Review of Related Literature
CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature is a significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypothesis for the study. As Fox (1969) pointed out, it becomes part of the accumulated knowledge in the field and so contributes to thinking and research that follow. “The review of the literature provides the background and content for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area” (Weirsma, 1995).

The literature review accomplishes several important things:

- It shares with the reader the results of other studies that are closely related to the study being reported (Fraenkel & Wallen, 1990).
- It relates a study to the larger, ongoing dialogue in the literature about the topic, filling the gaps and extending prior studies (Marshall & Rossman, 1989).

The present study is an attempt to estimate the effect of Self Learning Modules on Learning Outcomes i.e. Achievement, Attitude towards English and Self Concept on certain psychological variables like Self Esteem and Anxiety. The general trend shown by these studies can be considered while interpreting the results of the study.

The investigator, in this chapter, presents a survey of major studies reviewed in the area and a lot of time and tremendous amount of effort was put forth for reviewing the existing literature thoroughly. This acquainted the researcher with up-to-date knowledge and statistics and also with the techniques relevant to work. It has helped the researcher to perceive knowledge gaps as avenues for the study as well as for comparing the results of a study with other findings to help guide and develop this study.

Key components of this chapter include an exploration of the growth and use of different instructional strategies in education i.e. Individualized Self learning Modules in English or Conventional Learning. Further literature was
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reviewed to see their effect on Learning Outcomes i.e. Achievement, Attitude towards English and Self Concept on certain psychological variables like Self Esteem and Anxiety.

The research literature reviewed had been reported under the following heads:

2.1 Research Studies related to Self Learning Modules

2.2 Research Studies related to Learning Outcomes
   2.2.1 Research Studies related to Achievement
   2.2.2 Research Studies related to Attitude towards English
   2.2.3 Research Studies related to Self Concept

2.3 Research Studies related to Anxiety

2.4 Research Studies related to Self Esteem

2.1 RESEARCH STUDIES RELATED TO SELF LEARNING MODULES

Dhamija (1985) compared the effectiveness of three approaches of instructions-modular approach, radio-vision and conventional approach on achievement, retention, students' involvement and self-confidence of students in social studies as well as in-three different disciplines of social studies, namely geography, civics and history and observed that the students obtained highest knowledge achievement scores in Geography when taught through radio-vision approach; the achievement was highest in civics when taught through modular approach and highest knowledge achievement score was obtained in history when taught through the conventional approach. The involvement of students in classroom was maximum when they were taught through the radio-vision approach and self-confidence among the students increased the most when they were taught through the modular approach.

Jayalakshmi (1985) developed instructional modules in Educational Psychology for B. Ed. students and studied the effectiveness of the modules as instructional materials in respect of intelligence and English reading comprehension. The instructional materials prepared in modular forms comprised of learning experiences in the form of programmed learning material (PLM), practical work classroom observation, library work, study of...
additional reading materials, self-check and group discussions. The instructional modules had potentialities for learning educational psychology in an effective manner. The modules as a whole had provided good motivation for the study of subject at the B. Ed. level. The PLM, as a basic component, had been successful in giving the basic information. The different activities as classroom discussion had been effective in contributing to better achievement. Facility with language was found to be a significant factor affecting the performance of the group.

Corbin (1985) conducted a study of effects of persistence and non-persistence in Mastery Learning (PSI) remedial English in a two-year college. The study examined students with diagnosed writing deficiencies who persisted and provided evidence of mastery of the subject matter in a Mastery Learning remedial English course designed after the Keller plan of Personalized System of Instruction (PSI) at Kalamazoo Valley Community College. Their subsequent achievement on three criterion variables—Grade in Freshman Writing, Total Credit Hours Earned over a Two Year Period and Overall Grade Point Average—is compared with achievement of three other groups. Group I (Placed Out, n = 34) consists of students with superior placement test scores who enrolled in Freshman Writing without remedial instruction; Group IV (Opted Out, n = 84) consisted of students with unsatisfactory placement exam scores but who also opted to attempt Freshman Writing without remedial instruction; finally, Group III (n = 312) consisted of students with diagnosed writing deficiencies who enrolled in the remedial English course but who quit before demonstrating mastery of the subject matter. Statistically significant differences were observed between persistence and non-persistence on all criterion variables. Persistence was found to perform at par with students in Group I and to outperform students in Group IV although to only a small extent. Persistence in the remedial English course was found to be a powerful predictor of success in subsequent achievement at Kalamazoo Valley Community College; non-persistence, an equally powerful predictor of failure. Even though conclusions about the effects of Mastery Learning remedial English are tentative because of the unknown extent or influence of such unmeasured and non-intellective

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characteristics as students' motivation and drive, positive evidence of the effects of the method does appear in the study.

**Guru (1986)** studied the effect of Bloom's and Keller's ML on preschool children in the three aspects of language development i.e. pronunciation, word meaning and conversation and concluded that both methods were equally effective in post-test achievement.

**Dasgupta (1987)** conducted an experimental study on teaching school economics by the Personalized Systems of Instruction (PSI). After teaching School Economics to ninth graders using Personalized System of Instruction (PSI) he found that mean achievement of pupils taught by PSI was same as that of conventional group.

**King (1987)** designed a study to compare a group-based Mastery Learning model with an individually programmed Mastery Learning model in the teaching of reading to high school students. It was concluded that no difference existed in reading achievement between the two treatment groups taught using the two Mastery Learning strategies viz. Bloom's and Keller's Mastery Learning strategies.

**Kim & Sun (1989)** studied the validation of Self-Instructional Food service inventory control system module. Because adjusted mean scores on the achievement pre-test between the two experimental groups were significantly different with the mean scores for the self-instructional treatment being higher, the inventory control self-instructional method was judged at last equally as good as the lecture method. The students', responses to the attitude inventory showed that students in the self-instructional group had overall favorable attitudes towards the module. Therefore, the self-instructional method appears to be an effective innovation.

**Mitra (1989)** carried out experimental project and developed need-based and community oriented Self-Learning Instructional materials in the form of 10 modules in Biology, a significant area of human living for the benefit of elementary school children of rural areas and found it effective not only for the formal system but also for drop-out children at this stage.

**Yadav (1989)** developed twelve Self-Contained and Self-Sufficient
Instructional Modules on different aspects of the methodology of educational research with specific objectives to know achievement and terminal behaviours. The preparation of modules followed the same chain of reason that is needed for developing any self-instructional material. Every module contained activity items as well as self-check items and could be read independently of other modules. The materials were tried out, modified and the final drafts edited by professional researchers were effective in teaching educational research at post-graduate level. The reaction of the users towards the modules was positive.

Smith (1989) conducted an evaluation of six learning modules based on industry-related Applied Mathematics problems. The major conclusions of this investigation were as follows: (I) Project AIM (Application in Mathematics) appears to give secondary schools a teaching resource that had a high degree of pedagogical flexibility. (II) Students can successfully engage in real-world problem solving and exhibit use of reasoning writing and mathematical abilities. (III) Project AIM could be instructional in bringing about unit in secondary schools by demonstrating that mathematics and its applications are inseparable, (IV) Project AIM teaming modules were strongly aligned with the NCTM (National Council of Teachers of Mathematics) standard goal of having students engaged in application.

Kumar (1990) conducted a study on the Effect of Teacher assisted Modular Approach in testing Physics in Secondary schools of Kerala State. The study concluded that the Teacher Assisted Modular approach is more effective than Textbook approach in teaching physics.

Madhu Mohan (1990) conducted a study on the effect of Teacher Assisted Modular Approach in teaching Chemistry, at secondary schools of Kerala. The study revealed that the Teacher Assisted Modular approach is more effective than text book approach in teaching Chemistry.

Kumar (1990) conducted an experimental study on the effectiveness of Teacher Assisted Modular Approach in teaching Physics in secondary schools of Kerala state. The study intended to find out the effectiveness of modular approach in teaching physics. The findings showed that the Teacher-
Assisted Modular Approach is more effective than Textbook approach for student achievement in teaching physics.

Sansanwal & Joshi (1990) studied the effectiveness of Instructional Strategy in terms of higher mental ability. An experimental study has been conducted to study the impact of specially designed instructional strategy on higher mental abilities of school children. The specially designed instructional strategy consisted of six components, namely programmed learning materials, experimentation, assignment, discussion, etc. Sample consisted of 109 class IX students divided into two groups, experimental and control. Post-test results were compared and found that the instructional strategy developed under the study was found to be significantly superior to the traditional approach to teaching in terms of development of power of application, analysis, synthesis, evaluation and overall higher mental ability in science.

Arockiam (1990) developed Self-Learning Package to develop questioning skills among primary school teachers and found that teachers improve their questioning skills and the self-learning package was found to be effective.

Arunachalam & Visweswaran (1991) developed an Instructional Module in learning of history for students of standard X. The major objectives were to develop the module and comparison of effectiveness of module over traditional approach in history. 300 pupils formed the sample for the study. Two groups were equated on their achievement available. The experimental group learnt the topic using the module and the control group in the conventional way. Achievement test was administered to both groups and the scores were compared. The results showed that the experimental group served high in achievement test. As far as the total group is concerned the use of instructional module definitely improves their learning of history. Same result is obtained when the objectives knowledge, comprehension, application and skill are tested. The study revealed that instructional module is superior to the traditional approach for it contributes to the attainment of knowledge, comprehension application and skill.
Alspach (1991) studied the Self-Directed Learning readiness of nursing students and found only a limited amount of self directed learning opportunities for students and that faculty perceives that they promote self directed learning opportunities much more, frequently than students perceive receiving them.

Pant (1992) development self-guidance modules for secondary and senior secondary school students for reaching the maximum number of students for guidance benefits. The modules were found to be effective in developing in the students the skills of learning, career development, self-esteem enhancing etc. These modules aim at communicating to students the problems, which emerge from a lack of those skills, and the way they can develop those skills by following guided steps and examples.

Pecoraro (1992) developed a module on interpersonal skill for home economies teachers and evaluated it in two teaching modes. He found the module effective in both the modes for the cognitive and affective development of teachers.

Kumari (1993) indicated that rural high school students same level of verbal creative thinking (fluency, originality, total scores), level of aspiration (GDS, ADS, NTRS) and study habits irrespective of the fact whether they were taught through Keller’s PSI or conventional method of teaching.

Bilyeu (1993) conducted a study titled to compare the performance of secondary school students utilizing Mastery Learning and PSI modes of instruction. This study involves two ninth-grade classes in a quasi-experimental pretest/posttest action research design. Independent variables were methods of instruction (ML = Mastery learning) (PSI = Personalized System of Instruction). Attitude after instruction was a moderator variable included in the study. Findings did not lead to rejection of the null hypothesis at the .05 levels. There were no statistically significant differences in students taught by ML as compared with those taught by PSI.

Kaushal (1994) compared the effectiveness of individualized and group instructional modules for teaching bio-sciences to class IX in terms of achievement, retention, willingness and reaction towards module and found
that group instructional modules (GIM) proved to be more effective than individualized instruction modules for improving scholastic achievement of students. All the students showed more willingness and positive reaction towards GIM than individualized instructional modules. Results were positively correlated -with the intelligence and retention of students. Out of three group instructional modules, GIM-I (presented by teacher along with visual media) was found to be most effective improving the scholastic achievement of the students followed by GIM-III (presented by teacher along with print media) and the GIM-II (comprising audio commentary and visual media) was found to be least effective.

**Misra (1994)** studied the effectiveness of Self Learning Modules in Chemistry on achievement of polytechnic students in relation to their cognitive styles and found that:

1. There was significant difference between field independent and field dependent students in terms of achievement in applied chemistry irrespective of method of teaching.

2. There was no significant interaction between cognitive styles and method of instruction.

**Robinson, Daniel, Kiewra & Kenneth (1995)** conducted two experiments involving 153 college students and found that, given enough time, students studying graphic organizers learned more hierarchical and coordinate relations. As a result, they were more successful in applying the knowledge and in writing integrated essays than were students studying outlines or text alone.

**Hazeena (1995)** conducted a study on the comparison of modular approach and traditional text book approach in teaching Physics in standard IX. The major findings of the study were:

1. The Modular approach was more effective than traditional text book approach.

2. The modular approach and textbook approach seems equally good for developing the objective- Knowledge.
(3) The modular approach is more effective than the traditional method in developing the objective - Understanding.

**Revoland (1995)** developed and implemented an instructional module to prepare pre-service teachers to address the needs of students with Attention Deficit Hyperactivity Disorder (ADHD). The module was found to be effective in increasing knowledge and promoting awareness of ADHD with group of pre-service teachers.

**Shinohara-Egawa (1996)** investigated into the effectiveness of Personalized System of Instruction (PSI) in Japanese college EFL courses. Subjects were 47 female students, aged 18 to 19, enrolled in two sections of a first-year EFL reading course at Joshi Seigakuin Junior College in Japan. There were 20 students in the control group using traditional lecture style and 27 students in the experimental group using PSI. The researcher taught both groups. The findings were as follows: (1) According to pretest-posttest comparisons, PSI students mastered the material far better than traditional lecture-class students. (2) In the beginning, most PSI students did not feel comfortable or secure about learning without lectures, but by the end of the course, they had strong and positive feelings about self-education. (3) Students who were easily affected by mental pressure appeared not to be suited by nature to PSI. (4) PSI seems to be a comparatively easy method to apply although it requires tremendous amounts of time and labour. (5) Japanese students have extremely strong tendencies toward competition and it may affect their performance in various ways. In this study, it was proved that PSI worked effectively in an EFL course in a Japanese higher educational institution. Moreover, in the sense that it can likely be employed in any educational setting by utilizing only certain component/s, PSI can be called an effective instructional strategy.

**Pant (1997)** revealed that students' achievement in book keeping and accountancy increases significantly by making use of the guided instruction through self-learning modules.

**Thompson (1997)** examined the effect of teaching methods, self-learning modules (SLM) and lecture/discussion in nursing orientation
programme for preference at knowledge level. The results of this study showed no significant difference in the post-test score neither between the groups receiving SLM and lecture/discussion nor in the level of satisfaction between the groups receiving formative and summative evaluations.

Reddy & Ramar (1997) studied the effectiveness of multimedia based modular approach in teaching English to slow learners and found a significant difference between the pre test and post-test mean scores of experimental group slow learners when English subject was taught through multimedia based modular approach. Further their achievement was higher in post-test scores than in pre test.

Nigro (1998) studied learning styles and personality traits associated with student success at the grade IX level in an Individualized Study Programme. The purpose of this study was to identify and evaluate the importance of learning styles and personality traits associated with successful grade 9 students in a self-paced and individualized Mastery learning Programme. The results of the study are intended to assist prospective students and their parents in the evaluation of whether this program is suitable for their needs. The following conclusions were reached after the analysis of the data; (1) Programmed instruction; Peer Teaching, Independent Study and Discussion were the preferred learning styles of the subjects in this study. (2) With respect to personality traits, successful students the individualized programme tend to be more abstract thinking, enjoy high emotional ability and show low excitability, high conformity and low apprehension.

Kapoor (1999) compared new approaches of teaching with conventional method of teaching in the learning of English Grammar. The investigator made an attempt, to try out the Modular Approach (MA) and Personalized System of Instruction (PSI) in the teaching of English Grammar on 45 students of VII class of High School and found that there is significant difference in the achievement of students in the form of scores on summative criterion test of the three groups of students: one following Modular Approach, other following Personalized System of Instruction and third following Conventional Method of teaching. Since the mean score of MA group (14.82),
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PSI group (12.99) is significantly higher than the mean score of CM group (8.27), which may be interpreted that MA and PSI approaches of teaching were found quite effective and superior to CM of teaching in the teaching-learning process of English Grammar. However, there is no significant difference in the achievement scores of MA and PSI groups of students. Both the new approaches are equally effective and positive in nature.

Kohli (1999) studied the effectiveness of self-learning modules on achievement in geography in relation to mastery learning strategy and non-mastery teaching strategies, intelligence and study habits on 200 students of 10 + 1 class from six secondary schools located in Chandigarh (U.T.). The following conclusions were drawn from the study:

1. Students taught through self-learning modules and mastery teaching strategy attained more geographic concepts than the students taught through non-mastery teaching strategy. So self-learning modules and mastery strategy proved superior to non-mastery strategy in teaching geographic concepts.

2. Intelligence effected achievement when students are taught through self-learning modules and mastery learning strategy but not in non-mastery strategy.

3. Study habits acted as redundant factor. Students having good study habits and poor study habits performed equally well.

Narula (1999) studied the effectiveness of Self Learning Modules in applied physics on achievement of students in relation to gender and personality of polytechnic students and found self learning modules as superior strategies of teaching compared to conventional method of reaching.

Dubey & Khuntia (2000) developed a module in Guidance and Counseling on "Vocational Guidance" for B.Ed. students with the objectives to test the effectiveness of the module in terms of reactions of students towards the module and to compare the mean achievement scores of students having higher and lower study habits and reported that the module was found to be effective in criterion test of the three groups of students: one following Modular Approach, other following Personalized System of Instruction and
third following Conventional Method of teaching.

**Binumon (2000)** conducted a study entitled "Effectiveness of the approaches in instructional -modular, lecture cum modular and conventional lecture in learning the topic Fisheries" at plus two levels. The study concluded that modular approach is more effective than the other two methods such as lecturer-cum-modular and conventional lecture method.

