement related values showed positive correlation with their three variables (iv) the rural boys showed higher score on achievement values than the urban boys.

Jamuan (1974) stated that efficient learning depends not only on good teaching methods but also on satisfactory learning procedures.

Farely and Rosnow (1975) studied the responsible factors for schooling. The responsible factors for schooling were found to be, to learn, to prepare for later life and the future and to get the job.

PARIKH, P.A. (1978) A Study of achievement motivation, school performance and educational norms of secondary, school, pupils. The study revealed that the pupils of English medium schools had more achievement oriented ideas than the pupils of Gujarati Medium Schools. (ii) Educational norms regarding achievement related perception and belief were significantly related to achievement motivation of Bombay school pupils.
Singhalaukh (1979) found that motivation has positive relationship with school performance and achievement. High and low achievement motivated students differ significantly on achievement score Rajeev, (1982)

Bank and Finlapson (1980) found that successful students were found to be having significantly higher motivation for achievement than unsuccessful students.

McLutcheon (1986) reported that a survey indicated students believed that out of 51 possible choice, the main reason missed a class was their negative perception of the professor and the course.

Brophy (1987) suggested that teachers viewed themselves as active socialization agent who works capable of stimulating students motivation to learn. One of the major finding by (Small, 1996) was that instruction were perceived by students as having the prime responsibility for learner interests or boredom.

Kapoor, R. (1987) found that better adjustment, study habits high intelligence and socio-economic status were related with high achievement at Junior high school level. These studies suggest that not only the mental abilities, but the other motivational factors may also be the responsible for academic performance.

Gawande, E.N. (1988) studied the relationship between achievement motivation and scholastic achievement of higher secondary students of Class XI and found that the correlation between achievement-motivation and scholastic
achievement of urban students was at higher level than that of rural students. (ii) There was no significant difference in the coefficient of correlation of achievement-motivation and scholastic achievement of non-backward and backward students. (iii) Boys were more achievement motivated than girls. (iv) The mean difference in the scores of scholastic achievement in boys and girls was not significant.

TROLLS FORM (1988) reported that teachers typically attributed students of low achievement to low effort moreover, teachers viewed student characteristics such as poor work habits as being more important than either classroom or teacher variables. In some instances, some students agreed that it was their responsibility to motivate themselves.

Gohfied (1990) found positive correlation between motivation and achievement specifically, young student with higher academic intrinsic motivation has significantly high achievement and intellectual performance. She also found that early intrinsic motivation correlated with later motivation and achievement and later motivation is the predictable from early achievement (Gohfied 1990). It was found that perceived academic competence was positively related to intrinsic motivation.

Verma and Singh (1990) studied cognitive ability, academic achievement and study habits of socially advantaged and dis advantaged adolescent student of 12th
grade in Uttar Pradesh and found that the significant 'positive values for cognitive ability, academic achievement and study habits indicated that all the three factors were definitely affected by social disadvantages. Socially advantaged group exhibited higher levels of intelligence, academic achievement and good study habits.

Nayak, B.P. (1990) Studied on achievement motivation and level of aspiration of tribal and non-tribal children in the age-group of 7-11 years was done and major findings were – (i) Advantaged and disadvantaged groups differed significantly with respect to their locus of control, self esteem, academic motivation and scholastic achievement (ii) Advantaged girls as compared to the disadvantaged had better internal locus of control, self-esteem (higher score on general, social, home and school sub-areas of self-esteem scale) academic responsibility (towards self and schools) academic motivation, good study habits, positive attitude towards schools, high educational aspirations and higher scholastic achievement. At three different levels (high, average and low) of locus of control, self-esteem academic responsibilities and academic motivation, the subjects identified as advantaged and dis-advantaged when compared to their scholastic achievement, showed a uniform pattern of results.

Gupta, Beena (1992) studied a comparative study of self-concept level of aspiration, anxiety and scholastic achievement of isolated and non-isolated adolescents and the major Findings were – (i) isolated and non-isolated boys were
different in feeling of inadequacy and emotional instability. (ii) Isolated boys and isolated girls differed in feeling of inadequacy. (iii) Non-isolated boys and girls differed in drawing tendency and emotional instability.

Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well-treated as well-behaved and independent and low achievements as incapable and deprived of employment with may lead this to met adjustment to life.

Chaudhary and Muni (1995) reported that parental support had a positive effect on their children's academic performance. They carried out a study on the role of parental support in children's need satisfaction and academic achievement. The sample consisted of fifty children from 7th grade of equal number of boys and girls. Family effectiveness and need satisfaction inventory and academic marks were used as measures in this study.

Higbee (1996) found that most students attributed to their own actions.

Cothran and Ennis (2000) found that students were motivated by teachers who cared about student learning and showed enthusiasm. These teachers introduced topics in an interesting strategies and promoted student involvement by allowing participation in the selection learning activities.
Schunk and Pajanes (2002) attributed factors, including greater competition less teacher attention to individual student progress and stresses associated with social transitions.

Leandro and Pelechano (2004) studied the wisdom and achievement motivation factors have correlation with academic performance and the motivational factors are more relevant to academic qualification than contemporary wisdom. Academic achievement is accomplished by the actual execution of class work in the school setting.


**STUDIED RELATED TO PSYCHOLOGICAL VARIABLES**

Some researcher studied the relation of psychological variables with the motivation of students.

Newman Jr (1972) suggested that there is a self control social control (intrinsic- extrinsic )continuum in personality that affects individual motivation and performance.
Mukerjee (1974) has reported that persistence is positively related to individual’s achievement striking behavior and achievement anxiety as well.

Yoloye (1976) carried out a discipline survey on the cause of poor academic achievement in Northern Nigeria. He reported that majority of the children who were labeled as backward or unintelligent to school were good, but they were handicapped by physical characteristics such as defective vision, learning defect and other preventable diseases.

De and Jha (1978) revealed that there was a relationship between some dimensions of personality, n-ach and intelligence.

Candry and chambers (1978) found that when confronted with complex intellectual tasks, students with greater intrinsic orientation used more logical information-gathering and decision-making strategies than did those students with extrinsic orientation.

Dubey and Sharma (1978) and Dwiedi and Dubey (1991) who reported positive correlations between manifest anxiety and educational performance, between manifest anxiety and persistence and between persistence and educational performance for both sexes. Hence the influence of persistence (as motivational force), like manifest anxiety, is more positive as the female subject than the male subjects. Findings of Reddy (1973) revealed that personality factors of 16-PF namely
A, C, G, H, F, L, M, N, Q, Q₂, Q₃ and Q₄ were significantly associated with achievement in one or the other subject.

Dubey (1979) noticed high positive correlations between persistence and educational performance. However the correlation values between persistence and educational performance were significant for girls, not for boys. Similarly, Dubey observed in a series of his investigations that high anxious subject secure better scores on educational performance than moderate and low anxious subjects and the mechanism of manifest anxiety works differently for different sexes.

Dhawan (1982) the n-ach was related to persistence.

Okoye (1983) opined that motivation holds the key to the understanding of human behaviour. According to him, motivation explains why one individual dodge work, another work normally satisfactory enough to reach the height, while yet other resort to illegal and unconventional methods of achieving. He added that motivation should be carefully manipulated whether in the work situation or study situation, so that our students are neither under motivated or over motivated but appropriately motivated so as to be useful to themselves in their society and the world at large.

Probuch & Rangenam (1984) found that factors affecting intelligence were genetic socio-economic environment, nutritional and psychological. Any of these factors in any combination may effect intellectual development the relative contributions of genetic factors is 80% as against environmental factors being 20%.
Chhikara (1985) arrived at a positive relationship between reasoning abilities and achievement of concepts. The study by Tiwari (1986) suggested a similar conclusion. In the study of Singh (1983) the mental abilities namely, numerical ability reasoning ability memory and symbolic representation indicated a positive influence on achievement. A factorial study of the abilities involved in learning chemistry at the ninth grade stage was carried out by rajrani (1986) it was revealed that only seven of guilford’s structure of intellect abilities predicted achievement.

Jain (1985) and Raina (1993) have demonstrated that different personality factors playing significant role in learning and task performance of college going adolescent.

