Chapter-2

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Bandhana (2012) was studied that the students with high home environment have higher level of reasoning ability in comparison to one’s having low home environment. Furthermore, it was revealed that private school students have higher level of reasoning ability in comparison to the one’s belonging to the government schools.

Murugan.K and Thilagavathy (2011) found that the students have average reasoning ability and home environment. Significant difference is found in respect of gender, parents education and parents income. It is inferred that a positive and significant relationship exists between reasoning ability and home environment.

P. Mahadevan & Dr. R. Muthumanickam (2013) found that there is no significant difference in the home environment of higher secondary students irrespective of their sub-sample based on gender, locality, type of management and group of study.

M.V.R. Raju and T. Khaja Rahamtulla (2007) to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study.
The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Manju Gehlawat (2011) studied the adjustment among high school students with respect to their gender. No significant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender.

Thomas W. Farmer, Matthew J. Irvin, Jana H. Thompson (2006) examined the relationship between end-of-year grades and the academic, behavioral, and social characteristics of rural African American youth. Participants included 392 7th and 8th grade students from 2 rural middle schools in the south. Participants were African American and were from 2 communities that have child poverty rates exceeding 50% for public school students. Girls were more likely to have positive characteristics than boys. Academic, behavioral, and social difficulties were linked to low end-of-year grades, and positive characteristics were linked to high grades. Implications for supporting low-achieving African American students from low-resource communities are discussed.

Dr. M.Y. Ganai and Muhammad Ashraf Mir (2013) were found No significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups
showed no significant difference in terms of their academic achievement.

Yellaiah (2012) found that adjustment and academic achievement cause significant difference between male and female student. Government and private schools students and rural and urban school student do not cause difference between adjustment and academic achievement. It is also found that there is a low positive relationship between adjustment and academic achievement.

Sanandraj & Thomas (1984) investigated sex differences in masculinity, femininity and its relationship to self-esteem, personal adjustment and social adjustment. They found that there was a significant sex difference in masculine-feminine orientation of the sample.

Agarwal (2003) conducted a comparative study of adolescents level of adjustment in relation to the academic success and failure. It was found that successful adolescents were significantly superior in their social emotions and educational adjustment in comparison to unsuccessful adolescents.

Singh (2006) examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

Parmar Gira B. (2012) the study has been conducted to know the adjustment of secondary school students of Gandhinagar district. In the study effect of gender and category on the adjustment of secondary school students.
Vandana Chauhan (2013) studied that there is significant difference in adjustment of higher secondary school's students and Female students have good adjustment level when compared to the male students.

Christenson, Rounds & Gorney (1992) research findings indicate that parental involvement makes a positive contribution to children's educational achievement.

Shek (1997) has found that family factors play an important role in influencing the psychosocial adjustment, particularly the positive mental health, of Chinese adolescents. Whether parents are involved in and support their adolescents' school life can directly affect their personal and social development as well as their academic success.

Bandhana Bandhana, Darshana P Sharma (2012) results revealed that the students with high home environment have higher level of reasoning ability in comparison to one's having low home environment. Furthermore, it was revealed that private school students have higher level of reasoning ability in comparison to the one's belonging to the government schools.

Clarissa (1992) in Barbados examined home environmental factors that have a positive influence on achievement of secondary students. She observed that family stability, unity, and security had a positive influence on school achievement. Data was collected from a sample of 105 form-four students with 40% boys and 60% girls.

S. Jaikumar and R. Muthumanickam (2010) found that there is a significant difference between male and female students who are in the first and second birth order and third and above birth order on
their family environment. There is no significant difference between joint family and nuclear family students on their family environment.

Senthilnathan (2008) conducted “A study of self-regulated learning of higher secondary students in relation to their family environment” and found that self-regulated learning of higher secondary students is closely related to their family environment.

Venkatesan (2008) conducted a study on “academic achievement of IX standard students in relation to their family environment” and found that there is a significant relationship exists between the IXth standard students academic achievement and their family environment.

Manju Gehlawat (2011) was studied that no significant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender.

Yellaiah (2012) studied that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. It is found that there is a low positive relationship between Adjustment and Academic Achievement.

S.A.Annie Isabella (2010) this study intended to explore if there was any significant relationship between Academic Achievement and Socioeconomic Status of B Ed student teachers of Lady willing don Institute of Advanced Study in Education, were selected randomly 158 student teachers. The study was used tool the modified kuppuswamy's Socioeconomic Status Scale (1999) and found that
there was no significant relationship between Academic Achievement and Socioeconomic Status of B Ed student teacher.