**McKenzie (2000)** investigated achievement and affective domains in High School Algebra I in traditional or self-paced mastery learning programme. Anxiety and student's attitude towards mathematics were investigated. Two classes of Algebra I was taught using a Self-Paced Mastery Learning Programme (Learning Logic). Other affective variables such as confidence in doing mathematics, anxiety, towards mathematics, and attitude towards mathematics were also measured prior and after the study through the Fennema-Sherman Attitude Scale. The results of this study indicated that students in the traditional classroom scored significantly higher than students in the Self-Paced mastery learning classes. Furthermore, the study suggested that self-paced instruction had a positive impact on reducing anxiety levels among male students.

**Benson (2001)** found the most frequent support on modules is written feedback, which is given on a weekly basis and develops into a dialogue as the course progresses. Through the module, the learner and assigned tutor respond to each other. The LA offers comments, including feedback on learners' ideas, and always includes questions to encourage learners to clarify, focus, and think more deeply about their learning (the in dialogue). The learner in turn responds to the feedback and is invited to ask his or her own questions.

**Schmidt & Ford (2001)** conducted a research to see the effect of self-learning modules on nurses and their training. This review found that properly designed self-learning for particular topic helps the student to get a mastery over the particular topic.

**Kulbir (2001)** conducted a study on the effectiveness of various techniques viz. the Bloom's Mastery Learning technique Program.
Learning technique and traditional method that is Lecture Method in the Achievement in the subject of Punjabi Grammar. He found that the Programmed Instructions were very useful in the understanding of the concepts in Punjabi Grammar as compared to traditional Lecture Method.

**Kang (2002)** conducted a study to determine the effectiveness of using a self-learning module (SLM) to teach nurses about caring for hospitalized children with tracheotomies. Data analysis using an independent samples t-test showed that statistically significant learning occurred after completion of the SLM (p=0.014, n = 85). These findings can influence the way staff education is provided, giving the nurse educator an alternative, cost-effective and time saving method of presenting information.

**Zerger & Bishop (2002)** conducted a study on Geographic Information System (GIS) which is a rapidly evolving technology that has recently been integrated into undergraduate and post graduate learning. GIS is also a multidisciplinary technology that has important relevance beyond its traditional disciplinary homes. This paper describes an initiative developed by the Department of Geomatics at the University of Melbourne, Australia, to create multimedia based self-learning modules for teaching GIS to undergraduate and postgraduate students. The modules are designed to complement rather than replace existing approaches to learning such as formal lectures, practical laboratory assignments and major project requirements.

**Gauss & Urbas (2003)** developed and evaluated a prototype for a learning module and found that interaction with the module had a strong positive effect on learning outcome.

**Visser (2003)** compared the effect of lecture-based instruction to that of problem-based instruction on learner performance, problem solving processes, and attitudes (overall motivation and learner confidence) in a genetic course. Sixty 11th grade students at a public math and science academy were assigned to either a lecture-based instructional strategy or a problem based instructional strategy. Both treatment groups received 18-week instruction through the assigned instructional strategy. Results revealed that lecture-based group performed significantly better on near transfer
posttest problems. The problem based group performed significantly better on far transfer post test problems. In addition the results indicated the learners in the lecture-based instructional treatment were significantly more likely to employ data driven reasoning in the solving of problems, whereas learners in the problem based instructional treatment were significantly more likely to employ hypothesis driven reasoning in the solving of problems. A significant positive correlation was detected between self-regulatory skills scores and problem solving performance scores in the problem based group but not in the lecture based group.

Wallo, Pollack & Daugherty (2004) concluded the Self-Learning Modules to be the new technology work. It is a high tech programme its nature is more accessible more participative.

Roberts (2004) examined the different effects of Traditional (TT) versus Programmed Learning Sequenced (PLS) versus Contract Activity Packaged (CAP) instruction on approximately 93 sixth-grade students achievement- and attitude-test scores on three, grade-level science modules. Each group of students was taught three different units using three different instructional strategies. Significance was evidenced on grade-level achievement as well as on students attitudes favoring instruction with a PLS over either a CAP or Traditional Teaching. Each of the three units demonstrated significantly higher test scores when students were instructed using the PLS versus the CAP and TT. Results illustrated when pair wise comparisons were made between the instruction conditions that the PLS revealed more significant gains over the TT and the CAP Females made Significantly more gain when the TT method or the PLS approaches were used. Males had a slight edge over the females when a CAP instructional approach was used. Furthermore, it was demonstrated from the analyses of the data that Traditional Teaching (TT) was the least effective way to teach; CAPs produced better results than TT; and PLSs produced better results than TT.

Crocker & Park (2004) argue that there are risks associated with the pursuit of self-esteem, defined as ‘the intention to validate self-worth by proving or demonstrating the qualities that the self does and does not have’. 
Research suggests that the increase in self-esteem when one succeeds at the pursuit of self-esteem is smaller than the drop in self-esteem when one fails. The pursuit of self-esteem may therefore lower self-esteem on average. Pursuing self esteem can also be a barrier to learning. Having self-esteem or experiencing boosts to self-esteem decreases learning anxiety, but pursuing self-esteem generally increases anxiety; only when pursuit is successful, and then only for a short time, is anxiety reduced by the pursuit of self-esteem. Their work reinforces the argument that we have reason to be cautious about interventions directed at boosting children’s self-esteem (to the extent that these interventions involve pursuing self-esteem in their terms, i.e. telling children to feel good about themselves by taking positive actions). They argue that cultivating a ‘learning orientation’ is a more effective way of reducing anxiety and enhancing learning. The idea of a ‘learning orientation’ is closely related to theories of self-regulated learning, in which seeing success or failures as learning opportunities is part of the feedback element of the cycle.

Dearnley, Dunn & Watson (2006) studied that the nature of Higher Education (HE) has seen many changes throughout the last decade. The agenda for widening participation in HE has led to an increase in the number of students with a broader range of educational backgrounds. At the same time there has been a surge in the development of digitalization and the convergence of computing and telecommunications technologies available for use in education.

Rowe (2006) found that much of what is commonly claimed as ‘effective teaching practice’ and implemented during the early and middle years of schooling in Australian schools, for either mainstream students or for those experiencing learning difficulties, is not grounded in findings from evidence based research. Of particular concern is that despite a lack of supporting evidence for its utility, the prevailing educational philosophy of constructivism (a theory of self-directed learning rather than a theory of teaching) continues to have marked influences on shaping teachers’ interpretations of how they should teach – aided and abetted by the content emphasis given during pre-service teacher education, as well as in-service teacher professional development programs. However, in contrast to teacher-
directed methods of teaching there is strong evidence that exclusive emphasis on constructivist approaches to teaching are neither initially nor subsequently in the best interests of any group of students, and especially those experiencing learning difficulties. Following a brief outline of controversies surrounding 'effective teaching practice', this paper focuses on teaching strategies that are demonstrably effective in maximising the achievement progress of students during the early and middle years of schooling. Further, key findings are presented from a recent national project designed to identify effective teaching practices for Year 4-6 students with learning difficulties in Reading and Numeracy, drawn from government, Catholic and independent schools. These findings indicate that since teachers are the most valuable resource available to schools, an investment in teacher professionalism is vital by ensuring that they are equipped with an evidence-based repertoire of pedagogical skills that are effective in meeting the developmental and learning needs of all the students.

Shimizu, Donough & Christopher (2006) used Programmed instruction combined with experimenter – provided prompts (physical, verbal and gesturing) to teach pointing with a computer mouse. Three pre schoolars who scores atleast one year below their chronological age levels participated. During the pre assessment none of the participants demonstrated pointing. Programmed Instruction consisted of three stages, based on an analysis of the behavioural prerequisites for paintings. Stage 1 was designed to teach participants to move the mouse. Stage 2 was designed to teach participants to move the screen cursor onto specific items on the screen. Stage 3 was designed to teach participants to click on specific items on the screen. Experimenter – provided prompts were used to facilitate skill acquisition at each stage. The post assessment showed that all participants learned pointing after intervention. The intervention package consisting of Programmed Instruction and experimenter – provided prompts was effective for teaching the hand – eye coordination required for pointing.

Carcich & Rafti (2007) observed on Staff development educators challenged with various levels of experience and learning styles among newly hired registered nurses in a hospital orientation group. This diversity forces
the educator to use various teaching strategies to meet the learning needs of the group. This study investigated the experienced registered nurses' satisfaction with using self-learning modules versus traditional lecture/discussion methods during the nursing orientation process. The results revealed that experienced nurses prefer the more traditional method of learning by lecture/discussion.

Hurd (2008) found affective factors may be especially relevant to independent language learners, research into affect in language learning has tended to focus on classroom learning. In particular, maintaining motivation and dealing with anxiety are crucial issues for learners in independent settings because of the lack of access to a teacher and peers. He offers the view that online learning technologies can help reduce anxiety and increase motivation in learners engaging in distance modes of independent learning because they are able to control the pace and output according to their needs and preferences. In addition, there are opportunities for collaboration and support from others afforded by the technology. Furthermore, the role of the tutor or learning advisor in providing feedback, advice and encouragement, is vital. It offers Think-Aloud Protocols (TAPs) as one way to investigate affect and strategy use among language learners (in this case in addition, there are other ways in which the importance of affect in self-access learning programs can be studied.

Conway (2009) found at the University of Oklahoma College of Pharmacy, a cardiovascular module that integrated TBL (team based learning) strategies to require students on 2 synchronous distant campuses to assume responsibility for their own learning and engage them in active learning was successfully implemented. This was accomplished by adding 6 SDL assignments in place of 8 hours of lecture and modifying case studies to be structured using TBL principles. All classroom activities were supported by 1 faculty member per campus, thus maintaining low faculty-to-student ratios. Compared to pre-TBL implementation, student performance was maintained and student satisfaction with the module increased. Faculty members also were satisfied with the course modifications as evidenced by the continued inclusion of the SDL assignments since 2006 and TBL cases since 2007.
Their experience shows that a TBL strategy can be modified and implemented to enrich a course, while retaining some lecture content.

**Cooker, Mynard, Navarro, Noguchi & McCarthy (2010)** developed modules to raise learners’ awareness of their self-directed learning. These modules have been available for first and second year university students for several years, are voluntary, have a fixed start date, and hand-written submissions are expected weekly for 8 weeks. What is actually submitted depends on the particular module, in acknowledgement of the extra time students dedicate to working on their module each week; the modules are graded and up to 10 points are added to their English class score. Modules First year students are offered the First Steps Module (FSM) and the Learning How to Learn Module (LHLM), while second year students are offered the Sophomore Module (SM). All modules are paper-based, written in English and module takers write and receive feedback in English. Although the FSM is a prerequisite to LHLM, a few students apply for SM without first having done either FSM or LHLM and are accepted with the acknowledgement that they will require extra support. The recently launched flexible self-directed learning modules (FSDLMs) at Kanda University of International Studies is aimed at third and fourth year KUIS students and does not require any previous modules to have been taken. The FSM is a learner training module and introduces concepts such as goal setting, time management, learning styles and resource selection one unit at a time.

**Mynard & Navarro (2010)** underline the importance of dialogue in self-directed learning from the perspectives of socio cultural and constructivist theories. However, they both broaden and categorise these interactions to include written dialogue, and the dialogues both within a learner and between learners (inner and peer dialogue).

**Morrison (2011)** conducted a study on Self-Directed Learning Modules for Independent Learning: IELTS Exam Preparation and found that Flexible self-directed learning modules add an extra dimension of choice to self-directed learning both from the perspective of pacing and the type and frequency of support offered. The extra analysis provided by a diagnostic and the focused, prioritized goal setting that emerge undoubtedly stimulate inner
dialogue and raise awareness of targeted learning. From this stage, the
design and implementation of a self-directed learning plan comes from the
learner with support when requested. This cycle passes ownership of learning
back to the learner without pushing the learners into unsupported autonomy if
they choose to ask for guidance.

John (2011) came up with a work text-module in English 1a (Study and
Thinking Skills 1) in the form of programmed materials (work text-module) a
kin to Self-Learning Modules (SLM). The validated work text-module was
tested for effectiveness to the experimental group of 50 first year Bachelor of
Science in Hotel and Restaurant Management students while the control
group consisted of 50 first year Bachelor of Secondary Education, Bachelor of
Elementary Education and Bachelor of Criminology students of Baguio
Central University in Baguio City during the First Semester of School Year
2006-2007 enrolled in English 1a. A pretest was given to both experimental
and control groups. The performances of the two groups were compared with
the result of their post tests which determines the effectiveness of the work
text-module in English 1a. The research used a combination of descriptive
and experimental research design. For the descriptive part, the developmental
and evaluative methods were used. For the experimental part, the non-
equivalent control group pretest-posttest designs under Quasi-Experimental
designs were used. The results of the pretest and posttest and gain scores
were analyzed using the mean, the standard deviations and the t-test at 5%
level of significance using degrees of freedom. Based on the findings, the
work text-module is highly appropriate and valid and it helped student in
English, learn and understand better the concepts, methods, techniques and
procedures to better learned in English 1a; the performance of the students in
the experimental group exposed to the developed work text-module differed
significantly from the performance of the students in the control group
exposed to the traditional method of instruction and the standard deviations of
the posttests of the experimental and control groups are less than those of
their pretests, this shows that the respondents became homogeneous after
the treatment, the experimental group was exposed to a refined, improved
and simplified instructional materials and a classroom discussion for the
control group. On the contrary the standard deviations of the post test of the experimental and control groups are greater than those of their pretests, this show that the respondents became heterogeneous despite the given treatment.

McAllister & Watkins (2012) conducted a study on Increasing Academic Integrity in Online Classes by Fostering the Development of Self-regulated Learning Skills on Middle and secondary schools have increasingly offered distance-learning classes as a means of meeting diverse student needs and curriculum requirements while using instructional and budget resources efficiently. Little emphasis has been placed on the readiness of students to participate and succeed in these less conventional learning environments. The ill-prepared and apprehensive student may be prone to academic dishonesty. This investigation seeks to synthesize how pedagogical efforts to foster the development of self-regulated learning skills may reduce instances of cheating and plagiarism in online classes.

Trends

The literature review in this section indicated that the results concerning the effectiveness of various instructional strategies i.e. Self Learning Modules, and other modular approaches have been mixed. Some studies have positive effects on various learning outcomes like achievement, retention, aptitude, attitude, self concept. (Dhamija, 1985; Jayalakshmi, 1985; Corbin, 1985; Kim & Sun, 1989; Yadav, 1989; Santhoshkumar, 1990; Arunachalam & Visweswaran, 1991; Kaushal, 1994; Misra, 1994; Pant, 1997; Reddy & Ramar, 1997; Kapoor, 1999; Kohli, 1999; Narula, 1999; Dubey & Khuntia, 2000; Kulbir, 2001; Roberts, 2004; Rowe, 2006) while some studies showed an unfavourable attitude towards the Self Instructional Material and Modular Instruction on various learning Outcomes. (Dasgupta, 1987; Guru, 1986 & King, 1987).

Some research studies have been conducted by adopting modular strategy on different school subjects at different levels and classes by (Dhamija, 1985) in Social Studies; (Mitra, 1989) in Biology for Elementary school children; (Kaushal, 1994) in Bio-Sciences to class IX; (Reddy
Ramar, 1995) in Mathematics for VIII Std; (Kapoor, 1999) in English Grammar for VIII class and (Kohli, 1999) in Geography for students of 10+1 class. (Binumon, 2000) on topic “Fisheries” at plus two level, (Kulbir, 2001) in the subject of Punjabi Grammar. (Visser, 2003) on Sixty 11th grade students at a public math and science academy. (Roberts, 2004) sixth-grade students on science modules. (Rowe, 2006) on learning difficulties in Reading and Numeracy on the children during early and middle years of schooling. (Shimizu et al., 2006) provided prompts (physical, verbal and gesturing) pointing with a computer mouse to teach pre schoolars. (Hurd, 2008) on language learners on a distance program. (Mynard & Navarro, 2010) on written dialogue within a learner and between learners (inner and peer dialogue).

Some research studies had been conducted at the level of Higher Education by; (Jayalakshmi, 1985) on Educational Psychology for B.Ed. Students; (Yadav, 1989) on methodology of Educational Research (Alspach, 1991) on nursing students (Pant, 1992) on Self-Guidance Modules for Secondary and Senior Secondary School Students; (Pecoraro, 1992) on interpersonal skills for home Economics teachers; (Misra, 1994) of polytechnic students in Chemistry; (Robinson et al., 1995) college students in writing integrated essays; (Revoland, 1995) on pre-service teachers to address the needs of students with Attention Deficit Hyperactivity Disorder (ADHD). (Shinohara-Egawa, 1996) on Junior College; (Pant, 1997) on Bookkeeping and Accountancy (Thompson, 1997) nursing orientation programme; (Narula, 1999) on polytechnic students; (Dubey & Khuntia, 2000) on Vocational Guidance for B. Ed. Students; (Schmidt & Ford, 2001) on nurses and their training; (Kang, 2002) on nurses about caring for hospitalized children with tracheotomies; (Zerger & Bishop, 2002) undergraduate and postgraduate students; (Dearnley, Dunn & Watson, 2006) on Higher Education; (Carcich & Rafti, 2007) among newly hired registered nurses in a hospital orientation group; (Conway, 2009) on pharmacy schools; (Cooker et al., 2010) on first and second year university students; (John, 2011) on first year Bachelor of Science in Hotel and Restaurant Management students and
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Bachelor of Secondary Education, Bachelor of Elementary Education and Bachelor of Criminology students.