Krishanan (1985) found the Internals and externals were found to be different in matched and mismatched conditions.

Verma O.P. (1986) studied achievement motivation a multivariate study and revealed that higher level of Internal control affects achievement motivation positively.

Lepper (1988) found that extrinsically oriented students were likely to expend minimal effort for maximum reward.

Mohanty, S.L. (1989) studied on the problem of intelligence, perceptual-motor and achievement motivation of non-tribal children and found that short term intelligence did certainly indicate positive gains, but the tribal children disadvantages
or deprivations were so prolonged and the training was so short and inadequate that too much gain could not be expected.

Rani Radha (1992) conducted a study of intelligence, socio-economic status, achievement-motivation and academic achievement with reference to pupil’s behaviour in class room. Boys would have higher n-Achievement than girls. Major finding were (i) The correlation coefficients between n-Achievement and intelligence scores for the combined, samples and for boys were not significant whereas the same was significant at .01 level for girls. Girls has higher n-achievement scores (iii) the hypothesis asserting that n achievement and intelligence were significantly positively related was rejected.

Sadhana (1990) did a corporative study of self concept and personality factors of scheduled castes and non-scheduled castes students and found scheduled castes and non scheduled castes students did not differ significantly on all the dimensions of self concept except for the feeling of inadequacy self concept except for the feeling of adequacy.

Zsolnai (2002) studied the student components like dynamism, dominance, co-cooperativeness, politeness, scrupulousness, perseverance, emotional control, impulse control, openness, external- internal attitudes and attachments of social competence. These components influences the learning motivation and academic achievement.
Gesinde (2002) found that the urge to achieve varies from one individual to the other, while for some individuals need for achievement is very high whereas for other it may be very low. What is responsible for the variation could be the fact that achievement motivation is believed to be learnt during socialization processes and learning experiences. As a matter of fact this varies from one individual to the other. Gesinde (2000) asserts further that, those who have high achievers as their models in the early life experience would be develop the high need to achieve, while those who have low achieves as their models hardly develop the need to achieve.

**STUDIES RELATED TO BACKGROUND VARIABLES:**

Some researchers investigated the motivational factors with reference to background variables.

Lam (1960) told that students high achievement level has more motivation for studying.

Singh (1965) concluded in his research that motivation is positively related with academic achievement to students studying in degree colleges.

Beriyal (1966) studied to know how motivation and academic achievement got influenced with social status and the result showed there is no difference between social status and academic achievements of students.
TAMHANKAR, V.S. (1968) studied achievement motivation among the young adolescent boys in Pune city. The important findings were that (i) boys from middle class families have higher achievement motivational level than those of upper and lower classes (ii) parental occupation is related to some extent to motivational level (iii) n-achievement is positively and significantly related to theoretical value, but negatively and significantly to aesthetic value.

Heiz (1969) studied socio-economic status in relation to motivation for student’s learning and found that they are closely related.

Mehta (1969) has examined 975 students of class 9th studying in Delhi and result showed that in low social economic status schools has equal motivational level with the schools of high socio-economic status but the students studying in middle class socio-economic status school has high motivated level in comparison to school’s of high socio-economic status.

Chaudhary (1971) concluded through his research that girls’ achievement motivation was more in comparison to boy’s achievement motivation.

Chaudhary, N (1971) conducted a study on the relationship between achievement motivation and anxiety intelligence, sex, social class and vocation aspiration. He found that the correlation between n-achievement and social class score was positive and significant for the total group but it was not significant in the case of boys as well as girls (when computed separately); positive significant
correlation was obtained by partial correlation, multiple correlation and regression equations. Girls had higher n-achievement score.

Srivastava, P.L. (1974) conducted a psycho-sociol study of some factors associated with interest of boys and girls. The study revealed that (i) the correlation between the interest of boys and their parents’ interest was high and positive while for girls it was low and negative (ii) the socio-economic status of parents has little bearing on the interest of either boys or girls.

Patel, (1977A.D) conducted a study on achievement motive, anxiety, performance at the university examination and socio-economic status of student teacher in the state of gujrat. He found that there was significant positive relationship between n-ach and performance, n-ach and SES, and SED and performance.