Aluede and Onolemhemhen (2001) studied the effect of study habit counseling on the academic performance of secondary schools students in English language. The 108 senior secondary school class and two students of lumen Christ secondary school, Uromi, Edo state, Nigeria was targeted. The multi-stage stratified sampling method was used. The study habit inventory (Bakare, 1977) was taken. The findings of the study were counseling students on good study habits can bring about improvement in the students’ academic performance.

Kaur (1991) studied the effect of home and school environment on study habits of 80 male and 80 female high school students in India. Self-designed questionnaire was used. The first part of the questionnaire consisted of information such as age, class, father’s education and occupation, mother’s education and occupation, family type, etc. The second part consisted of questions regarding study habits, home environment and school environment. Percentages were calculated to analyze the data. It revealed that 85.00 per cent of boys studied at home according to a planned schedule. Among girls who had more housework responsibilities than did boys 82.50 per cent used a planned schedule 72.50 per cent of parents of girls and 68.75 per cent of parents of boys were interested in their children’s homework.

Sundaram (1989) studied urban and rural difference in achievement and achievement related factors such as self-concept, manifest anxiety, study habits, intelligence, adjustment problems and achievement motivation among college students. The sample of the study included 490 final year degree class students from 14 colleges.
of Madras University. Among 490 students, 291 were students from urban colleges and 199 from rural colleges. The ‘CR’ technique was used to know the difference between urban and rural students in achievement related variables. The results revealed that there was a significant (0.01) difference between urban and rural students in their self-concept. The rural students had higher self-concept than urban students. But there was no significant difference between urban and rural students with respect to study habits.

S.Kolappan (2011) found that there will be significant difference between the Home-Environment scores of the Boys and Girls students and the urban and rural school students.

Jagpreet Kaur (2009) has taken “Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents”. The present study is an attempt to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. The results of the study revealed self-concept to be positively correlated with academic achievement, though not significantly so. A significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept is revealed, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and
rejection. The study has implications for educationists and parents as well.

Studies have revealed that high home environment groups achieved greater success than middle and low home environment groups (Jagannathan, 1986). It has also been reported that punishment aspect of home environment has negative impact on achievement among girls. Other aspects of home - environment viz. Permissiveness, control, protectiveness, conformity, deprivation of privileges, nurturance and reward were not significantly related. She concluded that if proper system of reward and punishment is followed, children shall certainly perform well in school (Pandey, 1985). It has also been reported that a positive affective relationship between parents and children increases the likelihood that the child will initiate and persist in challenging and intellectual tasks. Positive and affective relationship is likely to get hampered when control and punishment exist beyond optimum limits.

Bandhana & Darshana P.Sharma (2010) found that mean value of mental health of girls is 74.76 and boys is 70.76. Therefore, this was revealed after analyses that the mean value of mental health of girls is more in comparison to boys.

Also, academic achievement was found to be having significant relationship with self-concept (Desai and Uchat 1983).

Muijs (1997) observed that academic self-concept and academic achievement were strong predictors of one another, even controlling for other variables and stability of both over time. Also, Marsh and Yeung (1997) found that not only can adolescents’ levels of academic self-concept affect their later performance in school;
their self-concepts are also influenced by their prior academic achievement, as indicated by their grades and their test scores.

It is worth mentioning here that Fraine et al. (2007) found that evolution of self-concept was not related to the evolution in achievement neither at the individual level, nor at the school level. However, a positive relation between students academic self-concept and achievement was found, the magnitude of which decreased throughout secondary school.

Scales and Roehlkepartain (2003), are of the opinion that the family and its structure play a great role in children’s academic performance. Levin (2001), also states that parents are probably the actors with the clearest undimentional interest in a high level of their children's academic performance. To some extent, there is simple evidence to show that marital instability brings about stress, tension, lack of motivation and frustration. Obviously, these manifestations act negatively on a child's academic performance.

Ayodele (2006) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school.

Supporting the finding above Hamilton (1999) finds that boys consistently scored higher than girls on questions requiring knowledge learned outside of schools. On the other hand, Orestein (1995) finds that there is a decrease in confidence and academic risk-taking as girls get older. Okoye (1983) postulated that sex differences may have little or no effect on academic performance, rather, he submit that eventual achievement by learners is predicated more on personal effort than sex variable.
Ajila and Olutola (2007) are of a similar opinion that the home environment has been recognized as having a relationship with the academic achievement of students.

There is the need for this study in Nigeria, as the issue of broken homes are with us in the society, moreso, as economic hardship has been seen as a contributory factor to this phenomenon (Ordedi 2001 & UNICEF, 2004). It becomes imperative that a study on the relationship between broken home and student academic achievement should be investigated, in view of the fact that the youths are the leaders of tomorrow. Their academic and emotional well-being, if given the appropriate attention, will go a long way in ensuring that their potentials are harnessed, and put into use for national development.