**Personality Factors and Modular Approach**

It was found in the various research studies that different personality factors effect the learning outcomes of the students in Modular Approach. (Kohli, 1999) reported significant relationship between intelligence and achievement and scientific attitude and achievement. (Dhamija, 1985; & Kaushal, 1994) reported that modular approach increased the retention and self-confidence among the students. (Panda, 1990) observed the positive impact of modular instruction on cognitive and non-cognitive traits of the learners and (Pant, 1992) reported enhancement of self-esteem of learners. (Hurd, 2008) view that online learning technologies can help reduce anxiety; (McKenzie, 2000) suggested that self-paced instruction had a positive impact on reducing anxiety levels of male students; (Crocker & Park, 2004) found that cultivating a self-regulated learning is a more effective way of reducing anxiety and enhancing self-esteem.

### 2.2 RESEARCH STUDIES RELATED TO LEARNING OUTCOMES

Chambers & Abrami (1991) examined in field investigation the relationship between prior achievement (high vs average vs low), individual outcome (success vs failure), team outcome (success vs failure) and students' achievement and academic perceptions. 190 students in 7 elementary school classes learned mathematics for 5 weeks with the Teams-Games-Tournaments cooperative learning strategy. Team outcome was significantly related to achievement and academic perceptions and was independent of prior achievement and individual outcome. Members of successful teams attributed their team's performance more to ability and luck than did members of unsuccessful teams, believed themselves to be more successful, more deserving of reward, and happier about their team outcome.

Khayyer (1994) conducted a study on academic achievement and its relation to family background and locus of control. Six primary public schools, in the Illawarra region, New South Wales, were selected by stratified random
sampling. In each school, one class in each year (3, 4, 5 and 6) was selected to provide subjects, consisting of 502 students, 235 boys and 267 girls. Four kinds of instruments were administered to subjects of the study: a demographic and family background questionnaire, a locus-of-control questionnaire (Nowicki-Strickland), a reading-comprehension test (TORCH) and a mathematics test (PATMATHS). In order to investigate the effects of academic achievement, feedback on locus-of-control and attitude, two of the six schools, were selected randomly. In one of these schools the general results of students' academic achievement were used as group achievement feedback, while in the second school the group feedback was not administered. Group-achievement feedback appeared to influence locus of control attitude subsequently. The results of the study showed that the girls' academic achievement was significantly higher than the boys' academic achievement. No significant difference was found between the locus-of-control means of boys and girls. The academic achievement significantly increased with SES from low to high levels. Also, the internal locus-of-control attitude increased with SES from low to high levels. The academic achievement of the English-speaking students was significantly higher than the academic achievement of the non-English-speaking students. Also, the non-English-speaking students had a more external locus-of-control attitude than English-speaking students. Locus of control, socioeconomic status, grade, and sex and language background had significant direct effects in determining academic achievement; grade, socioeconomic status and language background had significant direct effects in determining locus of control. Neither mother's work patterns nor family size had significant effects on academic achievement or locus of control.

Garatti (1999) conducted a study on the interplay among second language (L2) modes of syntax presentation, learners, abstract reasoning abilities (induction and deduction), I Q and instructional preferences on 66 beginner students studying at a US State University and revealed that differences in instructional modes did not result in differences of achievement or transfer of the rule. Employee based group inductive reasoning significantly related to achievement and transfer. Other employees from the study indicate...
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that there were no discrepancy between students understanding of the rule and its actual implementation. The findings from the self report also indicated that students vary both examples and rules when instantiating rules, even when only examples or rules are provided during instruction.

Hoadley (1999) examined what students in the middle school science course learned through on line peer discussion through cognitive accounts of collaboration stressing on interacting with ideas and socially situated accounts stressing on the interpersonal context. Results indicated that there was a large effect of discussion group on learning outcomes which is not reducible to group composition or gross measures of group process. Experimental manipulations in the types of social cues available to students suggest that many students do use socially relevant representations to support their understanding of multiple viewpoints and science reasoning.

Anchuthengil (2000) investigated the effect of learning styles (based on Kolb’s experiential learning theory), learning environments (synchronous interactive television) and student achievement of physical therapy, on students enrolled in distance education. The results indicated significant interaction effect between two independent variables. Simple main effect analysis of interaction reported a positive effect of learning environment at diverger and assimilator learning style types and no effect for converger and accommodator types. The research concluded that the information generated would expand the knowledge base of learning styles and its relationship to learning environment on student achievement of physical therapy graduate students. The research findings of the study supported faculty development programs designed to increase awareness of learning styles differences and equip faculty to meet the diverse learning needs of the students.

Brogan (2000) evaluated student achievement and attitudes using different learning modes to understand how applications of technology based learning approaches can be improved to address several temporary issues regarding learning outcomes. Using multiple methods, the study compared three different learning models used with college age students at the Dallas Country Community College System. Results included evidence computers can deliver successful teaming outcomes based on pass rates grades, as well
Review of Related Literature

as student satisfaction. Strong linkages between attitudes successful learning outcomes got the need to focus on enabling positive attitudes. Implementation issues can play a key role in influencing outcomes and attitudes. Another major finding in the study is the need to reframe our views of successful learning outcomes, a way from grades and pass-rates and towards assessing successful attainment of learning goals.

Kong (2000) studied student's engagement in the process of mathematics learning and its effects on learning outcomes. Three constructs, (behavioural engagement, cognitive engagement and affective engagement) were identified. By the use of classroom observations and follow-up interviews, results indicated that student engagement in mathematics curriculum vary not only quantitatively but also qualitatively. With path analysis, it was found that student's behavioural engagement was closely associated with performance in commutative and simple problem solving. Cognitive engagement and affective engagement were closely associated with performance in the open-ended problem-solving. Cognitive engagement and affective engagement were also significantly correlated with each other.

Miller (2000) examined mathematics knowledge of pre-service elementary teachers within the context of a course designed to be consistent with mathematics reform. The findings of the study indicated that students needed to experience learning mathematics within a course structure that was aslant with reform. Most students identified school experiences and teachers as the primary source of their beliefs about mathematics. Finally, the study showed that the course was effective in increasing the three types of mathematics knowledge in changing some students inhibiting beliefs and attitudes regarding mathematics, and in reducing mathematics anxiety.

Rothman (2000) conducted a study on the impact of computer based versus 'traditional' text-book science instructions on selected student learning outcomes. Pre-test data related to each of the student learning outcomes was collected at the beginning of the school year and post-test data was collected at the end of the school year. This study concluded that non-traditional computer based instruction in science significantly improved high school student's attitude towards science learning and their level English Level
development. Positive trends were found for the following student learning outcome overall science achievement and development of critical thinking-enquiry skills.

Tuorinen (2000) studied that other researches conducted on learning the cognitive load of discovery learning of students did not find any significant difference in learning outcomes despite differences in prior experiences with databases. The study therefore concluded that discovery learning (i.e. exploratory, practice) is not as useful for students with minimal prior knowledge studying high 'pent interactivity material as a worked examples approach, but if the students have good prior knowledge, the two formats of instruction are equivalent.

Webb (2000) studied the moderating effects of the information technology on knowledge delivery as an examination of interaction process and learning outcomes. A model was developed and empirically validated to explain the effects of Information Technology on learning outcomes. Results indicated that the use of Information Technology has significant, positive effect on an objective measure of learning outcomes.

Suanpang, Petocz & Kalceff (2002) found Worldwide, electronic learning (E-learning) has become an important part of the education agenda in the last decade. The Rajabhat Institute Suan Dusit, Thailand has made significant efforts recently to improve the effectiveness of course material available for learning by using Internet technologies to enhance learning opportunities. The research was to study factors influencing student learning, the impact of using new technology in their learning, and the outcomes of using different structures for course delivery. Several factors that influence student learning have been studied, including their attitude toward statistics, experience using technology in learning, educational background, and learning styles and characteristics. This paper focuses on an analysis of students’ attitude towards statistics. 230 second year students participated in the research, classified into six groups: two groups of traditional campus-based learners, one group of traditional distance learners, two groups of campus based online learners and one group of distance online learners. The study was conducted over 16 weeks, with data being collected pre-study,
during study and post-study. The methods of data collection included interviews, questionnaires, diaries, web-board message posting, student reports on their experience of using Internet, and student marks. Significant differences were found in student attitudes towards Statistics between the different modes of learning. No significant differences were found in students’ attitude towards statistics between the different places (campus-based, distance) of learning. The results showed highly significant differences in students’ attitudes towards learning statistics online and using a traditional approach.

Murtonen (2005) the aim of the study was to study the difficulties that some students of education, psychology and social science experience in their quantitative research courses at university. The problem is approached from the perspectives of anxiety studies, studies on conceptions and beliefs, orientations in learning situations and theories of conceptual change. In Study I, it was found that research, especially quantitative methods and statistics, appeared to be more difficult for education and sociology students to learn than other academic subjects, for example their major subject studies and language studies. The students reported difficulties with superficial teaching, linking theory with practice, unfamiliarity with and difficulty of concepts and content, constituting an integrated picture of the parts of scientific research in order to really understand it, and negative attitude toward these studies By selecting less and more advanced students with the questionnaires developed on the basis of Study I, it was found in Case Study II that anxious students’ concept map of research, drawn in an interview situation, was more fragmented than the concept maps of less anxious students and experts. On the basis of Case Study II, it could be hypothesised that difficulties experienced are connected to students’ content knowledge. It is often assumed that the difficulties experienced in the learning of quantitative methods and statistics could reflect earlier bad experiences with learning of mathematics. Study III revealed that the high school mathematics grade was only partly associated with difficulties experienced. A belief in one’s low ability in mathematical subjects was connected to other difficulties experienced in the learning of research, so there is a mathematical factor involved in
difficulties in learning of quantitative methods. Difficulties experienced were not related to success in university statistics or research courses, as has also been shown in previous studies. In Study IV, different views on research methods were found in Finland and USA with regard to students' appreciation of quantitative, qualitative, empirical and theoretical methods. Some of the students had a dichotic attitude toward quantitative and qualitative methods; they seemed to "choose their side" between these methods. In both countries, a negative research orientation toward quantitative methods was found which was associated with a positive view on qualitative methods. This qualitative research orientation was connected in some Finnish students with difficulties in learning of quantitative methods. When asked about difficulties experienced in learning of quantitative methods, 58% of the Finnish students and 21% of the US students reported such difficulties. Study V looked at students' views on the need for research skills in their future working life in comparison to their motivational and learning orientations and difficulties experienced in learning of quantitative methods. It was found that in both Finland and the U.S.A., the students who were not convinced that they would need research skills in their future work, were less task- and deep oriented in their study situations, and experienced more problems with learning than the students who agreed that they would need research skills. Together, these five studies showed that students' difficulties experienced in quantitative methods courses, research orientations and motivational factors, do constitute an interconnected web that may also have implications for content learning and to students' views of the importance of research skills for their future work.

Muhammad (2007) in his study explores the attitude and motivation of the female English language learners towards English language learning. The participants comprised 9 female English Language Learners in Southern Punjab which is considered the primitive area of Punjab and the females are not provided many chances to carry their education at further or higher level. On the one hand, the present study explores the attitude and motivation of these learners and on the other their desire to learn foreign languages.

Yung (2007) explored the perceptions of employers and graduates about the achievement of learning outcomes of graduates in a university. In
order to reveal a comprehensive picture of the study, perspectives of the graduates (2003 and 2007 graduates) on teaching and learning experiences and the employers (HR managers and supervisors of 2007 graduates) on performance attributes of graduates were also analyzed. Similar tendencies were observed in comparing each of the following four areas: (1) the achievement of learning outcomes (educational aims) for the graduates in two cohorts (2003 and 2007 graduates); (2) the perspectives of the teaching and learning environment (teaching and learning scales) for the graduates in the two cohorts; (3) the achievement of learning outcomes for 2007 graduates by employers (HR managers and supervisors of the 2007 graduates); and (4) the achievement of performance attributes for 2007 graduates by employers. Through measuring the achievement of the educational aims and teaching and learning scales, this paper finally: (1) describes the extent of learning outcomes that were delivered to the graduates and promoted to the community, and (2) reviews the fulfillment of a value position in the framework of good practices designated by the University Grants Committee of the Hong Kong Special Administrative Region (UGC).

**Fredericks, Sidani & Shugurensky (2008)** found that Post-operative Coronary Artery Bypass Graft (CABG) patients require educational interventions to support recovery and prevention of surgical complications. However, the effectiveness of these interventions is questionable, as stress related to the hospitalization process can result in increased levels of anxiety that may impact on the success of the education. The purpose of this study was to examine the relationship between anxiety and the achievement of knowledge, use of self-care behaviours, and management of symptoms. A descriptive correlation design was used, which included a convenience sample. Results indicate statistically significant correlations between anxiety and the outcomes of interest.

**Creasey, Jarvis & Knapcik (2009)** found that there is a need for an instrument that assesses student-instructor relationships as many experts speculate that close, non-threatening relationships between students and instructors predict positive achievement orientations, academic progress and success. In this paper, we present reliability and additional validity data.
concerning the Student-Instructor Relationship Scale, a 36-item inventory we developed that taps student-instructor relationship connectedness and anxiety. In the first study, college students completed this instrument twice over a 3-4 week time period and the instrument subscales possessed good test-retest reliability. In the second study, the subscales of the SIRS were associated with student perceptions of test anxiety in a randomly determined class. As predicted, student instructor connectedness was negatively associated with test anxiety and student-instructor anxiety was positively associated with this construct.

Daisy (2009) identified whether language learning anxiety and learning achievement have a positive correlation or negative correlation, potential sources of anxiety, and the strategies to reduce language anxiety. The thesis, first of all, reviews the popular and current research on anxiety, and finds out what is still left to be done. Inspired by the multitudinous Western research results in language anxiety, I adopted case studies to do the relative research for this paper. The results show that, in general, students are more or less negatively influenced by language anxiety. There is negative correlation between outcomes and anxiety most of the time. The factors contributing to different anxiety levels are self-esteem, cultural differences, and personality. The sources from which students. English learning anxiety emerges are expectations from parents, instructor-learner relationship, tolerance of ambiguity, unscientific beliefs about language learning, and identification of culture shock. Based on the above analysis, some teaching strategies are proposed, among which the following are most effective for teachers to alleviate students. Language anxiety: being a popular facilitator, creating a relaxing and pleasant learning atmosphere, adopting a cooperative learning model, changing learner beliefs about language learning, and applying affective strategy training.

Kesici & Erdogan (2009) conducted a study to determine whether motivational beliefs and self-regulated learning strategies are significant predictors of college students' mathematics anxiety. The subscales for the motivation scale are intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance,
and test anxiety; while the subscales for the learning strategies scale are rehearsal, elaboration, organization, critical thinking, meta cognitive self-regulation, time and study environment management, effort regulation, peer learning, and help-seeking. The study group was comprised of 183 college students. It was determined that college students' test anxiety and self-efficacy for learning and performance are significant predictors of college students' mathematics anxiety. In addition, college students' rehearsal and elaboration of cognitive learning strategies were found to be significant predictors for their mathematics anxiety.

Baharun & Porter (2009) conducted a case study investigating the use of technology i.e. video resources in teaching statistics to 40 Health Informatics post-graduate students at the University of Wollongong. The purpose of the study is to investigate if the use of such technology has some impact on student learning outcomes in terms of their understanding of topics and level of anxiety in learning the subject. Further this study was to determine ways on how to improve the resources in creating a comfortable learning environment for students. There were a cohort of 66 on-campus and 20 distance-learning mode students registered for the subject. The results from the study showed that a majority of the students were concerned about their learning of statistics and claimed that the use of resources proven to be helpful in understanding the subject better and reducing their anxiety in learning it. The findings from the study reveal that students were concerned about their learning of the subject and they found that the use of videos as teaching and learning tools in the subject was helpful in increasing their understanding of topics covered and reducing their anxiety in learning it. At the end of the academic session, majority of the students were confident in most topic areas covered and they were also comfortable in taking the subject.