Parikh (1978) socio-economic status has no relation with motivation of students.

Naik (1979) found positive relationship of n-ach with family influences of Jains and Anavils.

Zerath (1979) found that girls & boys achievement motivation is related with different factors.
Prakash (1981) found in his research that there was less but significant relationship in parental aptitude and achievement on socio-economic status.

Prakash (1981) studied in his research that there was a less and significant difference in achievement motivation and parental attitude of various socio-economic status.

Prakash (1981) obtained low but significant correlation between n-ach and parental attitude at different levels of socio-economic status except father acceptance at low and middle status. The academic motivation was related to discipline dimension of mother but not that of father.

Nagalakshmi (1982) studied that there was a significant relation of mother’s discipline on children’s educational motivation in comparison to father. Children of small family have more educational achievement in comparison to children of big family.

Nagalaxmi B (1982) – Studied that there was significant relationship of academic motivation of mother’s discipline on children in comparison to father’s discipline. Children belonging to small family had more academic motivation in comparison to children belonging bog families.

S.S.Chauhan (1982) – Studied academic motivation on the basis of intelligence and socio-economic status and examine to girl student studying in class 9th and 10th in Simla state there were two objectives of this research to
know academic motivation of girls-students and to know the co-relation of academic achievement and socio-economic status and result showed that academic motivation is closely co-related with intelligence and academic motivation also get affected with socio-economic status.

Ahluwalia (1985) studied that there is no effect of family size and mothers education on motivation.

Barnvill (1985) examined the relationship between student’s achievements in mathematics. Parental support for education and the demographic variables of socio-economic status, race, age and educational level. Result revealed that the education level of parents make a significant contribution to the prediction of mathematics achievement.

Ponterotto (1985) examined the impact of selected parental variables e.g. (Education levels, cognitive home stimulation and teacher child interactive behavior on the classroom. behavior and academic performance of maxican-american children. It was found that when parent had an eight grade education or more significantly more cognitive home stimulation was provided to the children at home.

Singh and kumar (1987) reported that the educational status of most schedule casted continue to be unsatisfactory as manifested in poor enrolment and relatively poor performance. High family education, small family size, better
economic status and non-agriculture occupation of their families led to better educational achievements.

Sharma, O.P. (1990) conducted a comparative study of pupil-teachers belonging to different sub-castes among scheduled castes with reference to their achievement motivation, aspirants, attitude towards teaching and performance in training. Major findings were: (i) The pupil-teachers belonging to scheduled castes from Meghwal has the highest achievement-motivation and those belonging to scheduled casts from Dhobi had the lowest achievement motivation among the nine sub-castes (ii) within the scheduled castes, the various sub-castes differed significantly with regard to their achievement motivation level.

Cassidy and Lynn (1991) explored how family environment impacts motivation and achievement. This means that motivation served as a mediating variable between home background, personal characteristics and educational attainment.

Haseen Taj (1991) studied academic-achievement as a functions of social-class, parents child interaction, dependency behaviour and school management and concluded that effective parent-child interaction and goal directed dependency behaviour by parents at home, and teachers in school function as catalytic agents in enriching the academic life and upgrading the academic achievements of the schools.
Mondal, Rahim Sekh (1992) studied the state of education among the Muslims of West Bengal. Major finding revealed that nearly 64% of the guardians / parents aspired to educate their children up to the secondary standard, while 41% of the students wanted to go to college and university. Illiteracy among children was very high in families where parents were literate / educated only up to the primary standard. The enrolment of the children was very low and drop out rate is high.

Henderson and Berla (1994) reported that all forms of parental involvement have positive effects on students achievement.

Chaudhary and Muni (1995) reported that parental support had positive effect on their children academic performance.

Devi (1997) conducted a study on home and school environment and its influence on perceptual styles of children, on a sample of 240 childrens studying in 8th, 9th and 10th standards from four schools in Tirupati town. Home environment significantly influenced the perceptual styles, field dependence / independence, and reflectivity / impulsivity.

Hell et.al (1997) revealed that the significant and positive relations were found between parental beliefs and behavior measures within the domain of reading and math. However parental beliefs even more strongly linked with a child outcome than were parents achievement and oriented behaviors.
Kusumlata (1997) conducted a study on effect of parental environment upon the educational development of students on the basis of gender. The results revealed that the parents show more encouragement to their daughter in comparison to their sons.