Bliss (2004) who found that many students from low socio-economic homes respond incomprehensively to the lessons teachers try to develop in the classroom, because their home environment has not exposed them to the kinds of materials used in schools. Their home environment is less intellectually stimulating; therefore, they sometimes find it difficult to cope in school.

Supporting the finding, Munsincer (1999) found that the socio-economic status of parents may affect students academic achievement, as the purchase of vital school materials, attending good schools, may depend largely on the financial state of the parents because, if there is limited finance to take care of the family, schooling therefore will be affected. This implies that the socio-economic status of parents significantly affects academic achievement of students from broken homes.
It is interesting to note that using models with this basic structure, researchers have been successful in identifying school resources that influence children’s achievement (e.g., Hanushek, 1972; Mamane, 1975; Summers and Wolfe, 1977). While earlier research, based on models that imposed fewer data requirements did not find significant school effects.

We did not attempt to explain ‘Why the quality of education provided in some of the schools attended’ by children in our samples was higher than the quality in other schools. However, it is interesting to note that other researchers’ findings concerning the determinants of school effectiveness are very similar to our results on the home. In particular, no physical resources or particular school programs have been found to be consistently related to children’s achievement (Berman and McLaughlin, 1978).

Various studies have been carried out in different parts of the world to identify factors that impact on students’ mental health since poor mental health has been recognised as the leading cause of suicidal behaviour, a sense of helplessness (Kay, Li, Xiao, Nokkaew & Park, 2009).

Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 1, No 1, 2010 desires and expectations. Studies show that high parental involvement leads to high achievement and low parental involvement leads to low achievement (Ahuja and Goyal 2005).

Shek (1997) has reported that family factors play an important role in influencing the psychosocial adjustment, particularly the positive mental health, of Chinese adolescents. Whether parents are involved in and support their adolescents’ school life can directly
affect their personal and social development as well as their academic success (Gecas & Schwalbe, 1971; Harris & Goodall, 2008).

Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. The level of achieving is how far a student succeeds in a particular exam or standardized test (Reber, 1985).

Natesan and Seeta (1986) conducted a study to find the relationship between achievement motivation and achievement. A sample of 60 students, 30 high achievers and 30 low achievers from Standard XII was selected. The results showed that (i) the high achievers have high achievement motivation scores when compared to the low achievers; (ii) the critical ratio revealed that there was significant difference between high achievers and low achievers with regard to need for achievement scores; (iii) there was significant positive correlation between achievement motivation and academic achievement.

Biggs (1989) studied the relationship of achievement motivation and achievement of emotionally and behaviourally handicapped children. The study found that controlling intelligence, there was no significant relationship between achievement motivation and achievement.

John (1991) investigated the effects of a specific goal setting procedure on three dependent variables, achievement, perception of self-efficacy and goal setting accuracy. There were three
experimental groups. Students in the goal setting conference group were hypothesised to show higher academic achievement. The students of this group showed statistically significant higher achievement.

Yeh (1991) conducted a study to find out the relationship of academic achievement to the variables of achievement motivation, study habits and intellectual development. The important finding of the study was that a weak but positive correlation was found between achievement motivation and academic achievement.

Jagannadhan (1984) has studied on home environment and academic achievement. The result showed that home environment has got strong association with academic achievement. In the prediction of academic achievement, home environment of children played a significant role.

Lee’s (1991) study showed that home environment and educational achievement had low correlation.

Marope (1992) has studied the determinants of academic achievement and found that home support was an important factor that determines achievement.

Ajitha (1992) showed that the relationship between home environment and achievement was negligible. For the whole sample, the relation between home environment and achievement was negative but for three subsamples rural government and private the relation was significant.

Reju (1997) conducted a study on achievement in science as related to science attitude, science interest and home learning facility of upper primary school pupils. The major finding of the study
showed that achievement in science and home learning facility was not significantly related.

Heastie (2001) conducted a study of the relationships and difference on self-regulated learning, parental involvement in home work and academic achievement among high school students in Rural West Virginia. The study found that there was no statistically significant positive relationship between parental involvement and academic achievement.

Tripathi’s (1986) study on achievement motivation found that achievement motivation of boys and girls was highly correlated with intelligence.

Fatnri (1986) found that social background, sex, religious background and caste status influenced achievement motivation. The area of residence and socio-economic status were important determinants of achievement motivation. Family type had little to do and ordinal position had almost nothing to do with achievement motivation.