Storey (2010) conducted a study to investigate the extent to which participation in co-curricular events enhances the achievement of student-learning outcomes in community college students. One community college in Illinois Chicago Metropolitan Area Community College (CMACC), a pseudonym was selected to research based on its robust co-curricular activity
programming. A concurrent nested mixed methodology (Plano Clark & Creswell, 2007) was used, nesting quantitative data within qualitative data. To generate quantitative data, a student survey was distributed to 128 students involved with co-curricular activities at CMACC. Participating students were asked to identify their involvement with co-curricular programming and how this participation correlated with the institution's general education learning outcomes and related objectives. Quantitative data analysis found that participation (in 6 of the 15 co-curricular activity groups at CMACC) was correlated modestly though statistically significant to the achievement of institutional general education learning outcomes. These co-curricular groups include the following: Internship/Co-op, Multicultural, Career/Professional, Service and Awareness, Creative Arts, and Leadership. To generate qualitative data, semi-structured interviews were conducted with individuals familiar with co-curricular programming at CMACC: two student leaders, two student activities staff members, two faculty members, and two student services administrators. Interview participants were asked about their perceptions regarding (a) co-curricular programming and its connection to the achievement of CMACC's general education learning outcomes, (b) their thoughts about CMACC professionals regarding co-curricular activities, and (c) recommendations to improve the link of co-curricular activities to classroom learning. Qualitative data analysis revealed themes that support co-curricular events and the achievement of student learning outcomes, including the following: sharing information with peers, using reputable sources to convey messages, knowing about current global trends and issues, planning finances and budgets, preparing for the workforce, blending technology with learning, being fiscally responsible, critiquing writing skills, and increasing social networking skills through technology. Qualitative data analysis also indicated that the perceptions of CMACC professionals understanding of co-curricular activities include such components as themes of support, recognition, value, and appreciation. Finally, interviewees recommended improving the link between co-curricular programming and the achievement of CMACC's institutional learning outcomes by (a) exposing and assessing co-curricular activities, (b) communicating co-curricular activity
opportunities, and (c) planning collaborative co-curricular and curricular events within the institution.

**Titre (2010)** conducted a research to determine the role of foreign language anxiety in 213 Chinese-English interpretation students’ learning outcomes, which were indexed by the participants’ mid-term exam scores and semester grades. This study employed Spielberger’s (1983) Trait Anxiety Inventory to measure the students’ trait anxiety, while utilizing Horwitz, Horwitz et al.’s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) to measure the participants’ foreign language anxiety. Results of correlation analyses showed that a) trait anxiety was not related to either mid-term exam scores or semester grades, b) foreign language anxiety was significantly and negatively associated with both outcome measures, c) after controlling for the effect of trait anxiety, the relationship between foreign language anxiety and interpretation learning outcomes remained significant, and d) a vast majority of the FLCAS items had significant and negative associations with both outcome measures.

**Ogundokun (2011)** investigated learning styles, school environment and test anxiety as predictors of learning outcomes among secondary school students. The participants were three hundred senior secondary two students randomly selected from randomly selected secondary schools in Iseyin Local Government Area of Oyo State. Their age ranged between 12 and 19 years with mean age of 15.4 years and the standard deviation of 4.56. The participants were administered four valid and reliable instruments to assess the predictors of learning outcomes among the students (learning styles, school environment and test anxiety). Pearson’s Product Moment Correlation and Multiple regression analysis were used to analyse the data. The result demonstrated that learning styles, school environment and test anxiety jointly predicts the learning outcomes but test anxiety is the most potent predictor of learning outcomes.

**Marsh & Andrew (2011)** found a positive self-concept is valued as a desirable outcome in many disciplines of psychology as well as an important mediator to other outcomes. The present review examines support for the reciprocal effects model (REM) that posits academic self-concept (ASC) and...
achievement are mutually reinforcing, each leading to gains in the other – and its extension to other achievement domains. Critical features in this research are a theoretical emphasis on multidimensional perspectives that focus on specific components of self-concept and a methodological focus on a construct validity approach to evaluating the REM. Consistent with these distinctions, REM research and a comprehensive meta-analysis show that prior ASC has direct and indirect effects on subsequent achievement, whilst the effects of self-esteem and other non-academic components of self-concept are negligible. They then provide an overview of subsequent support for the generality of the REM for: young children, cross-cultural, health (physical activity), and non-elite (gymnastics) and elite (international swimming championships) sport. This research is important in demonstrating that increases in ASC lead to increases in subsequent academic achievement and other desirable educational outcomes. Findings confirm that not only is self-concept an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes.

Chow, Finney & Woodford (2012) conducted a study to look at the accuracy of perception to actual performance in short-term intervention style training/instruction. Two studies conducted using university students in problem solving exercises compared the performance of the students to their actual performance on the designated problems. Following the instructional intervention, the participants were asked to use a presented strategy in solving a target solution problem. Participants were then asked a short series of post-study questions related to their perception of the learning outcomes. Perception accuracy was measured through analysis of scoring on the target solution problem and the corresponding answers to the post-study questionnaire. In both studies, there was a positive relationship between the score on the target solution problem and the responses to the post-study questionnaire. The results of this study are limited to university students in a mid-sized Southeastern US institution. The results suggest that further study with other subject populations may support these findings. Findings suggest that students have an accurate awareness of their understanding following an instructional intervention. Educators and trainers can use this accuracy in
perception to measure the level of learning following lectures or other learning or training activities. This can provide useful information following classroom lectures, reading assignments, and testing to get a measure of learning, and can also be used following training activities as a measure of transfer of training. The paper compares students' accuracy of perception to actual performance, and finds that students have an accurate awareness of their understanding following an instructional intervention.

Trends

The review of research related to learning outcomes reveals, a student when confronted with different instructional material, acts as the decisive elements in promoting positive learning outcomes. These learning outcomes are in the form of achievement, attitude, self concept, self efficacy, motivation, locus of control. Instructional material promotes positive learning outcomes (Chambers & Abrami, 1991; Hoadley, 1999; Anchuthengil, 2000; Brogan, 2000; Kong, 2000; Miller, 2000; Rothman, 2000; Webb, 2000; Suanpang, Petocz & Kalceff, 2002; Muhammad, 2007; Yung, 2007; Marsh & Andrew, 2011) and found a need to reframe our views of successful learning outcomes, away from grades and pass-rates and towards assessing successful attainment of learning goals and to enable positive attitudes (Brogan, 2000).

Further, different instructional strategies were used to see the effect on learning outcomes like Reciprocal Effects Model (REM) posits Academic Self-Concept (ASC) and achievement (Marsh & Andrew, 2011). Learning styles, school environment and test anxiety as predictors of learning outcomes (Ogundokun, 2011). While differences in instructional modes did not result in differences of learning outcomes (Garatti, 1999; & Tuorinen, 2000). The use of Information Technology has significant, positive effect on an objective measure of learning outcomes (Webb, 2000). Impact of computer based versus ‘traditional’ text-book science instructions on selected student learning outcomes (Rothman, 2000). Student's engagement in use of classroom observations and follow-up interviews in the process of mathematics learning and its effects on learning outcomes (Kong, 2000). Highly significant differences in students’ attitudes towards learning statistics.

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online and using a traditional approach and no significant differences were found in students' attitude towards statistics between the different places (campus-based, distance) of learning (Suanpang, Petocz & Kalceff, 2002).

While few studies were conducted in relation to anxiety and self-esteem like; significant correlations exist between anxiety and the outcomes of interest (Fredericks, Sidani & Shugurensky, 2008). Videos as teaching tools proven to be helpful in understanding the subject (statistical concepts) better and reducing anxiety in learning (Baharun & Porter, 2009). College students' test anxiety and self-efficacy for learning and performance were significant predictors of college students' mathematics anxiety (Kesici Erdogan, 2009). There is a negative correlation between outcomes of language anxiety and the factors contributing to different anxiety levels—self-esteem, cultural differences, and personality (Daisy, 2009). Student-instructor connectedness was negatively associated with test anxiety, and student-instructor anxiety was positively associated with this construct (Creasey, Jarvis & Knapcik, 2009). Learning styles, school environment, and test anxiety jointly predicts the learning outcomes but test anxiety is the most potent predictor of learning outcomes (Ogundokun, 2011).

2.2.1 Research Studies Related to Achievement

Marsh, Smith, Marsh & Owens (1985) studied two single-sex ('high schools serving the same neighborhood was reorganized to form coeducational (coed) high schools. Self-concept was measured for students in grades 7–11 in each of 4 years that spanned the pre transition (Year 1), the transition (Year 2), and the post transition (Years 3 and 4). Both boys and girls there was a clear increase in multidimensional self-concepts from the pre transition to the post transition, despite a slight decrease in self-concepts for students attending coed classes during the transition year. Sex differences in specific areas of self-concept—thefavoring boys and those favoring girls—were unaffected by the transition. Achievement grades from the statewide School Certificate referred examination, awarded to all students at the end of grade 10, were monitored for the same 4 years. Across the 4 years of the study there were no significant differences in either mathematics or English achievement. Girls perfor
substantially better than boys in English and relatively poorer in mathematics, but the sizes of these differences were unaffected by the transition. The results of the present investigation suggest the benefits of transition to coeducation for both boys and girls in multiple dimensions of self-concept that are not at the expense of academic achievement.

Khare (1986) reported that students’ achievement was better under a structural approach than that under the traditional method in respect of spelling, comprehension, composition, applied grammar and vocabulary.

Saunders & Shepardson (1987) examined the effect of concrete and formal instruction upon reasoning and science achievement of sixth grade students. Four intact classes of sixth grade students were randomly selected into two treatment groups; concrete and formal. The treatments were patterned after the operational definitions published by Schneider and Renner (1980). Pretest and posttest measures were taken on the two dependent variables; reasoning, measured with Lawson's Classroom Test of Formal Reasoning, and science achievement, measured with seven teacher made tests covering the following units in a sixth grade general science curriculum: Chemistry, Physics, Earth Science, Cells, Plants, Animals, and Ecology. Analysis of covariance indicated significantly higher levels (better than 0.05 and in some cases 0.01) of performance in science achievement and cognitive development favoring the concrete instruction group and a significant gender effect favoring males.

Salim (1988) conducted a study to determine the effects of a Mastery Learning strategy on the achievement of secondary school Chemistry students in Sabha, (The Socialist People's Libyan Arab Jamahiriya). The influence of gender and aptitude (independent variables), on achievement (dependent variable) was also studied. 298 male and female first-year secondary school students (tenth grade) participated in this study. The treatment groups consisted of eight classes with four teachers. Four classes were assigned to Mastery Learning (experimental group) and the other four classes were assigned to the non-Mastery Learning (control group). The treatment lasted thirty-days and was centered on two Chemistry units: Matter and its Change and Laws of Chemical Reactions. Achievement was
measured with two summative tests, one at the end of each Week. Students' aptitudes were assessed with the School Qualification Test (SQT), which is required of all students holding a preparatory certificate, to enter the secondary schools. The following conclusions were made from this study: (1) there were significant differences in achievement due to instructional strategy. The Mastery Learning students had significant achievement gains in Chemistry across all achievement tests. (2) Under these study conditions, female students of first-year secondary chemistry have significantly higher overall achievement mean scores than male students. However, these findings are questionable, (3) There was a significant difference in achievement between students of different aptitudes across all levels of treatment. Students of high aptitude have higher achievement scores than students of average or lower aptitude. (4) Although, females and males did significantly better under Mastery Learning, the instructional strategy appeared to reduce gender differences. (5) Although, all aptitude students benefited from Mastery Learning, high and average aptitude students benefited more than low aptitude students.

Kaile (1989) studied the relationship of intelligence creativity and language usage with achievement in languages at three levels of SES. The study was conducted on 250 students of IX grade. Group test of general mental ability by Jalota and Singh, Torrance's test of creative thinking, DAT sub-test for language usage and Kuppuswamy's SES scale. There was found to be significant and positive correlation between the measures of intelligence, creativity and language usage with achievement in languages.

Zimmerman (1989) studied children's development of self-regulation as an achievement of socialization processes. Two essential characteristics of students' self-regulated academic learning have been identified — their use of strategies and perceptions of self-efficacy. A social cognitive model of academic self-regulated learning is proposed that integrates three determinants of self-regulated learning (personal, behavioral, and environmental) on the basis of a strategic control loop. When students monitor their responding and attribute outcomes to their strategies, their learning
becomes self-regulated, and they display increased self-efficacy, greater intrinsic motivation, and higher academic achievement.

**Blakely (1992)** conducted a study to compare normal curve equivalent scores (NCE) on the School Attitude Measure with NCE scores on the California Achievement Test Form E and the comprehensive Tests of Basic Skills, Fourth Edition in 1990 with scores in 1991 to determine the relationship between achievement and attitudes of students. The comparisons of the NCE scores of forty-four primary age students were made after a one-year interval in which intervention strategies were implemented by the school staff in an effort to improve attitudes and achievement levels of students. No significant difference was found at the .05 level between achievement test scores in 1990 when compared 1991 nor in attitude test scores in 1990 when compared to 1991. Analysis also revealed that there was no significant relationship in 1990 or again in 1991 in student achievement scores and indent attitude scores when correlated. A significant relationship at the .05 level was found to exist between achievement test scores in 1990 when correlated with achievement tests: scores in 1991. In addition, a significant relationship at the .05 level was found to exist between attitude test scores in 1990 when correlated with attitude test scores in 1991. Finally, there was no significant difference found at the .05 level in the relationship of Students' scores on achievement and attitude tests in 1990 when compared to the same students in 1991.

**Rajendran (1992)** compared the effectiveness of the new activity-centered approach over the conventional method of teaching of English and found that activity-centered approach to teaching of English produced an improvement in reading and writing skills but there was no significant difference in the achievement of reading and writing skills between the students taught under activity-centered approach and the conventional method.

**Endler, Kantor & Parker (1993)** focused on multidimensional trait anxiety and coping styles and their relationship with situation specific coping responses, state anxiety and academic performance. It was expected that Social Evaluation trait anxiety and Emotion oriented coping would be
significant positive predictors of state anxiety in a stressful examination situation; it was also expected that these variables would be negative predictors of academic performance. Task oriented coping was expected to be a positive predictor of grades in the stress situation. The results found that state anxiety is predicted by Social Evaluation trait anxiety. Emotion oriented coping response, and Avoidance oriented coping response; a relatively strong relationship was found between specific coping styles and situation specific coping responses. Exam grade was related to the Task coping dimension but only for men.

**Woolfolk (1993)** concluded that when teachers use ten steps set by Canfield, (1990) in their classrooms, the improvements in students' self-esteem and achievement are rewarding. Quantitative investigations examined the perceptions of the Low-achieving English as Second Language (ESL) students of their language learning at the National University of Malaysia (Shah, 1999). This study further assessed the patterns of interactions from the views that these students hold their ESL learning experiences as related to attitude, motivation, socio-cultural influences, formal instruction, language education policy, and their own individual characteristics. The major findings of the study revealed that the elements of ineffective instructional practices had an influence on the students' ESL Low-achievers and academic achievement. The factors affecting students' achievement were:

**Attitude / Motivation:** (Which included lack of):
- positive attitude.
- instructional motivation, and,
- minimal effort

**Socio-cultural factors:** (which included the following):
- negative peers' reaction and behaviour,
- lecturers' practices, and,
- community influence.

**Individual Characteristics:** (which included):
- personality traits (introverted and non-risk takers, and low self-esteem),
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❖ language aptitude,
❖ high anxiety, and
❖ insufficient and inappropriate, strategies

**Formal Instruction:** (which included the following):
❖ ineffective instructional practices,
❖ unfavourable classroom,
❖ unsuitable lesson time, and.
❖ large class size.

**Language Education Policy:** (This included the following):
❖ unclear policy,
❖ unjustifiable policy, and,
❖ ineffective policy

_Balasubramaniam (1993)_ conducted a study of pupils' academic achievement in English in relation to their intelligence. The factors studied included intelligence, sex and medium of instruction. The sample consisted of 580 students of class XII. The achievement of students was found positively correlated to intelligence and medium of instruction while sex was not correlated significantly.

_Chopra (1994)_ studied differential efficacy of three methods i.e programmed instructional method, direct method and bilingual method on the achievement of students in English structures and favoured programmed instructional method in terms of achievement in English structures as compared to bilingual and direct method. Further, bilingual method was found to be more effective as compared to direct method. The intelligence of the students found to have a significant effect on the achievement of students whereas the socio-economic status of learners does not affect their achievement in English structures.

_Wiggins & Schatz (1994)_ found that the self esteem and academic achievement correlated directly to a moderate degree having one's academic achievement meet one's academic expectations and desires was a major support to most college student's self-esteem. A high self esteem had many positive effects and benefits, especially among college students. Students
who felt positive about themselves had fewer sleepless nights, succumbed less easily to pressures of conformity by peers, were less likely to use drugs and alcohol, were more persistent at difficult tasks, were happier and more sociable and tended to perform better, academically. On the other hand, college students with a low self esteem tended to be unhappy and less sociable, were more likely to use drugs and alcohol and were more vulnerable to depression, which were all correlated with lower academic achievement.

Paliwal (1994) conducted a study to develop communicative competence in written English among secondary school learners of Rajasthan. With regards to teaching approaches, a majority of teachers used translation method but no teacher was familiar with Communicative Language Teaching (CLT). Students were taught by CLT and traditional language teaching was significantly better than the control group in their performance.

Vora (1995) measured the achievement on-silent reading comprehension test in English for the pupils of standard XI and observed that boys and girls did not differ significantly on the achievement of reading comprehension while the urban and rural pupils differed in favour of urban pupils.

Kumar (1995) studied the effectiveness of Mastery Learning strategies on achievement in Economics in relation to sex, self-concept and cognitive style. It was concluded that achievement of +2 students of Economics was better when taught through KPSI than the students of BMLS. Achievement of male students was higher than female Merits in Economics.