Casteson and perez (1998) found indirect relationship with performance from the student’s perception of how much importance his or her parents assign to study at home. Other studies showed that the level of family cohesion. (Caplon et.al, 2002) and family relationship (Buote, 2001) prove themselves capable of predicting performance. The parenting style (democratic, authoritavan etc) was also influential both in the students educational process as well as in family-school relations. Roariguez Castellano (1986) demonstrate that a positive family climate favours the development of well adapted, nature, stable and integrated subjects and an unfavourable family climate promotes non-adaption, immaturity lack of balance and insecurity.

Cheung (1998) hypothesized that conceptions of success of achievement goal affect both the inclination to and actual performance. This was tested in a sample of 673 Chinese adolescents. Sex differences were found in the conception of success. As part of larger project, it was concerned with motivation factors in educational attainment.
Siano Et. Al. (1998) focusing on asian girls, 985 secondary schools students in London and England found that asian students of both sexes rated parents and friends as more important in contributing to academic success.

Manchesi and Martin (2002) observed that parental expectation have a notable influence on academic results, even when controlling for initial knowledge and socio-economic context.

Goel, S.P. (2002) studies the feeling of security, family attachment, and values of Adolescent Girls in relation to their educational Achievement. The study was an attempt to determine relationship between feeling of security, family attachment and values of motivation were correlated with attitude towards social change. The socio-economic status was not related to their attitude towards social change.

Schiefelbaum and simmon (cited by Adell, 2002, ) consider family background the most important and most weighty factor in determining the academic performance attained by the student. Among family factors of greatest influence are social class variables and the educational and family environment. In other words, motivation to achieve depends more on the parent’s level of learning than on their level of income.
Chugh and Audichya (2004) studied the academic achievement of the orphan boys of 6 to 12 years. The sample consisted of 30 orphan boys. Finding of study revealed that personal variables like study habits, academic motivation, affect the academic achievement but family variables like parents education, occupation, socio-economic status, did not affect the academic achievement but family variables like parents education, occupation, socio-economic status, age did not affect the academic achievement. The environment variable (both psychological and physical environment) as emotional and social support infrastructural and functional facilities of the orphanage affects the academic achievement.

Goel (2004) investigated the effect of home environment on educational aspirations. The sample of the study comprised 100 students / 50 boys and 50 girls of intermediate classes in age range of 16-20 years. Mishra’s Home Environment Inventory (HEI) and sharma’s Educational Aspiration scale (EAS) were used. The result revealed that girls had much higher educational aspiration than boys. Boys felt more rejected with the autocratic atmosphere at home in comparison to girls who experienced more nurturance than boys.

**COMMENTS ON STUDY**

The review of literature has been presented in three sections. Each section represent the different influential aspects on motivational level.
The first section included the studies related to motivation with student’s academic performance. The motivational level of student indicated his activeness to remain engaged with the task and effected his performance. Various researches has indicated that achievement motivation was related to academic performance.

The second section is dealt the relation of the psychological variables with the students motivational factors. Many researcher suggested that there is a self control intrinsic-extrinsic continuum in personality that affects individual motivation and performance. Many studies considered the influences of intelligence of boys and girls on their motivation achievement and academic performance.

The third section dealt with the studies related to background variables and socio-economic status. Many researchers found that those variables like education, sex, casts, home environment, socio-economic status, rural-urban environment. Socio-economic status influence values, difference in home management, in husband-wife relation, role of parents, children and relatives, monthly expenses, child training and attitude towards family life.

Most of these studies have taken the sample from Junior high school or high school levels and few from inter, primary or graduate levels. These studies mostly investigated the motivation in terms of needs. These also suggested that the social, parental or familial and psychological factors are crucial in deciding the
motivational level and patterns of studies but since the studies give contradictory results, nothing can be said with certainty.

So on the basis of above literature the present investigator drew the analogy and the project to study the role of selected psychological and background variables of students at intermediate level.

The description of the methodology and procedure has been given in the following chapter.