Researcher in past found that one among the personality variables which discriminate between high creative and low creative pair was achievement motivation. The other variables were social adjustment, personal adjustment, general anxiety, examination anxiety, school relations, social standards, community relations, family relations, social skills, self-reliance and sense of personal freedom.

Misra (1986) conducted a study on effect of home and school environments on scientific creativity. The major findings showed that boys do not differ significantly from girls with respect to inquisitiveness which is an aspect of scientific creativity. However,
girls excel boys in three aspects, viz., fluency, flexibility and originality. All the significant relations among the variables seemed to be tied with verbal intelligence, non-verbal intelligence and socio-economic status.

Deb, Ghosh and Manjulika (1971) found a significant relationship between intelligence score and academic achievement. There is also a consistent finding that higher the child’s IQ, the more years of school she is likely to compete.

Demo and Parker (1987) contributed to the existing literature by examining the relationship between self-esteem and grade-point averages of African American college students. The researchers were unable to establish a significant relationship among the variable but indicated that there were social influences on achievement. Motivation is another vital component of student academic success because engagement in academic activities supports success in school (Wentzel & Wigfield, 1998).

Gakhar & Aseema (2004) revealed that adolescents had a greater scholastic achievement than urban ones and interaction also existed between sex and area. While affecting scholastic achievement, in addition to gender and area of habitat, self-concept stress and locality both affects the reasoning ability.

Gangwar (1990) found that rural students with higher levels of school achievement had better study habits than their urban counterparts.

Gupta, Mukharjee and Chatterjee (1993) observed that in rural and urban areas different factors contributed to the prediction of academic achievement. Whereas intelligence, home environment and rearing experiences were important in rural boys and intelligence,
childhood experiences and travel were important in rural boys and intelligence, housing condition and motivational experience in rural girls. Prolonged deprivation was associated with poor achievement.

Chittaranjan Nayak (2002) found that (1) The girls have been found to demonstrate superiority over boys in respect of their achievement in all the four levels of Intelligence the achievement variation between boys and girls is marginal. (2) No significant interaction effect of gender and intelligence has been found on the academic achievement of secondary school students. (3) intelligence, gender, attitude towards school subjects, school and teachers have been found to have significant independent effects on academic achievement of students of Secondary level. (4) there has been found significant interaction effect of gender and attitude towards school subjects on academic achievement which indicates that at low attitudinal level gender variation in achievement is marginal, whereas, the girls have been found to outsmart the boys at high attitudinal level. (5) the main effect toward schooling process has also been found significant on the achievement on the achievement of the students at four level of Intelligence. (6) Intelligence has been found to have substantial correlation with academic achievement (7) The attitudinal variables have been found to correlate very highly among themselves showing homogeneity in attitudinal structure of secondary school students. (8) The order of the importance of variables in determining achievement for all the participants is Intelligence, Attitude towards school subjects, Attitude toward school, and Attitude towards teachers with gender playing negligible role. (9) In case of boys the order of the importance of the variables predicting their academic achievement is Intelligence, attitude
towards school, and Attitude towards teachers with Attitude towards school subject playing an extremely negligible role. In case of girls the order of the importance of the variables for predicting their academic achievement has been found Intelligence, Attitude towards school subjects, Attitude towards teachers with Attitude towards teachers with Attitude towards school reduced to unimportance. The student’s academic achievement could be predicted through the four selected Independent variables to the tune of 36% out of which Intelligence was found to account largely for the prediction of student achievement.

Nair (1986), there was no relationship between different educational levels and achievement motivation among the officers.

Nimai Charan Das (1985) found from his study that there was some difference in science achievements rests score of high school boys or urban and urban areas but the difference was not statistically significant. It is therefore decided to study the archiving tendency of the students of some professional courses in relation to their academic achievement. The finding of the study may also suggest some measures to improve the procedure of selection to the professional courses as well as method of teaching in order to bring out excellent among the professional college students.

Pereira (1974) found that in case of maladjusted children, significant correlation existed between intelligence and academic achievement whereas, in case of well adjusted group significant correlation does not exist between intelligence and academic achievement.

Prakash (2000) in his study on 7th class children of Chandigarh found positive significant correlation between problem solving
ability and achievement but negative correlation between anxiety and mathematical achievement.

Sattler (1974) found that, on the whole the children with top IQ scores will be among high achievers in schools and those who score low will be among the low achievers. Still some children with high IQ scores don’t do that well in school and some low IQ scores do well.

Sinha, (1967), Mehrebian (1968). Shrivastava et al., (1974) reports of studies show positive as well as negative relationship between achieving tendency and scholastic achievement. The achievement motivation has been found to be significantly and positively related to scholastic achievement.

Verma (1966) stated that intelligent; study habits and ego involvement had positive and significant relationship with scholastic achievement.