Brian (1996) conducted a study involving the development and testing of a theoretical model consisting of a causal sequence of 13 constructs that influence senior secondary school achievement. The constructs were drawn from studies of both secondary school and tertiary institution students. A sample of students from 10 schools was surveyed three times during an 18 month period to gather data on each of the constructs. A path analysis was carried out to test the developed theoretical model. The results of this analysis confirmed that the theoretical model was adequate and appropriate in explaining and predicting senior secondary school achievement. As depicted
by the model, senior secondary school achievement known as Tertiary Entrance Rank (TER), is affected by: (a) eight exogenous variables (viz., family background, age, gender, locus of control, academic integration, social integration, goal commitment 1, and school commitment 1) measured midway through Year 10; (b) late Year 10 school achievement; (c) two variables, labeled ‘needs accommodation’ and expectation versus reality’, which purport to measure a student’s academic and social transition from junior (Year 10) to senior (Year 11) secondary school; and (d) modified assessments of goal and school commitment (goal commitment 2 and school commitment 2) taken at the end of Year 11.

**Esther & Douglas (1996)** studied four dimensions of parental involvement and assessed the relationship of each dimension with parental background and academic achievement. The findings provide little support for the conjecture that parents with low socio-economic status are less involved in their children’s – schooling than are parents with higher status, although school varied somewhat in parental involvement associated with volunteering and attendance as meetings of Parents – Teacher organization. They did not vary substantially in levels of involvement associated with home, supervision, discussion; of school-related activities at home had the strongest relationship with academic achievement. Parental participation at school had a moderate effect on reading achievement, but a negligible effect on mathematical achievement.

**Endler (1997)** conducted a study in which the students were divided into groups, each containing 15-20 student which would receive informative explanation about aim, procedure and answering methods of these tests; then at the presence of researchers, the questionnaire would be filled out and it takes approximately two one-hour sessions to be completed. For evaluating academicals achievement, the last two previous academic averages of the students was gathered and used as a mean of academic achievement. In the survey, data processing gained from statistical ways of Pearson’s correlation co-efficient. The survey’s results have signified that self-concept and self-esteem are relevant; it means that any increase in self-concept will amplify self-esteem. Thus in terms of these survey’s result people with high self-
concept and self-esteem respect and themselves, have high adaptability, are capable in initiating good motive relations with others, take part in creational works have an active role social groups and are endowed with high self confidence. The research also indicates that, not only self-concept is it correlation with self esteem but also can play an important role in academic achievement.

Warden & Lin's (1998) conducted a study on Taiwanese students' attitudes in which they used the Likert type scale combined with open-ended questions. The study revealed that the past learning processes affected the perspectives in English learning and the fears of the students. Since the study was conducted among non-EFL majors, the findings show that different language skills, teaching methods, interests and outlook affect the attitudes of the students towards the English language. The study suggested the adoption of a variety of methods that would meet the needs of the teachers and students.

Deidra (1998) investigated the relationships between student aspirations, student self-concept, and student achievement. These relationships were estimated using structural equation modelling. The hypothesis that rural and urban students may behave differently and have different influences was also investigated using a technique called multi-sample Analysis in the LISREL software package. Results demonstrated that, while urban students had significantly higher aspirations and achievement, their self-concept was similar to rural students. Further, there were no significant differences between rural and urban students in the paths for student aspirations, student self-concept, and student achievement. The importance of student self-concept as a mitigating effect on student aspirations and achievement was also demonstrated in this research.

Anusavice (1999) studied differences in academic achievement, school affiliation, student and teacher efficacy beliefs, parents' perceptions and teacher instruction between highly mobile students placed at stable and additional schools. The experimental and control student groups were matched demographically across race, gender, grade level, prior academic achievement number of school moves and length in residence at the school.
Sources of data included classroom observations, participant responses to teacher, student and parent surveys, and interviews with students, pre and post-test scores on a Curriculum-Based Assessment (CBA) in reading and mathematics and attendance and disciplinary data for the 1997-1998 school year. Pre and post-test data from the Curriculum-Based Assessment, analyzed using ANCOVA, indicated no significant differences in mathematics gains between the two groups of students. However, the students from Home Base school made significantly greater gains in reading than did the comparison group \( (p=0.04) \). t-test comparisons of discipline referral and attendance data indicated that participants at Home base had fewer discipline referrals and higher absenteeism than those at local elementary schools.

Crislip (1999) investigated the relationship of several school processes (i.e., curricular improvement planning, academic press variables, student attendance patterns) on elementary school writing outcomes, controlling for student background variables (e.g., SES, ethnicity, ability) and school context. After controlling for within-school variables that affect student academic performance (i.e., student composition, prior ability), a series of multilevel regression models was investigated to determine the value added by schools to student learning schools that are adding value to student learning exceed their expected achievement outcomes; given their particular student challenges. The results determined that several school process variables (i.e., identifying and implementing curricular improvement in writing over time, developing a stronger academic press, increasing school enrollment stability) contributed positively to student learning. More importantly, performance assessment in writing was determined to measure student learning more equitably across several composition variables (i.e., student socioeconomic status, ethnicity, language background) that have been consistently linked to learning outcomes in previous studies using standardized, multiple-choice tests in reading and language. The results of this study contribute empirical evidence indicating that school academic processes directly affect learning.

Russell (1999) conducted a study entitled intrinsic and extrinsic factors affecting achievement and academic self concept. 43 students attended three study sessions in which course-relevant information was presented in lecture
format. Exams were administered, after which students participated in one of the feedback conditions: experimental feedback, typical feedback and the control. Retest exams were administered one week later. Analysis of variance tests were conducted on difference scores of exam 1 and exam 2 indicating that students participating in the experimental feedback process scored significantly higher on retest exams than students who did not participate in the experimental process. Thus feedback regarding the competence of an individual affects Self-efficacy beliefs, which influences self-concept. Enhanced academic self-concept provides cognitive appraisals necessary to persevere. Persistence is the key element of a learning goal orientation in which students seek to improve their competence: the master key to learning. The data indicate that there were no significant changes in self-concept or goal orientation; however, a longer exposure period to the experimental feedback process may be required to influence these relatively stable constructs.

Miles (2000) investigated that the students' participants of a science enrichment program also agreed more than those students who had not participated in one that self motivation influenced academic achievement in their present science class. Finally participants of an extra-curricular science activity agreed more than those who did not participate in such activities that a tutor was also influential in their achievement completion of a science course and influential in future aspirations in science.

Amamio (2000) conducted a study in the Philippines on attitudes of students, teachers and parents toward English and Filipino as media of instruction and provided an interesting comparison. Students and teachers prefer the use of English as the medium of instruction with the teachers finding English as a more comfortable language for explaining ideas and concepts. Teachers further noted that English is an intellectualized language and a valuable tool to source information technology. However, the parents preferred Filipino because "it is a language in which they can think and express themselves" and it is a language that they understand and through which they themselves are better understood.
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Cleverson (2001) examined the responses of families to bilingual communicational methods and text versus video designed to facilitate science to home communication to increase parent’s involvement and 7th grade students’ achievement in the science fair projects. Significant results were that the video communication method was positively associated with student’s achievement on Science fair project.

Tyrrell (2001) indicated that the National Science Foundation predicts a shortage of Scientists and Engineers within the next fifteen years. Some agree that the participants of women in Science will be required to help meet the future demands of Scientist. Consequently continuous teachers search for learning strategy that provides opportunities for young women to achieve success with others in their science classes. This research concerned a note taking and teaching strategy that involves 7th grade science students. The results showed that achievement improved significantly after reviewing or using guided notes independently. The result also showed that significant improvement in achievement is not observed when participants used guided notes and reviewing together. Research showed that both boys and girls significantly improved their achievement in Science equally well for all treatment conditions.

Gera & Ahuja (2001) studied impact of classroom environment and academic stress on achievement of IX graders. Global achievement scores and scores on Maths, Science, and English were analyzed separately through 3 x 3 ANOVA. The sample consisted of 104 students from two schools of Chandigarh. The main findings of the study were that moderate classroom environment and low stress level was found to yield higher achievement scores in English, Maths and Science; Achievement of students in active and moderate classroom environment was almost the same in global achievement scores in English, Maths and Science.

El-Dash & Busnardo (2001) conducted a study using direct and indirect measures of attitude (subjective vitality questionnaire and a matched-guise instrument), on Brazilian attitudes toward English. Results reveal that the majority of adolescents favor English to the Portuguese language in terms of status and solidarity. Favoring the English language over the native
Portuguese is attributed to the general perception of English as a prestigious international language and as symbolic use among adolescent peer group.

Martins, Peixoto, Pereira, Amaral & Pedro (2002) conducted a study to analyse what strategies are pursued in order to protect self-esteem when it is threatened by a negative self-evaluation of school competence. Participants were 838 secondary-school students from the seventh to the ninth grades. Data were collected using Harter's Self-Perception Profile for Adolescents, together with a Scale of Attitudes towards School. Our results show that there are significant differences between the self-esteem enjoyed by successful and unsuccessful students in the seventh grade; such differences disappear in the eighth and ninth grades. They also reveal success-related differences in domain-specific self-evaluation. We also found that students with low levels of academic achievement attribute less importance to school-related areas and reveal less favourable attitudes towards school. We discuss these results in terms of Harter's self-esteem model and Robinson and Tayler's self-esteem protection model.

Cook, Tankersley & Timothy (2003) examined the relationship among perceived competence, anxiety, and mathematical and verbal achievement in a population of male and female Italian middle school students. 180 students were administered measures of trait anxiety, and measures of state anxiety were administered immediately prior to administering achievement tests in math and literature. In addition, students were administered six subscales of a perceived competence scale. Analyses of these data yielded a moderate negative correlation between mathematics achievement and state anxiety for the math test, and a descriptively smaller negative correlation between the literature scores and state anxiety for the literature test. Significant correlations were also observed between achievement and perceived competence for academic ability. The two state anxiety measures were found to be highly correlated; however, trait anxiety was not statistically related to academic achievement in either math or literature. A moderate negative correlation was observed between perceived competence for academic ability and state anxiety for math and a somewhat lower correlation between perceived competence for academic ability and
literature achievement. Males scored higher than females on the test of trait anxiety; however, females and males did not differ on any other anxiety or academic measures, including perceived competence for academic ability, math achievement, or literature achievement.

Kamhi-Stein (2003) suggested that the reader’s views of their home language and beliefs about reading may play an important role in reading. In her study of college readers in Spanish and English, findings show that attitudes seem to affect the reading behavior of the participants.

Zoller & Ben-Chaim (2006) conducted a study that the trait anxiety profile of future science teachers, as well as their preferences concerning types of examinations in science and mathematics, have been surveyed prior to the administration—within the various science courses—of several traditional and nontraditional types of examinations and the assessment of students’ state anxieties as well as their respective performance, i.e., their academic achievements. Our major findings are that:

(a) Our students prefer by far examinations in which the emphasis is on understanding and analyzing rather than on knowing and “remembering,” that the use of any relevant material during the examinations be permitted, and that the time duration be practically unlimited (e.g., “take-home”-type examinations).

(b) Students’ state anxiety correlates with the type of the examination, with a tendency towards somewhat higher anxiety for females. The preferred types of examinations reduce test anxiety significantly, and result in higher grades accordingly.

(c) The reduction of anxiety and the improvement in achievements as a function of the examination type are far more significant for low achievers compared with medium and high achievers.

(d) Although teachers are aware of the student preferences, they persist in giving their students their own “pet”-type examinations.

Yahaya, Hashim, Ramli, Boon & Hamdan (2006) conducted a study to determine the relationship between the self-concept and personality of students with academic achievement. The sample consists of 270 students...
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from six secondary schools were chosen by using stratified randomly method in Kluang, Johor. The pilot study was done in order to determine the reliability and suitability of the questionnaires. Meanwhile Cronbach Alpha was used to determine the internal consistency of the questionnaires. The reliability value of Cronbach Alpha for the whole set of questionnaires used was 0.8432. The descriptive statistics such as frequency, percentages, mean and standard deviation were used to analyze the dominant dimension in student’s self-concept. Other than that, inferential statistic such as t-test was used to analyze the difference between the self-concept and personality of students according to gender. Meanwhile, Pearson correlations were used at significant level 0.05 to analyze the relationship between self-concept and personality of students with their academic achievement. The research finding showed that the dominant dimension of self-concept was family self-concept. Beside that, t-test analysis showed that there was no significance difference between dimension of self-concept and personality of students according to gender. Pearson correlations analysis showed that there were no significance relation between dimension of self-concept and personality with student’s academic achievement. Therefore, suggestions were made to increase the student’s self-concept and the tendency of their positive personality in order to enhance their academic achievement.

Vizconde (2006) conducted a qualitative study to describe the attitudes of science and mathematics student teachers towards English, which is one medium of instruction together with Filipino, in the Philippines where a bilingual policy is being implemented. Through interviews conducted with sixteen student teachers from two leading teacher training institutions in the Philippines, the findings yield that student teachers have difficulty in adhering to the bilingual policy of education. Through the analysis of the interview transcriptions, the findings show that the majority of the student teachers prefer the alternate use of both Filipino and English inside their classrooms, which defy the actual designation of media of instruction. As science and mathematics teachers, English should be the only medium in their classrooms. Most argue that concepts and topics taught are not comprehensible to students when taught in English. Student teachers, though
agreeing that English is necessary in teaching their subjects, suggest that Filipino be used as a support language in the science and mathematics classes. These results have great implications in the present implementation of the bilingual policy as science and mathematics teachers have determined through their shared experiences that the use of English only in their classrooms has not been effective and productive in the long term.

**Fathi-Ashtiani, Ejei, Khodapanahi & Tarkhorani (2007)** surveyed some of personality characteristics of adolescents and their associations with academic achievement: Accordingly, 1314 randomly allocated students of Tehran’s high schools were assessed by Beck self-concept inventory, Coopersmith self-esteem inventory, Spielberger State-Trait anxiety inventory, Beck depression inventory. Results indicate that self-concept is correlated with self-esteem and these two have positive impacts on augment of academic achievement. Moreover, the increase of self-concept and self-esteem are related to the decrease of anxiety and a negative significant relation exists between self-concept, self-esteem and depression which will ensure decrease in academic achievement.

**Yeh, Yen, Lai, Huang, Liu & Huang (2007)** examined the correlations between academic achievement and levels of anxiety and depression in medical students who were experiencing curriculum reform. The differences in academic achievement and the directions of correlations between academic achievement and anxiety and depression among the medical students with different levels of anxiety and depression were also examined. Grade 1 students from graduate-entry program and grade 3 students from undergraduate-entry program in their first semester of the new curriculum were recruited to complete the Zung’s Anxiety and Depression Scale twice to examine their levels of anxiety and depression. Their academic achievement ratings in the four blocks of the first semester of the new curriculum were collected. The results indicated that no significant correlation was found between academic achievement and global anxiety and depression. However, by dividing the medical students into low, moderate and high level anxiety or depression groups, those who had poorer academic achievement in the first learning block were more likely to have higher levels of depression in the first
psychology assessment. Among the medical students who were in the high anxiety level group in the first psychology assessment, those who had more severe anxiety had poorer academic achievement in the fourth learning block. Among the medical students who were in the low anxiety level group in the second psychology assessment, those who had more severe anxiety had better academic achievement in the fourth learning block. Among the medical students who were in the moderate anxiety level group in the second psychology assessment, those who had more severe anxiety had poorer academic achievement in the second learning block. Among the medical students who were in the high depression level group in the second psychology assessment, those who had more severe depression had poorer academic achievement in the fourth learning block. The results of this study indicate that there are both positive and negative correlations between academic achievement and anxiety and depression in medical students, regarding differing levels of severity of anxiety or depression.

Mokashi (2007) conducted an ex post-facto research to identify the relationship between anxiety and scholastic achievement of residential school students conducted on a purposive sample of 330 students comprised of 165 boys and 165 girls from VIII, IX and X standards of two residential schools. Their age ranged between 14-16 years. Marks obtained in the previous final examination were considered for assessing scholastic achievement. Cattel’s (1963) Anxiety Scale Questionnaire was used to measure anxiety and Raven’s (1956) Standard Progressive Matrices Scale was used to measure intelligence. The results revealed that there was no significant relationship between personal characteristics of the respondents with anxiety and scholastic achievement. Among the boys income of the family and age were negatively related with anxiety and scholastic achievement respectively. Where as among the girls arts and music, sports and intelligence were positively related with scholastic achievement. Among the personal characteristics gender alone contributed to the extent of 9 percent variation in the level of anxiety and 13.4 percent variation in the level of scholastic achievement. Majority of the respondents were definitely above average in intelligence. The results showed that majority of the respondents were high in
their anxiety level and also in their scholastic achievement. Boys were significantly higher in anxiety while girls were higher in scholastic achievement and were definitely above average in their intelligence. There was no significant difference between the boys and girls of VIII, IX and X standards on anxiety, where as a significant difference was observed between boys and girls of VIII, IX and X standards on scholastic achievement. Results also revealed a significant negative relationship between lack of self sentiment development, guilt proneness and anxiety with the scholastic achievement of the respondents. Thus the results revealed that as anxiety increases scholastic achievement of the respondents' decreases.