Misra (1982) studied ‘Effect of children’s Perception of Home and School Environment on Their Scientific creativity.’ He investigated the effects of home and school environment on the development of scientific creativity; (ii) he extended his study to find out the extent to which home environment was related to scientific creativity; (iii) to find out how school environment influenced scientific creativity; (iv) to find out how the various aspects of home environment (permissiveness, nurturance, reward, punishment, conformity, control, rejection, protectiveness, deprivation of privileges, and social isolation) and those of school environment (creative stimulation, cognitive encouragement, acceptance, permissiveness rejection and control) contributed to the prediction of creative behaviour in science and (v) to find out whether children
with high and low scientific creativity differed in their perceptions of home as well as of school environments.

Mukhopadhyay, Dalip Kumar (1988) conducted a study entitled “identification of school climate and study of its effect on the scholastic achievement and development of certain personality characteristics of students of secondary school”. The main objective were (i) to identify the determinants of school climate and (ii) to examine the effect of school climate on scholastic achievement of students. Methodology: All the secondary aided schools of districts Birbhum and Burdwan constitute the population. The sample consisted of 51 schools which is 10% of the population. Stratified random sampling was made with subdivision-wise distribution, sex and location as the bases for stratification. School climate Description Questionnaire constructed by the investigator was used as a tool. The major findings were: Six distinct organizational climate types were identified on the basis of nine determinants. Out of the nine determinants of school climate headmaster-staff relationship, administrative capacity of the headmaster, teachers ‘job satisfaction’ and ‘physical facility of the school’ were found to contribute significantly. The other determinants, viz. close supervision by the headmaster, teacher-student relationship, teacher-teacher relationship, dutifulness and punctuality of teachers and student relationship was not found to be statistical significant.

Saxena, Vandana (2007) conducted a study entitled “Impact of family relationship on adjustment, anxiety, Achievement-motivation, self-concept and academic achievement of high school students”. The main objective was to compare the students having different family relationship with respect to (a) adjustment (b) anxiety, (c)
Achievement-motivation, (d) self-concept and (e) academic achievement. Methodology: The sample comprised 300 boys and 300 girls of Class IX of Agra City. The tools used were Parental Acceptance-Rejection Questionnaire of Jai Prakash and Bhargava, Adjustment Inventory for school Students of Sinha and Singh, Indian Adaptation of Sarason’s General Anxiety Scale of A. Kumar, Achievement Motivation Test of R. P. Bhargava, Self-concept Test of R. P. Bhatnagar and Academic Achievement was considered using high school marks. Some major findings of the study were: Family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total, emotional, social and educational adjustment. Anxiety and Achievement-motivation was not significantly influenced by family relationship. Girls were more anxious than boys. In academic achievement accepted and average students did not differ from rejected students.

Trivedi, Vineeta (2005) conducted a study entitled “Relationship of parental attitude, socio-economic background and the feeling of security among the intermediate students and their academic achievement”. The main objectives were: (i) to study the relationship among parental attitude, socio-economic status, feeling of security/insecurity and academic achievement of intermediate students with intelligence held constant, (ii) to study the relationship among the parental attitude, socio-economic status and feelings of security/insecurity, and (iii) to study the relationship among parental attitude, feelings of security/insecurity and intelligence. Some major findings of the study were: There existed a significant relationship among parental attitude, socio-economic status and
academic achievement. Students belonging to various levels of parental attitude and socio-economic status differed significantly with the parental acceptance group showing better achievement than parental concentration or avoidance groups. Further, students of upper SES showed better achievement than the students of lower SES group. There existed no significant relationship between feelings of security/insecurity and academic achievement.

Many researchers indicate that Parents participation in Children’s academic activities in relation to their academic achievement at the Primary Level”. The main objective were : (i) to find out the effect of Parents’ extreme autonomous participation in Children’s academic activities on Children’s academic success, (ii) to reveal the impact of parental direction in parents’ participation in Children’s academic success, (iii) to discover the effect of Parents’ neglecting participation in Children’s academic activities on Children’s academic achievement, and (iv) to determine the outcome of Parents’ ignoring participation in Children’s academic activities on Children’s academic accomplishments. Some of major findings of the study were: Parents’ participation in Children’s academic activities also plays an important role in enhancing the level of the child's academic achievement at elementary school level. Academic achievement of elementary school students can be improving by reducing the magnitude of extreme autonomy, neglect and ignoring and by enhancing the potency of parental direction by their parents while participating in their academic activities. Intrusiveness in the case of elementary school students does not have any value in influencing their academic achievement.
Gupta (1985) investigated the effect of family attachment on personal values, creativity and educational achievement of the girls of small and big families. The Objectives of the study were: (1) Select small and big families after controlling socio-economic status; (2) To see the effect of family attachment on personal values among the girls of small and big families; (3) To see the effect of family attachment on creativity among the girls of small and big families; (4) To see the effect of family attachment on educational achievement among the girls of small and big families; (5) To see the correlation of personal values with creativity among the girls of small families and big families; (6) To see the correlation of personal values to educational achievement among the girls of small families and big families, (7) Find the correlation between creativity and educational achievement among the girls of small families and big families. A sample of 300 girls of small families and 300 girls of big families were selected from the various schools situated in Agra City. Tools used included Socio-economic Status Scale (Urban), Family Relationship Inventory, Personal Value Questionnaire by G.P. Sherry and Verbal Test of Creative Thinking by Baqer Mehdi. Tools used included mean, SD, ‘t’ test and correlation. The main findings of the study were: (1) Girls of small and big families differed significantly regarding their values but family attachment had no effect of values. (2) In the case of girls of small families, significant effect of family attachment was found on creativity but results were no valid for the girls of big families. (3) The size of the family did not affect the creativity of the girls. (4) No significant effect of family attachment on educational achievement found both for the girls of small and big families. (5) No significant difference found in educational achievement of the girls of small and
big families. (6) Negative relationship found in personal values and creativity, personal values and educational achievement and creativity and educational achievement among the girls of small families. (7) Negative relationship found in personal values and creativity among the girls of big families. (8) Positive relationship found in personal values, creativity and educational achievement among the girls of big families.

Mishra, (2007) conducted a study entitled “Effects of home environmental variables on language acquisition of learning disabled and normal children”. Some of the important findings of the study are: Parental aspiration and living conditions of the home environment had a significant effect on the test of Oriya Syntactic Ability. The normal children differed from the disabled children on their home environment in favour of the enriched home environment. Test of Oriya Syntactic Ability (TOSA) had relationship with the home environment factor but it was not high. The parent child interaction has mass media had a significant relationship.

Devi, S. and Mayuri, K. (2003) conducted a study entitled “Effects of family and school on the achievement of residential school children”. The objectives were: (i) to study the family factors contributing to the academic achievement of IX and X class residential school children; (ii) to study the school factors contributing to the academic achievement of IX and X private residential school children; (iii) to study the gender and age differences in family and school factors and (iv) to study the relationship between family and school factors with academic achievement. The major findings of the study were: Family factors were not found to be critically important for the achievement of residential school children. School factors like qualified teachers,
good physical facilities, and classroom organization, checking up of curriculum and subject matter on time, impressive method of teaching and teacher student interaction contributed significantly to academic achievement.

Wani, Gulshan (2005) conducted a study entitled “Personality characteristics, vocational preferences, study habits and academic achievement of Kashmiri, Dogri and Laddakhi adolescent girls – A cross cultural study”. The objectives were : (i) to measure personality characteristics of Kashmiri, Dogri and Ladakhi adolescent girls, (ii) to study vocational preferences, study habits and academic achievement of Kashmiri, Dogri and Ladakhi adolescents girls, and (iii) to compare Kashmiri, Dogri and Ladakhi adolescents girls on personality characteristics, vocational preferences, study habits and academic achievement. Some of major findings of the study were: Kashmiri girls are in general more intelligent, phlegmatic, expedient, controlled and tense. Kashmiri adolescents’ school-going girls are more intelligence sensitive, self sufficient and tense. Dogri adolescent girls are warm-hearted, intelligent, mature and self-sufficient. On other hand Ladakhi girls are obedient, conscientious and controlled. Ladakhi girls are very low in their study habits as compared to Kashmiri and Dogri adolescent girls. Ladakhi girls are much below in their academic achievement score as compared to Kashmiri and Dogri girls.

Wu and Lin (1982), Teachman (1987), and Anand (1998) reported that high degree of achievement motivation was observed in high achievers. The family and the school are considered to be * the important social factors contributing to academic achievement. It is often observed that in spite of having a range of similar intellectual
levels, there are differences in academic achievement, among students coming from different families. Among the various related factors, the influence of the family in a child's learning is undoubtedly the most significant one (Bronzaft, 1996; Lam, 1997; and Deal, Wampler, and Halverson, 1998).

In fact, Wu and Lin (1982), Teachman (1987), and Anand (1998) further reported that it is the quality of the family interaction pattern that is responsible for achievement motivation. Economic and social status of the family (Lam, 1997); parental education (Nord, 1998); the emotional environment at home (Bronzaft, 1996); the motivation of the family towards the child's education (Cooksey and Fondell, 1996) are the essential factors that help the child to make use of his potentials in a maximum productive way. Children of higher status are provided with better amenities and have greater opportunities to come in contact with the first hand knowledge and more often their home have a more stimulating environment for learning. A dysfunctional family cannot provide a harmonious environment and it can only create an unfavourable home condition, which is not conducive for a student's achievement.