Eysenck & Derkshan (2009) explored the effects of anxiety on our ability to perform tasks such as avoiding distractions on a computer screen, when reading a story, or solving a series of simple mathematics problems. "A lot of the negative effects of anxiety appear to be caused by difficulties with controlling attention. This suggests that training techniques designed to enhance attention control - the ability to ignore distractions and to switch attention from one task to another - could help anxious students to achieve their academic potential," he explains. In addition, the study showed that anxious individuals often perform at a comparable level to non-anxious ones but only do so at a greater cost in terms of effort or perhaps long term stress."This shows that it is important that teachers focus not only on whether a student's academic performance seems to be OK but also on how much effort the student had to put in to achieve that level. Anxious students may be trying desperately hard just to keep up and this could be at great psychological cost," says Professor Eysenck. In one of these experiments, participants' eye movements were recorded as they read a story that included a few 'distracter' words that were unrelated to the story. The researchers found that anxious participants took longer to read the story because they tended to dwell on the irrelevant words, particularly when they thought that their comprehension would be evaluated by others. In another experiment, participants performed two arithmetical tasks such as multiplication and division either in separate blocks (all the problems requiring multiplication grouped together and kept separate from the division problems) or with one...
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task alternating with the other. In this experiment, anxiety levels did not appear to affect the number of correct answers given but anxious participants took longer to complete the task, particularly when they had to keep switching from one type of mathematical calculation to another. Overall, the experiments showed that anxiety had more effect on how much effort it took to perform a task than on how well the task was actually performed. In other words, anxiety often produced “hidden costs” that were not apparent in performance.

Ulrich (2009) conducted a research in which the students were assigned to different classes on the basis of their achievement levels (tracking, streaming, or ability grouping) is an extensively used strategy with widely debated consequences. The authors developed a model of the effects of tracking on self-concept and interest that integrates the opposing predictions of "assimilation" and "contrast" effects, which specifies teacher-assigned grades as a major mediating variable, and tested it in 2 settings in which track level is clearly associated with different status-systematic tracking as a function of school type (Study 1, N = 14,341 German 9th-grade students) and separate streams within a comprehensive school system (Study 2, N = 3,243 German 9th-grade students). The results support predictions that students' math self-concept and math interest differ as a function of the achievement of their reference group, their own achievement, and their teacher-assigned grades. No systematic association between track level and math self-concept was found once individual student achievement, school/stream-average achievement, and teacher-assigned grades were controlled.

Peixoto & Almeida (2010) analyzed the strategies that underachievers used to maintain their self-esteem at an acceptable level. The participants were 955 adolescents in the 7th, 9th and 11th grades at four secondary schools in Lisbon. Three hundred fifty-two of these students had retaken a year at least once in their school careers, whilst 603 had never done so. We collected the data using both a self-concept scale and a scale for evaluating attitudes towards school. Results show that self-esteem is maintained through positive self-representations in non-academic facets of self-concept and/or by
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devaluing school-related competences. They also show that younger students are less likely to maintain self-esteem by devaluing the school experience.

Horzum (2011) conducted a study to determine the effect of web based instruction on students' web pedagogical content knowledge, academic achievement and the general satisfaction of the course. The study was planned and completed according to pre test and post test with control group experimental design. The study was carried out on 29 students. The web content knowledge of the students in both group showed significant change after the experimental procedure. The web pedagogical content knowledge and the attitudes towards web based instruction of the experiment group were found to be higher than control group after the course. Also the academic achievement of experiment group was higher than control group and there was no difference in course satisfaction.

Taylor (2012) explored the higher education learning experience of Kat, a mature female student. As part of a longitudinal case study spanning two years, data were collected through interviews and journal entries. The data were used to construct an account of Kat's higher education experience, focusing particularly upon her self-theory in relation to academic ability and achievement. Kat's account contained recurring themes related to self-doubt and academic inadequacy and yet she completed her course and progressed to further study. This article explores the factors that enabled Kat to succeed in her studies, suggesting that significant factors could be related both to her shift in self-theory concerning ability and to her tutor's beliefs regarding ability. The case study aimed to understand a particular learner's experience and as such is unique to Kat. However, the study provides depth of insight into certain issues faced by mature learners on entry to high education and as such contributes to our understanding of learning and teaching in higher education.

Richardson, Abraham & Bond (2012) conducted a study showing a review of 13 years of research into antecedents of university students grade point average (GPA) scores generated the following: a comprehensive, conceptual map of known correlates of tertiary GPA; assessment of the magnitude of average, weighted correlations with GPA; and tests of
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multivariate models of GPA correlates within and across research domains. A systematic search of Psycho INFO and Web of Knowledge databases between 1997 and 2010 identified 7,167 English-language articles yielding 241 data sets, which reported on 50 conceptually distinct correlates of GPA, including 3 demographic factors and 5 traditional measures of cognitive capacity or prior academic performance. In addition, 42 non-intellective constructs were identified from 5 conceptually overlapping but distinct research domains: (a) personality traits, (b) motivational factors, (c) self-regulatory learning strategies, (d) students' approaches to learning, and (e) psychosocial contextual influences. We retrieved 1,105 independent correlations and analyzed data using hypothesis-driven, random-effects meta-analyses. Significant average, weighted correlations were found for 41 of 50 measures. Univariate analyses revealed that demographic and psychosocial contextual factors generated, at best, small correlations with GPA. Medium-sized correlations were observed for high school GPA, SAT, ACT, and A level scores. Three non-intellective constructs also showed medium-sized correlations with GPA: academic self-efficacy, grade goal, and effort regulation. A large correlation was observed for performance self-efficacy, which was the strongest correlate (of 50 measures) followed by high school GPA, ACT, and grade goal.

Trends

The review of the literature on Achievement reveals the effect of use of various instructional strategies on achievement of the students like structural approach was favoured by (Khare, 1986); concrete instructions make greater gains in student achievement (Saunders & Shepardson, 1987). Mastery Learning students had significant achievement gains where female have higher achievement than male, Students of high aptitude have higher achievement (Salim, 1988). Positive correlation was found between the measures of intelligence, creativity and language usage with achievement in languages (Kaile, 1989). Favoured self-regulated learning for students to display increased self-efficacy, greater intrinsic motivation, and higher academic achievement (Zimmerman, 1989). Found CLT and traditional language teaching better than the control group in their performance (Paliwal,
1994). Favoured programmed instructional method in terms of achievement in English structures as compared to bilingual and direct method (Chopra, 1994). Achievement of +2 students of Economics was better by KPSI than BMLS. Achievement of male students was higher than females (Kumar, 1995). The video communication method was positively associated with student’s achievement on Science fair project (Cleverson, 2001). Both boys and girls significantly improved their achievement in Science using guided notes and reviewing together (Tyrrell, 2001). Moderate classroom environment and low stress level was found to yield higher achievement scores in English, Maths and Science (Gera & Ahuja, 2001).

While there were researches which had no effect on achievement with regard to instructional strategy like there was no significant difference found in the relationship of Students' scores on achievement and attitude tests in 1990 when compared to same students in 1991 (Blakely, 1992). No significant difference in the achievement of reading and writing skills between the students taught under activity-centered approach and the conventional method (Rajendran, 1992). Boys and girls did not differ significantly on the achievement of reading comprehension in English (Vora, 1995).

There were researches which had effect on Achievement with regard to Self-Esteem and Self Concept like when teachers use ineffective instructional practices there is. Improvement in student’s self-esteem and achievement in English (Woolfolk, 1993). Students with high self esteem perform better academically (Wiggins & Schatz, 1994). Self-concept is a correlate with self esteem and also play an important role in academic achievement (Endler, 1997). Self-esteem is maintained through positive self-representations in non-academic facets of self-concept and/or by devaluing school-related competences. They also show that younger students are less likely to maintain self-esteem by devaluing the school experience (Peixoto & Almeida, 2010). Transition to coeducation for boys and girls in multiple dimensions of self concept are not at the expense of academic achievement (Marsh et. al., 1985). No significant relation is found between dimension of self-concept and personality with student’s academic achievement (Yahaya
et. al., 2006). Self-concept is correlated with self-esteem have positive impacts on academic achievement (Fathi-Ashtiani et. al., 2007).

There were researches which had effect on Achievement with regard to Anxiety like state anxiety and academic performance were negative predictors of academic performance (Endler, Kantor & Parker, 1993). The two state anxiety measures were found to be highly correlated; however, trait anxiety was not statistically related to academic achievement in either math or literature (Cook, Tankersley & Timothy, 2003). Both positive and negative correlations was found between academic achievement and anxiety and depression in medical students (Yeh et. al., 2007). Anxiety had more effect on how much effort it took to perform a task than on how well the task was actually performed (Eysenck & Derkshan, 2009).

2.2.2 Research Studies Related to Attitude towards English

Grant (1984) conducted a study to compare English as a second language environments, Home (Neighbourhood) school with itinerant tutors and Center (magnet) schools with certified teachers. Subjects were 215 Spanish, Vietnamese, Korean, Laotian and H’mong speaking students, grades two through six, distributed evenly in Home and Center schools. The Language Assessment Scale (LAS) and the California Achievement Test (CAT) were used to assess English proficiency and academic achievement. The Chi square statistic and the Pearson product moment correlation coefficient were used for the comparison. Independent variables were the two ESL environments, language groups, grade levels, Chapter I remedial programs, exposure to English and LAS I and CAT pretest scores. The dependent variables were the LAS I and CAT post test scores. To complement the statistical measures, an ethnographic comparison of the two systems was done using observations and interviews. Significant differences were found in Home school enrollment by students who spoke more English in their homes and in language groups who exited the programme. No significant differences were found in linguistic and academic gain scores for (1) students with access to Chapter I, (2) grade level or language group, or (3) the two ESL delivery systems. The ethnographic aspect found similar educational experiences for ESL tutors and teachers- Differences were found
in facilities and materials. Both systems lacked coordination with the regular classroom teachers. Conclusions drawn from this study were: (1) Differences existed in the type of student attending each system. (2) Inconsistent testing and record keeping prevailed (3) the amount of English spoken in the home affected student’s English acquisition (4) Program personnel determined success rather than training, facilities, or materials.

Handley & Morse (1984) conducted a study which indicate that students' (N=155) self-concepts and gender role perceptions were related to both achievement and attitudes toward science, but more related to attitudes than achievement. In addition, these relationships became more pronounced for students as they matured from seventh to eighth graders.

Blakemore (1985) investigated the effects of Bloom's Mastery Learning strategy on students at Temple University in Philadelphia, as a taught Racquetball skill in physical education classes and found that mastery technique produced some less than positive attitudes about grading and the class in general. High aptitude mastery students liked the way the class was taught the least while high aptitude non-mastery students liked to the best. In achievement, mastery group at the mid-test, provided that ML was effective for producing quick result.

Kishore (1986) reported that retention of students taught physics using Mastery Learning Strategy for Senior Secondary school students, was significantly higher compared to the control group, taught the same material through traditional method.

LoVullo (1986) conducted a study to investigate the impact of Mastery Learning/ outcome based strategies on curriculum planning for elementary schools students. The study attempted to determine the influence these strategies had on the attitudes and achievement of sixth grade students. Ninety students participated in a Mastery Learning/outcome based programme. The results of the Sixth Grade Pupil Evaluation Program Test in Mathematics were used to compare the achievement of the matched students. A student's questionnaire consisting of forty validated statements was administered to the treatment and comparison group. The questionnaire
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statements were divided into two categories (1) students attitudes towards school and (2) students perception of teacher behaviours. It was concluded that (1) Attitudes are not significantly enhanced as a result of differences in schooling (i.e. mastery vs non-mastery). The mastery model is a viable curriculum planning model for improving achievement. Students in the mastery environment performed significantly better on the Sixth Grade New York State Pupil Evaluation Program Test in Mathematics.

Alam (1986) studied the effects of three experimental Interventions on the spoken English proficiency of eighth grade Saudi Arabian students and found that performance of groups 2,3, and 4 increased noticeably while the performance of group 1 taught by the traditional method remained at initial baseline phase level. The results further revealed the stability in performance during the withdrawal of treatments. Group IV, which received the combined treatment made the most gains in English oral proficiency.

Jain (1987) examined in detail the teaching of English language in secondary schools of Baroda in terms of objectives, curriculum, human resources, and classroom teaching and evaluation system and found that over 70% teachers still used lecture and translation method. However, group work, discussion etc. were used in few cases.

Kudesia (1987) conducted a study on teaching of technical English to first year students of a polytechnic and found that discussion method of teaching was significantly more effective in learning technical English than the lecture method of teaching.

Talton & Simpson (1987) conducted a study to examine the relationship of classroom environment to attitudes towards science and achievement in science among tenth grade biology students. An attitude instrument was administered at three times during the school year to measure student attitudes toward science and the classroom environment. The classroom environment measures examined six areas: emotional climate of the science classroom, science curriculum, physical environment of the science classroom, science teacher, other students in the science classroom, and friend's attitudes toward science. Student achievement in science was
measured by teacher reported semester grades. The results of the study indicated: (1) student attitudes toward the classroom environment predicted between 56 to 61% of the variance in attitudes toward science, (2) student attitudes toward the classroom environment predicted between 5 to 14% of the variance in achievement in science, (3) student attitudes toward science and attitudes toward the classroom environment predicted between 8 and 18% of the variance in achievement in science.

**Chandra (1988)** identified linguistic, psychological and environmental factors associated with proficiency in written English at plus two level and observed that proficiency in written English at the plus two level was significantly correlated with knowledge of grammar, reading comprehension, vocabulary, the ability to predict lexical and syntactical items and positive attitude towards English.

**Rao, Nijalingappa & Pillai (1988)** analyzed the proficiency attained by the diploma students in the aspects of language ability, written and oral communication, listening comprehension and manipulative skills and suggested suitable measures to improve learner’s language skills. The recommendation included:

- At least one comprehension exercise every week,
- Improving vocabulary by usage of new and technical terms,
- Practice in grammar exercises and helping them to understand rules of grammar.

**Wall (1988)** studied the naturalistic acquisition and self-directed learning of English as a second language and concluded that adults can and do gain skill in English as a second language by acquisition; just as children gain first language skills. Adults can and do learn English through self-directed efforts as learning English by adults was primarily a cognitive process. They could remember and use skills gained from meaningful human interaction for better than those presented to them for rote memorization and drills in classes.

**Hussein (1989)** formulated a study on the relationship between attitudes of English teachers in Egypt towards methods of teaching English
and is selected demographic characteristics. He took three methods of teaching English (inductive-deductive, effective and notional-functional). The findings of the study indicated that there is a significant relationship between attitudes of teachers of English in Egypt towards the notional functional approach and the type of educational institutions at which they teach. Of the three methods studied, teacher preferred (in descending order) the notional-functional -approach, inductive-deductive method and effective method.

Ram (1989) conducted survey to understand the methods and techniques of teaching English to class VI by the teachers in Delhi, Rajasthan, Orissa, West-Bengal and Andaman and Nicobar Islands and observed that the teachers used the traditional technique of teaching though had been trained to use new techniques and methods. The use of mother tongue and test-book was emphasized and grammar was taught despite claims to the contrary. Teachers were unaware of the structural and situational approaches.

Sarma (1989) conducted a study by designing a course in written English for the high school stage and found that use of communicative approach as language teaching strategies can bring about an improvement in the use of skills (writing English, note-taking, writing home assignments, letters to friends and writing compositions) which they sought to develop. As well as designed communicative syllabus in incorporating the needs of the students can in a tension-free, interactive classroom create a satisfying and positive attitude towards learning-writing and enhance the skill of writing and revising.

Taki (1989) studied an interaction between theory and practice in the ESL (English as Second Language) classroom. An examination of factors affecting second language acquisition and the observational study indicated that comprehensible input was provided by the teacher's talk and use of pictures and flash cards, which was meaningful to the students.

Grover (1991) studied various dimensions of students reading ability in English and reported that reading ability was not a unitary trait. There were significant differences in the mean achievements of central school and government school pupils in all the six types of reading ability test, however, there was no significant gender differences in reading.
Antonisamy (1991) studied English curriculum used in Engineering colleges affiliated to Madurai Kamaraj University. Bilingual method was used by some teachers for teaching grammar. Team-teaching, though desirable, was not adopted almost in all the Engineering colleges. Interaction with the students in the class existed, but most of the students did not know how to benefit from this interaction.

Dey (1991) evaluated the proficiency of English as a second language of the students of class X of West Bengal and found that students with high proficiency in the areas of vocabulary, stylistic transformation and alteration, applied grammar and contextual meaning were superior in proficiency in English as compared to their low profile counterparts.

Sarma (1991) conducted a study to identify errors in English of Assamese learners at the higher secondary level (English as second language) and found that most frequent errors occurred in the area of verbs, tenses, passives, articles and prepositions. The strategies adopted by learner were differentiations, simplification (semantic and syntactic), over generalization, categorization, translation, transfer and communicative strategies of paraphrasing.

Ajzen (1991) found that positive attitudes toward receiving instruction in English are especially important in an increasingly globalized world, and that having instruction in English supports universities’ efforts to add international components to their study programs. Therefore, having a positive attitude toward instruction in English as a strategy for internationalization should contribute to German students’ willingness to accept (some) courses taught in English. Hence, our study has aimed at identifying what makes German students accept (or even desire) instruction in English; that is, what contributes to a positive attitude toward instruction in a foreign language. Additionally, this information could be used to shape universities’ plans to introduce instruction in English within various subject settings as an internationalization strategy.

Alavandar (1992) conducted a research to study selected variables for improving English Reading Competency (ERC) and reported that boys differ
significantly from girls on ERC; urban pupils secured higher mean on ERC than rural pupils; pupils of private schools secured higher mean ERC than those from government schools and pupils of educated parents had higher mean ERC than those whose parents were illiterate. There was a strong and significant correlation between ERC and reading habits; ERC and spelling; ERC and vocabulary; ERC and grammar.

Ramamoorthy (1992) investigated the common spelling errors in English committed by VI standard students of high school and reported that students improved in their learning of spellings after the remedial teaching programme which involves the techniques as oral drill, intensive writing practice, gesticulation, dramatization, correlation, mimicry, pictures and flash cards and phonetic method was found effective in teaching of commonly misspell words.

DeFranco (1993) investigated the effect of using the modified mastery instruction paradigm with an announced mastery criterion level (80% out of 100% as mastery) on: (1) the academic achievement of hotel and restaurant students; (2) the attitudes of the students towards the course and; (3) the attitude of the students towards the instructor. The three null hypotheses stated that the modified mastery paradigm would have no significant effects on both academic achievement and attitudes. 46 subjects were randomly assigned to the Experimental Group while 50 were in the Control Group. A pretest and a posttest for achievement were administered to both groups. The treatment, the modified mastery paradigm, was only introduced to the Experimental Group. The data collected on achievement were analysed using the Analysis of Covariance (ANCOVA). The data for the teaching evaluation were collected during the second to the last class day and were analysed using a t-Test for unpaired samples. Although the achievement scores of the Experimental Group increased in a positive direction, the difference was not statistically significant enough to reject the null hypothesis. Similarly, there was no statistically significant difference in the attitudes of the students toward the course and the instructor. The data suggested that the modified mastery paradigm, as used in this study, was not significant enough to affect a strong difference in achievement and attitudes.
Tuckman (1993) conducted a study on motivational components of college students' performance and productivity. Using factor analysis, he identified three factors: (1) an attitude factor, primarily representing self-efficacy; (2) a drive factor, representing self-reported grade importance, test anxiety and two behavioural measures that reflected grade importance; (3) a factor that primarily represented ability (i.e., attitude and achievement test scores), but that also included cognitive strategy, Self-regulation tended to load in the attitude factor.

Torut (1994) compared language learning employed by Thai university students studying in different disciplines and at different English proficiency levels. A cloze test used for measuring English proficiency and self-reported learning strategy questionnaire were administered to 611 undergraduate students studying in three rural public universitities in Thailand. ANCOVA, ANOVA and stepwise multiple regression were applied for analyzing data. Resulting of this study with reference to specific findings can be summarized as follows: (1) differences in the use of language learning strategies of the subjects, particularly their Cognitive Strategies, are related to studying in different learning disciplines. (2) Use of language learning strategies is affected by English language ability (3) The classroom environment for teaching English in Thailand foster the use of Direct Strategies rather than Indirect Strategies.

Husain (1995) investigated the use of translation as learning strategy in English as a second language in general and also studied three different aspects of language i.e., vocabulary, phrases and tenses as influenced by the employment of translation as a learning strategy on 52 students of class XII. The difference between the pre-test and post-test scores for the control group was not significant but it was positively significant for the treatment group showing the overall percent gains in favour of treatment group. It indicated that strategy of translation helped in improving the proficiency level of second language learning.

Dave (1996) studied the effectiveness of the communicative approach, structural approach and conventional approach to English language teaching (ELT) at secondary level. The study was conducted on 161 students of IX-
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class and found from the classroom experiment that conventional approach was most effective. Further, when communicative approach and structural approach were compared, result favoured communicative approach. It has been found that students' opinion was favourable for communicative approach and conventional approaches to ELT with reference to their learning experiences.

Kumari (1996) compared the effects of the natural approach and the bilingual method of teaching English as a foreign language at the middle school level and inferred from the results of the study that the bilingual method facilitated the communicative skills of teaching of English as a foreign language better than that of natural approach. Further, the bilingual method was found superior to the natural approach in facilitating comprehension skill, speaking skill, reading skill and writing skill of teaching of English.

Al-Mekhlafi (1997) investigated the student-teachers' attitudes and preferences to error correction of written work. Majority of the student-teachers expressed their approval of the value usefulness and necessity of correcting EFL learner's written work. Student-teachers preferred teacher's direct correction and written comments to oral or overt ones, where learners have to discuss their errors with their teachers and classmates. More female students disliked oral correction than males. All the respondents preferred to have them corrected by their teachers and by the learners themselves (self-correction).

Kahn (1999) examined English language teachers of high school using constructivist model of instruction and traditional, transmission model of instruction and found that traditional approaches to teaching English were generally ineffective. The transmissivists focused on declarative knowledge and broad goals; the constructivist focused instruction on specific procedural knowledge important to the field and to life beyond the classroom. Instruction involved repeated practice of procedures with a gradual increase in independence moving from teacher lead activities to small group activities to individual performance. The constructivists approached teaching as a process of inquiry that involved a constant examination of what they were doing, what was happening in the classroom and how they could improve.
Sasikala (1999) conducted a study to assess the effect of communicative tasks and cognitive strategies on the oral English acquisition among class XI students and reported that communicative tasks facilitated oral English acquisition. Group work and pair work tasks enabled students to acquire more English. Role play tasks helped to acquire oral English and Imagery was found to be most used strategy.

Nazi (1999) investigated the effects of self-correction on the eradication of grammatical errors of student-teachers of English in oral speech during their teaching practice. The study indicated that student-teachers were not able to correct 32.9% of the errors due to their ignorance or no mastery of the rules. The accuracy increased as learners focused on form. Self-correction was found to be effective in reducing grammatical errors. The accuracy of self-correction depended upon the performer's efficiency.

Eccles & Wigfield (2000) found students' self-concept of ability represents the expectancy component of an expectancy-value model and is thereby related to task value (i.e., attitude toward the learning opportunity). We therefore expect mastery goal orientation to predict attitudes toward the new learning opportunity, both directly and also as mediated via the self-concept of ability. Stated another way, mastery goal orientation should show a direct, positive effect on attitude and on the self-concept of ability which, in turn, should also have a positive effect on attitude.

Bawa (2001) conducted evaluative study of teaching English to secondary stage students in Union Territory, Chandigarh on a sample of 202 teachers teaching English to secondary stage students in Govt. / Govt. aided / Govt. recognized / Private secondary and senior secondary schools and reported that 20.79% teachers employ interactive method followed by 19.80% teachers who employ discussion method. There are 13.86% teachers who employ lecture method whereas 11.38% teachers employ lecture cum discussion method. In addition to above approximately 2% teachers are employing translation method, direct method, translation cum grammar method, drill method, structural approach, bilingual method or explanation method. The result indicates that as far as different instructional strategies are concerned, the 21.38% teacher employ lecture strategy, 4.45% writing
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assignment strategy, 0.99% instructional approach, 0.55% situations!
teaching, 0.50% demonstration, 0.50% group discussion, 0.50% question
answer and 0.50% role playing strategy.

Singh & Satsangi (2001) conducted a research to study how English
language proficiency of students gets affected when studying an innovative
system of school education. In the four skills-listening, speaking, reading and
writing it was found that students in the innovative systems performed
significantly well in all the four skills. The study strongly supports the use of
innovative techniques in improving the English language proficiency of
students.

Norby (2002) studied the relationship between use of technology in a
pre-service science class for K-8 teachers and the change in attitude towards
science before and after completing the class. Students’ perceptions of
science teachers changed little in this class, but their belief in themselves as
capable of knowing science, and in science as important to teach and
understand increased. Students in the class found science to be fun and felt
more positive about being able to teach science when they become teachers.

Yashima, Zenuk-Nishide & Shimizu (2004) examined the influence of
Japanese students’ attitudes toward English and English-speaking countries
(e.g., desire to learn English, interest in international activities) on their
communication behavior with English native speakers. They found that
positive attitudes predicted students’ willingness to communicate in English as
well as the frequency of communication, both with a teacher in Japan who
was an English native speaker and with English native speakers abroad.
Consequently, attitudes can be seen as precursors of behavior (i.e., using the
learning opportunity to develop one’s language proficiency.

Marsh & Craven (2006) examined motivation and self-concept of
ability show a close reciprocal relationship – with one predicting the other in
which it may be difficult for respondents to differentiate between motivation
and self-concept in hindsight. For this reason, they included the retrospective
self-concept of ability (i.e., with respect to English language classes in
secondary school, henceforth referred to as retrospective self-concept) as a
control variable. They statistically eliminated the effect of retrospective self-concept of ability on current attitude toward the new learning opportunity. In sum, they hypothesize that (1) mastery predicts students’ attitude, both directly and as mediated by current self-concept; (2) performance-approach and performance-avoidance do not have a direct effect on attitude, but predict attitude indirectly via current self-concept; and (3) these effects persist when retrospective self-concept is controlled for.

Prokop, Tuncer & Chuda (2007) found that age is the major factor that impacts students’ attitude toward biology for all dimensions. Gender, on the other hand, is found to be effective only for some dimensions. Thus, in general terms, Slovak students have a positive attitude toward biology lessons and biology lessons were most popular among younger students and girls. Students’ interest in biology lessons differs with gender; girls have more interest in biology. But the degree of interest decreases as the students get older. The most pronounced reason for students’ interest, on the other hand, is that, they are interested in dealing with live animals and plants during biology lessons. The majority of the students believe in the importance of knowledge of biology, but the results displayed that, students do not treat of biology knowledge as one of the issues that is necessary and useful in their daily lives.

Karahan (2007) found that the provocative relation between language attitudes and language learning is a missing point of discussions on the problems of teaching English in Turkey. This study examines the relationship between language attitudes towards the English language and its use in Turkey. The sample included 190 eighth grade students of a private primary school in Adana, Turkey, where English is intensively taught. The questionnaire consisted of two parts: The first part required personal information such as gender, the age when they started to learn English, the place where they started to learn English. The second part asked them about their attitudes towards the English language and their attitudes towards the use of English in Turkish context. Mann Whitney U test and Spearman’s rho correlation coefficient tests were applied. It is found out that although these students are exposed to English in a school environment more frequently than
other students at public schools, they have only mildly positive attitudes; especially female students have higher rates. They recognize the importance of the English language but interestingly do not reveal high level orientation towards learning the language. On the other hand, they have mildly positive attitudes towards the English based culture but they are not tolerant to Turkish people speaking English among themselves.

**Janzen (2008)** conducted a research on teaching English Language Learners (ELLs) in four content area subjects: History, Maths, English, and Science. The following topics are examined in each content area: The linguistic, cognitive, and socio cultural features of academic literacy and how this literacy can be taught; general investigations of teaching; and professional development or teacher education issues. The article summarizes key findings in the literature, examining trends and discontinuities across the different content areas, and concludes with implications for teaching.

**Liao et. al. (2008)** found that the public attitude towards science and technology has a prominent impact on the level of governmental support for research, the number of young people devoted to the science and technology career, and the application and improvement of technology.

**Tsering, Pal, & Dasgupta (2010)** conducted a cross-sectional study in two high schools of West Bengal, India, among 416 students, in classes VIII, IX, and X, with no interventions. Primary outcome measurements were substance use: knowledge regarding harm, attitude, and opinion. Following this proportions and the chi-square test were used for statistical analysis. Out of 416 students, 52 (12.5%) used or abused any one of the substances irrespective of time and frequency in lifetime; 26 (15.1 %) were among the urban students and 26 (10.7 %) were among their rural counterparts. More than two-thirds (73.07%) of the respondents expressed a desire to quit substance use and 57.69% had tried to stop. 'Easy availability' and 'relief from tension' were the most frequent reasons for continuation of substance use. Level of knowledge on harmfulness of substance use among students was very high (urban - -84.6% and rural - 61.5%) and they stated media as the most frequent source of information. Users were successful in influencing
their peers into taking up this habit (urban - 15.4% and rural - 26.9%). The results showed that despite being aware of the harmful effects of substance use, adolescents take up this habit. This requires comprehensive prevention and control programs in schools and the community, targeted toward adolescents and their parents and other family members. Effective measures are required to encourage shaping the attitude of school children toward self-confidence and adequacy, as also to prevent risk behavior among adolescents.

Gorges, Kandler & Bohner (2012) conducted a study Fostering foreign language proficiency is an important goal of university teaching. They identified German university students' \( N = 1265 \) goal orientations developed during secondary school as predictors of attitudes toward receiving instruction in English at university. Mastery goal orientation was proposed to directly promote positive attitudes because foreign language instruction offers an opportunity to increase language proficiency. Conversely, performance goal orientation was expected to indirectly promote positive attitudes via current academic self-concept of ability. Structural equation modeling yielded results consistent with these predictions. Furthermore, when controlling for students' retrospective self-concept, the effects of performance orientations on attitudes toward foreign language instruction disappeared, whereas the effect of mastery orientation remained significant. Results emphasize the importance of mastery orientation for attitudes toward learning opportunities and self concept.

Trends

Most of the researches have compared two or three methods of teaching English. (Jain, 1987) lecture and translation method and (Kudesia, 1987) observed discussion method was more effective than lecture method. (Tuckman, 1993) favoured Self-regulation tended to load in the attitude factor. (Paliwai, 1994) revealed that majority of teachers used translation method but recommended communicative language teaching approach. (Chopra, 1994; & Kumari, 1996) found the superiority of bilingual method over the direct method of teaching English, whereas (Chopra, 1994) observed programmed instructional method is potentially useful for English
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instruction; whereas (Khare, 1986) favoured structural approach; (Hussain, 1989) preferred notional-functional approach; (Salvi, 1991) concept attainment model; (Sarma, 1989; Dave, 1996; & Sasikala, 1999) communicative approach and (Kahn, 1999) constructivist approach than traditional method in respect of students' achievement. (Eccles & Wigfield, 2000) Stated mastery goal orientation show a direct, positive effect on attitude and on the self-concept (Norby, 2002) favoured use of technology for positive attitude towards science (Gorges, Kandler & Bohner, 2012) emphasize the importance of mastery orientation.

Most of the researchers (Rajindran, 1992) reported no difference in achievement of students when taught by activity centered approach and conventional method and (LoVullo, 1986) concluded that Attitudes are not significantly enhanced as a result of differences in schooling (i.e. mastery vs. non-mastery). (Dave, 1996) reported conventional method as the most effective for teaching of English. (Antonisamy, 1991) reported bilingual method and team teaching. (Sarma, 1991) adopted differentiation; overgeneralization, categorization, translation and communicative strategies; (Nahi, 1999) reported self-correction method in reducing grammatical errors and (Kapoor, 1999) observed that modular approach and personalized system of instruction were found to be effective and superior to conventional method of teaching of English grammar. (Prokop, Tuncer & Chuda, 2007) found out that age is the major factor that impacts students' attitude toward biology and as they grow they have negative attitude to biology knowledge.

2.2.3 Research Studies Related to Self Concept

Mathur (1985) conducted a study on the nursing graduates and postgraduate students taught under ML and found no relationship between achievement and self-concept and between achievement and attitude even at the 0.05 level of confidence.

Cuellar (1989) examined the self-perceptions that high achieving Hispanic language minority students in grades three through five had regarding their intellectual competence within the context of seven socio-cultural variables. These variables included the Home/Family Environment,
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Home/School Environment, Self-Concept, Peer Relations, Problem Solving Strategies, Academic Strategies and Language Preference and Use. The study provided a clear and concise interpretation of academic achievement as it interplays with the seven variables and helps one to understand. The children under study overwhelmingly identified self-confidence as the key that assisted them in tackling the challenges faced in the school environment. It was concluded that the self-concept had a radical effect on the development of positive peer relations, effective academic and problem solving strategies, positive home/family relations and organized study habits.

Kelly & Jordan (1990) studied the self-concept of "gifted" adolescents (those with a very high degree of academic achievement). Self-concept is a variable that has drawn considerable empirical study and has been identified as crucial to the realization of potential by intellectually gifted persons. The term of self-concept is used in this study to represent an evaluation of the self as an active agent in the world. Several studies have found gifted students to have more positive general self-concepts than do normative samples. The Self-Perception Profile for Adolescents was administered to each of the 90 participants. These 90 participants were divided up into three groups: highly gifted, moderately gifted, and average students. Results showed that the level of academic self-concept seemed to match the level of academic achievement. This study also notes that there are many other important variables related to self-concept, such as quality of family life, work experience, and participation in extracurricular activities. Most of these variables were not taken into account for some of the differences in self-concept.

Salvi (1991) studied the effectiveness of Concept Attainment Model (CAM) for teaching concepts of English language to 207 students of IX class and observed that CAM was significantly superior to the traditional method in terms of attainment of concepts of English and achievement in English and inductive reasoning of the students. Pupils expressed favourable reaction towards CAM. Self-concept produced significant influence on the students' attainment of concepts of English whereas SES and previous achievement did not contribute substantially to it.
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Muhammad & Sepidehi (1991) found that self-concept was significantly positively correlated to measures of achievement in English and Mathematics.