It is found that a peaceful home environment, quality of maternal care, relationship between the parents, the extent to which reading books is a habit among the family members all play a significant role in a child's academic achievement (Moore, Andres and Pepler, 1997; and Westerman and La-luz, 1998). Paternal attitude to education, parents showing interest in school activities, encouragement to children and aspiration for children's education and career are yet other variables, which emerge as being of outstanding importance (Finn, 1998). A conducive school atmosphere
and effective teaching are other important variables (Ellsworth and Monahan, 1991). Teacher effectiveness is an area of research which is considered with relationships between the characteristics of teachers, teaching activities, the professional qualities, the teacher-student relationship and their effects on educational outcomes.

Panda and Samal (1995) presented a comparative study of personality and academic achievement of adolescent daughters of working and non-working mothers. The sample consisted of 120 adolescent girls selected from classes V to X in Bhubaneswar, out of which 60 had working mothers and 60 had non-working mothers. Maudsley Personality Inventory and Psychoticism Scale were administered on the sample for data collection. It was found that working mothers' daughters were more extroverted, independent, confident, emotionally stable, aggressive, and less anxious than daughters of non-working mothers.

Maqsud (1993) reported on a study of 120 (60 boys, 60 girls) middle school students in Bophuthatswana on the relation of academic achievement to self-concept and locus of control and found that measures of extraversion, neuroticism, and psychoticism were related negatively to school achievement.

Roy and Veeraraghavan (1990) conducted a study where 60 senior secondary school children completed tests of reading ability and intelligence and a home background questionnaire. Reading ability was a function of home background and personal attributes such as intelligence, interest in reading, reading habits, and personality traits. Reading ability also correlated positively with academic performance, indicating the better the reading ability, the higher the academic performance.
Mehta and Kumar (1985) studied the relationship between academic achievement and personality, intelligence, study habits, adjustment, and academic motivation. 60 male and 60 female postgraduate students were administered the Eysenck Personality Inventory, a study survey designed, a group general mental ability test designed by S. Jalota, a test of academic motivation designed, and the Bell Adjustment Inventory. Results indicate that psychological variables in terms of personality, intelligence, study habits, academic motivation, and adjustment are not related and are independent of achievement. There was hardly any regularity of relationship among the independent variables.

Khursid and Fatima (1984) compared personality traits of 45 low achievers and 45 high achievers selected from 408 students in Class VII and VIII of A. B. Inter College, Aligarh, India. Subjects were selected on the basis of their final examination grades and were matched with regard to age, grade level, and socio-economic status (SES). Results of R. B. Cattell's High School Personality Questionnaire reveal that high achievers and low achievers differed significantly on 7 personality factors. In comparison to low achievers, high achievers were more reserved, intelligent, obedient, conscientious, adventurous, self-sufficient, and self-controlled.

Goh and Moore (1978) examined the relationship between "personality fitness" and academic achievement. 175 subjects from 3 educational levels - university, vocational technical institute, and high school--were administered the Eysenck Personality Questionnaire, Raven's Advanced Progressive Matrices, and an information questionnaire. The personality dimension of introversion had the highest correlation with academic performance for the university
sample, especially for students in the "hard sciences." Raven's intelligence score was the best predictor for the vocational sample.

Paramesh (1976) administered the Senck Personality Inventory to 155 high school boys (mean age 16-14 yrs). Scholastic achievement, as measured by scores on a secondary school graduation examination, was also assessed. No significant relationships between personality and scholastic achievement were found. A study by Stewart and Valentino (1976) showed that, the Wide Range Achievement Test and WAIS or WISC scores of 180 emotionally disturbed 11-18 year olds were related to the personality profiles (16 PF or High School Personality Questionnaire) by means of canonical variate analysis. Results indicate that the emotionally disturbed adolescent who is low in ego strength, tense, guilt prone, sensitive, shy, and submissive tends to be more intelligent and demonstrate higher academic achievement.

Berman and Eisenberg (1971) reviewed some previous work on factors in academic achievement and reported a study using 270 final-year high school students. They correlated final-year grades with IQ, family and socio-economic data, and CPI scores in order to define the characteristics of the successful student within a culturally and economically homogenous group. Certain personality traits were found to correlate with achievement, i.e., motivation, sense of well-being, independence, and conformity. Exceptionally high achievement correlated with high IQ, and it is suggested that identification with parents' values and life models may be relevant.

Davids (1966) reported that high achieving boys and girls tend to have psychological characteristics that differentiate them from low achievers. They have a higher need for achievement, dominance,
endurance, order, and interception. In addition they score higher on measures of self assurance, socialization, maturity, achievement potential, and intellectual efficiency. Academic under achievers showed a greater need for heterosexual activity and succulence.

Cherian and Malehase (1998) attempted to study the relationship between financial conditions in the home and scholastic achievement of 234 Standard 7 pupils (103 boys, 131 girls). A questionnaire was given to the children who were chosen at random from 34 Junior Secondary Schools in the Mankweng Education Circuit of South Africa. Pearson correlation coefficient and analysis of variance showed no relationship between financial conditions at home and scholastic achievement of children from single parent and two-parent families.

Keith and Lichtman (1994) measured the influence of parental involvement on the academic achievement of 1,714 eighth-grade Mexican American children. They developed and tested a structural equations model which considered and controlled for diversity of family backgrounds and values, students' previous achievements, and other factors. They found that parental involvement did influence subjects' academic achievement.

In 1997 Sharma studied frustration and adjustment in family relations on 100 college students. Results shows that their family relations affected college students' frustrations. Girls had more acceptance than boy students; while boys had more indifference than girls.

In 1994, Pramanik found that girls reared up in restrictive environment were in a more indifferent relation with their parents,
while girls reared up in a more liberal environment had more mutually accepting relation with parents.

Independent as well as interaction effects of socio economic status and parent child relations were important. None of the above variables had significant effect on enmity.

In 1996 Kaur and Singh studied 50 boys and 50 girls between 13 and 15 years' age. They investigated effect of personal and social variables like socio-economic status of family. Child birth order, type of family and educational level of parents on the techniques of discipline used by parents of urban adolescents. They found no significant relation of such factors with the methods of discipline the child used by parents as perceived by these students.

In 1997, Bakshi studied effect of parents’ attitudes on their children’s personality development (N=400). They found that (i) Adverse parental attitudes negatively effected. The children’s performance (ii) Parents’ unattached attitude negatively affected their children’s social skills, emotional attachment to parents, development of egoideal and growth of concepts about physical and social reality. (iii) Feeling of self-rejection, general defects of feeling and defects in achievement developed among children rejected by their parents.

In 2008, Benson and Jean studied problem behavior arising among 1893 students between 10 and 13 years’ age, due to quarrels and aggressive attitudes in their parents. They found that parents’ behavior affected both internal and external problem behavior among these adolescents. For external problem behavior like smoking the mother’s strictness and rudeness was mostly responsible. For internal problem of adolescents, like fretting and
fidgeting, dislike and lack of acceptance by mother was responsible. Thus, emotional immaturity of mother of equally related to internal as well as external expression of children.

In 2003, Patel studied 526 students of std. 8, 9 and 10 from various schools of Rajkot for identifying some family variables which can predict depression among adolescents. They were asked to write their responses to item in personal data sheet, child behavior check list of H.N. Beck, Family relations scale of Sherry and Sinha, and family environment scale of Moose and Moose. Results reveal that out of the 21 independent variables, 6 independent variable significantly predicted adolescents' depression, negate and rejection by parents (lack of) unity in family, over emphasis on moral and religious matters, control and educational qualification of parents.

In 2001, Purohit and Mehta studied relation between parents’ behavior and personality of school going adolescents. Data was collected on 240 subjects from std. XI of 3 higher secondary schools ofJaipur. It was found that (i) father's role is important in developing extroversion among adolescents, (ii) parental indifference and rejection had significant positive correlation with development of psychoneurosis among adolescents, (iii) too much love and indulgence in mother had negative correlation with mild abnormality among adolescents, while such behavior by fathers had no significant correlation with neurotic behavior in adolescents.

Ghosh and Kapoor's (1996) studies shows that in various adjustment areas anxiety, self acceptance and others acceptance there is significant difference between children of intact families and divorced families. Galkhar and Aseema (2004) found that (i) compared to urban adolescents, rural adolescents have higher
educational achievement. (ii) There are main and interaction effects between areas of residence and sex of the students. (iii) Educational achievement of logical ability. Pareira (1974)’s study found significant correlation between intelligence and educational achievement of maladjusted children. But there was no significant correlation between intelligence and educational achievement among children of well adjusted groups.

Observations of Gupta Mukherji and Chitterji show that rural/urban area is a separate factor contributing to prediction of educational achievement. Intelligence, childhood experiences and travel are important for predicting edu. Achievement of rural students; while intelligence, home environment and experience of nature are important for urban students. Intelligence, home environment and motivational experiences are important for rural girls.