Owens (1992) conducted a study to see the effect of post-high school context on self-esteem. Owens took high school students in a longitudinal study and placed these high school graduates into three categories. These three categories consisted of students who entered the full time labor force, the active federal military, or college after high school. Data show that of the three contexts, the military has the most significant (negative) net impact on self-concept, followed by work (slightly negative), and college (no impact).

Tootoonchi (1993) investigated the relationship between self-esteem and education in the prison setting to see if the furthering of education increased inmates feeling of self-concept. This study was designed using a survey (self-administered questionnaire) approach. 158 valid questionnaires were used in the final analysis of the study. Ninety eight percent of the survey respondents felt that taking college courses helped increase their self awareness, self concept, and self esteem.

Wood, Gaus, Beech, Taylor & Michela (1994) conducted a research on the effects of self-esteem on education level has shown that those with a higher level of self-concept tend to do better in school and receive more education. This further indicates that those with more education have a higher level of self-concept. There have been many studies done on the correlation between these two variables. Various studies have shown that people with low self-esteem try to avoid exposing their unfavorable characteristics. In order to do this, they avoid anything that may risk revealing their flaws. Due to this, they do not take on any challenges that may also bring rewards, such as furthering their education.

Anderman & Maehr (1994) found students high on performance-avoidance goal orientation have been less willing to take risks and try new tasks, which should be accompanied by a negative self-concept of ability. They therefore propose that both performance-approach and performance-avoidance orientation may predict attitude toward a new learning opportunity.
via the self-concept of ability exclusively. Accordingly, they do not expect a direct effect of performance goal orientation on attitude. Performance goal oriented students (both approach and avoidance) should thus be willing to study in English to the extent that their goal orientation also fosters a positive self-concept of ability; that is, with respect to an expectation of success through the use of instruction delivered in English. Or more simply, performance-approach (avoidance) goal orientation should have a positive (negative) effect on attitude, mediated by the self-concept of ability.

Hamachek (1995) studied the interactive and reciprocal relationship between self-concept and school achievement. It also proposes an informal inventory that can be used as a tool by teachers and counselors to assess whether a student's self-attitudes are making positive or negative contributions to the dynamics between self-concept and achievement. Self-concept and achievement are dynamically interactive and reciprocal; each is mutually reinforcing to the extent that a positive (or negative) change in one facilitates a commensurate change in the other. Academic self-concept is more highly correlated with academic achievement than is general self-concept. The reciprocity of the relationship between academic achievement and self-concept is particularly noticeable by the middle school years, when children are better able to interpret feedback from their academic performance. High self-concept students tend to approach school-related tasks with confidence, and success on those tasks reinforces this confidence. The opposite pattern is likely to occur for children with low academic self-concepts.

Deshpande (1996) concluded that (i) achievement of students in the experimental group (ML) on locally constructed tests is very much higher but this advantage is not maintained on standardized tests, (ii) students in the experimental group retain significantly more than students in the control group (iii) Mastery learning requires more time (25 percent to 35 percent) than conventional methods; (iv) in addition to being effective with high ability students, it is effective for low ability and low SES indents; (v) it enhances the self-concept and modifies the attitudes of students and (vi) jeers may be used to provide corrective instruction.
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.

Marsh & 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 prior academic achievement, indicated by their grades and their test scores.

Jackson (1998) found that affective traits and academic achievement are strongly correlated. If teachers want students to do well on academic achievement measures, it would be wise to work on students' affect as well. By the same token, if teachers want students to have a high self-concept, it would be wise to work on academic achievement. Teachers need to be aware that self-esteem and academic achievement have lasting impacts on each other.

Russell (1999) conducted a study entitled intrinsic and extrinsic factors affecting achievement and academic self concept. Forty-three students attended three study sessions in which course-relevant information was presented in lecture format. Exams were administered, after which students participated in one of the feedback conditions: experimental feedback, typical feedback and the control. Retest exams were administered one week later. Analysis of variance tests were conducted on difference scores of exam and exams 2 indicating that students participating in the experimental feedback process scored significantly higher on retest exams that students who did not participate in the experimental process. Thus feedback regarding competence of an individual affects self-efficacy beliefs, which influences self-concept. Enhanced academic self-concept provides cognitive appraisal necessary to persevere. Persistence is the key element of a learning goal orientation in which students seek to improve their competence: the key to learning. The data indicate that there were no significant changes in self-concept or goal orientation; however, a longer exposure period to experimental feedback process may be required to influence these relatively stable constructs.
Skaalvik & Valás (1999) examined relations among achievement, self-concept, and motivation in mathematics and language arts in a longitudinal 2-wave, 3-variable panel study. The participants were 3 cohorts of Norwegian elementary and middle school students (N = 1,005). The 1st data collection took place in October and November 1996, when the students in the 3 cohorts attended 3rd, 6th, and 8th grades. The 2nd data collection took place 1 academic year later. LISREL 8 was used in the separate analyses of mathematics and language arts data; the data were analyzed for each cohort by means of 6 path analyses for latent variables. In all cohorts, the results were consistent with a skill-development model of the achievement–self-concept relation, that is, the view that achievement affects subsequent self-concept. No evidence was found that self-concept affects subsequent achievement (self-enhancement model). Moreover, in the 2 oldest cohorts, motivation was affected by previous achievement. However, there was no evidence that self-concept affects subsequent motivation or achievement.

Davies & Brember (1999) conducted eight-year cross-sectional study that measure the self-esteem, reading and mathematical attainments of eight cohorts of Year 2 and Year 6 children over the period of the introduction of the National Curriculum and assessment procedures into primary schools (the first cohort was pre-national curriculum: the others were post-national curriculum). All Year 2 (N=1513) and Year 6 children (N=1488) in five randomly selected primary schools within one Local Education Authority (LEA) comprised the sample to which the Lawseq questionnaire (Lawrence, 1982), Mathematics 7 or 11 (National Foundation for Educational Research, 1985, 1987a) and The Primary Reading Test Level 1 or 2 (France, 1981) was administered. Self-esteem means for Year 2 shows a downward trend in the first 4 years of the study followed by an upward trend in the second half of the study with the mean of Cohort 8 being slightly below that of Cohort 1. Self-esteem means for Year 6 fluctuated for the first 5 years followed by a steady rise until the mean for Cohort 8 is 2.17 above that of Cohort 1. An analysis of variance showed there were significant differences between both years groups with cohorts focused around the introduction of the national tests having significantly different scores than other cohorts (Year 2 significantly
lower: Year 6 significantly higher). Overall, there were significant positive correlations between the children's self-esteem and all their attainment scores. When the correlation coefficients were computed separately for the pre- and post-national test groups differences emerged. There were no significant correlations for the Year 2 pre-national test cohorts but for the post-national test groups all the correlations were significant. For Year 6 all correlations were significant.

Fields (2000) conducted a study to investigate the constructs of acculturation concept and motivation as they relate to the acquisition of English-as-a-second language. In reviewing the literature, these variables were identified as factors that affect the minority adults and children. Since the education system is now struggling with a specific large minority group, the LEP Hispanic population, this study focused on investigating the link of these variables to the acquisition of English-as-a-second language. In addition, bilingual and ESL programs were evaluated to compare their effectiveness on language and affective variables. Measurements were obtained for 73 children who were either in bilingual education class or regular education with ESL support. Measurements of self-concept were assessed by the Piers-Harris Self-Concept Scale and the Inferred Self-Concept Scale. Students completed a motivation scale and the Nowicki-Strickland Internal-External Control Scale for Early Elementary Children. Acculturation was measured via a parent-completed Home Acculturation Questionnaire and other items that assess acculturation. Nonverbal intelligence was assessed with the Matrix Analogies Test-Short Form. These data were analyzed with respect to their English Language Assessment Battery scores. The various measures were completed at two points during the year. To examine group differences (bilingual and ESL) mixed model ANOVAs resulted in main effects on LAB scores on time of testing. Significant interactions were found on LAB scores for: (1) school site with time of testing and (2) school site with class placement. Significant ANOVAs for the affective variables resulted in main effects for Piers-Harris on time of testing and school site. Main effects were also found for the ISCS for class (programme), school and an interaction for class by school. Hierarchical multiple regression analyses were executed using six
orders and found years parent resided in the US was a significant predictor. Results found that both groups. Bilingual and ESL, made significant gains in English acquisition and self-reported self-concept.

Moller & Koller (2001) examined processes of internal or dimensional comparison to explain the domain specificity of academic self-concepts and the often very low correlations observed between verbal and math self-concepts. According to this internal frame of reference, students evaluate their achievements in any given subject in relation to their own achievements in other subjects. Therefore, talented students may develop an average self-concept in their worst subject, even though their performance in this subject is well above the average performance of their peers. Hence, social/external and dimensional/internal comparisons affect the development of domain-specific self-concepts. Based on external comparisons with one’s classmates’ achievements in mathematics, low math ability tends to lead to low math self-concept. Based on internal comparisons between one’s own achievement in mathematics and one’s achievement in verbal domains, low math ability seems to lead to an increase in verbal self-concept. The joint operation of these two counterbalancing comparison processes explains the small or near-zero correlations that have been observed between math and verbal self-concepts for different age groups in a variety of countries and using different methodologies.

Maqbool (2002) investigated the relationship between self-concept and achievement among reading and non-reading disabled school children. The effect of various other variables on self-concept was also studied, i.e., ability, aspiration level, gender, overall school achievement and adjustment. The sample of the present study comprised of 703 students. The ages of the subject sample ranged between 12 years 0 months to 12 years 11 months and 30 days. Twelve hypotheses were formulated for investigation. The first seven hypotheses were based on the total sample. The last five hypotheses were formulated on limited data based on the discrepancy definition of reading disability. These four groups were a combination of students represented by two levels each of ability (high/low) and achievement (good/poor). Self concept was studied in relation to these four groups. An
adapted version of the Piers-Harris Children. Self Concept Scale, the Standard Progressive Matrices, the Wide Range Achievement Test-Revised Level-2, reading subtest, aspiration and adjustment level rating scales were administered to the students. Statistical analysis of the data was done and means comparison t-tests were computed to assess the significance of difference between the self concept scores of the sexes, ability groups, achievement groups, teacher ratings of student adjustment and the four ability/achievement combination groups. Pearson Product Moment Correlation Coefficient was computed on student self concept scores and their overall school achievement scores as well as between teachers rating of student adjustment and their self concept scores. Inter-correlations of the entire sample were computed to observe the effect of various variables on each other. Chi-square test was performed to assess the association between aspiration levels and subjects belonging too high and low self-concept groups. One-way ANOVA and Tukey HSD tests were performed to test the mean difference in the self-concept of the four ability/achievement groups. Multiple linear regressions were performed to tap the predictors of self concept. Principal component analysis was performed to see how much of variance was explained by each of the variables. Results showed that overall school achievement and self concept are significantly and positively correlated. Significant and positive correlations were also found between teacher ratings of student adjustment and student own self-concept. The good reading achievement group displayed significantly better self-concept than the poor reading achievement group. The difference between self-concept scores of the two genders and the two ability groups were found to be insignificant. The result of self concept differences between the four ability/achievement groups were mixed. Good readers differed significantly from poor readers with respect to their adjustment ratings.

Knapen, Van de Vliet, Coppenolle, David, Peuskens, Pieters & Knappen (2005) conducted a study in which 199 inpatients were randomly assigned to either a personalized psychomotor fitness program, consisting of aerobic exercise and weight training, or a general program of psychomotor therapy, consisting of different forms of physical exercises and relaxation.
training. Physical self-concept was evaluated using the Dutch version of the Physical Self-Perception Profile at baseline, after 8 weeks, and after completion of the 16-week both groups showed significant improvements in all outcome measures (p values ranged from 0.01 to < 0.0001), with no between-group differences. In both groups, the improvement in physical self-concept was correlated with increased global self-esteem and decreased depression and anxiety levels (p < 0.01). At the same time points, additional variables of global self-esteem, depression and anxiety were assessed by means of the Rosenberg Self-Esteem Inventory, the Beck Depression Inventory and the Trait Anxiety Inventory, respectively. The results suggest that both psychomotor therapy programs are equally effective in enhancing physical self-concept. The relationship between improvements in physical self-concept and enhancements in global self-esteem, depression and anxiety supports the potential role of the physical self-concept in the recovery process of depressed and anxious psychiatric inpatients.

Dishman, Hales, Pfeiffer, Felton & Saunders (2006) conducted a study on 1250 girls there was a strong positive relation between global physical self-concept and self-esteem and a moderate inverse relation between self-esteem and depression symptoms.

Marsh (2006) conducted a study in which he assigned students to different classes on the basis of their achievement levels (tracking, streaming, or ability grouping) is an extensively used strategy with widely debated consequences. The authors developed a model of the effects of tracking on self-concept and interest that integrates the opposing predictions of "assimilation" and "contrast" effects, which specifies teacher-assigned grades as a major mediating variable, and tested it in 2 settings in which track level is clearly associated with different status-systematic tracking as a function of school type (Study 1, N = 14,341 German 9th-grade students) and separate streams within a comprehensive school system (Study 2, N = 3,243 German 9th-grade students). The results support predictions that students' math self-concept and math interest differ as a function of the achievement of their reference group, their own achievement, and their teacher-assigned grades. No systematic association between track level and math self-concept was
found once individual student achievement, school-/stream-average achievement, and teacher-assigned grades were controlled.

Kosti-Bobanovi (2006) found that learning strategies are procedures or techniques that learners can use to facilitate a learning task. While some learning strategies are observable, most strategies are mental processes that are not directly observable. The investigation of personality factors is often mentioned to be important for gaining deeper insights into learning strategies. In this article they discussed the relationship between personality factors such as language anxiety, self-concept, previously achieved language learning experience and language learning strategies in different EFL education levels. A total of 833 Croatian learners took part in this exploratory study: 330 primary school learners, 309 secondary school learners and 194 university undergraduates. All the subjects learned EFL as a compulsory school subject or university course. Four instruments were used for this study: language learning anxiety, self-concept, previously achieved language learning experience, and use of language learning strategies. The One-way Analysis of Variance indicated that the mean of the scores regarding the use of learning strategies significantly differ among the three groups. Furthermore, the results indicated that there was a significant relation between language anxiety, self-concept and previously achieved language learning experience with language learning strategies.

Fraine, Damme & Onghena (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. Moreover, it is the academic aspect of self-concept which affects achievement (Hamachek 1995) and not general self-concept. However, the results of the present study are contrary to the findings of Desai & Uchat (1983), Alka (1991).

Mohammed, Schaefer, Schaefer & Northvale (2007) provides a picture reflecting on self-concept in relation to academic achievement and home environment operational in different settings and population groups. The studies revealed that the self-concept of boys and girls is different. Still
some studies revealed boys to be having better self-concept as compared to girls whereas some studies found exactly the reverse (Wang 1997).

Haussler & Hoffmann (2009) studied decline of students' interest in physics during secondary education, particularly among girls. Research into physics-related interests of students suggests applying different measures to reduce or reverse that trend such as: (a) suggesting curricular changes that do justice to the specific interests and experiences of girls, (b) improving the ability of teachers to support girls in the development of a positive physics related self-concept, and (c) changing to an organizational setting that gives girls a better chance to improve their self-concept about physics. The purpose of this study was to examine whether these hypothetically effective measures lead to an improvement of the situation for girls when implemented in the physics classroom. The intervention took a whole school year of some 60 one-hour lessons and comprised 12 experimental and 7 control classes of seventh graders (age about 13). Their immediate and long-term achievements, as well as their change of interest in physics, their subjectively experienced competence, and their physics-related self-concept were assessed by written tests at various stages of the intervention. The intervention proved successful and significantly improved most of these indicators for girls (and boys) in the experimental group.

Lewis, Shaw & Judith (2009) conducted a study which seeks to better understand factors that are related to student success in general chemistry by focusing on the affective domain, in this case students' self-concept, or self-evaluation of ability as it pertains to a specific field of study. First, a profile of students' self-concept in the general chemistry setting is created. Next, the relationship between self-concept and success in the course is investigated; including examining the role of self-concept after taking into account a cognitive measure (SAT scores). This study is unique in that evidence is found for the impact of self-concept after taking into account a cognitive measure. Finally, the effect of a semester-long, inquiry-oriented learning environment on students' self-concept is described.

Nuthana & Yenagi (2009) conducted a study to find out the gender differences if any, on the factors affecting academic achievement, to analyze
the study habits of high school boys and girls, to study the self-concept of high school boys and girls, to analyze the academic achievement of high school boys and girls. To know the influence of study habits and self-concept on academic achievement of high school boys and girls. The sample for present study was 600 students of which 300 were drawn from rural and 300 were from urban. Of the total sample there were 325 boys and 275 girls. The tools employed for the study are given below: Self Concept Scale developed by Singh and Singh (1988). Study Habits Inventory developed by Patel with slight modification (1976). Academic achievement- average grades of two previous years. It is observed from the mean scores that boys and girls had almost similar study habits. The other dimensions like general habits &attitudes, planning of subjects habits of concentration, school environment were found to be non significant. So boys and girls did not differ significantly no overall study habits as the t-value of 0.07 is found to be attributed to highly competitive nature of the present education. Further it is revealed that boys and girls did not differ significantly on self-concept as the t-value of 1.75 is found to be significant. So there might be same level of self-concept among boys and girls. Boys and girls did not differ significantly on academic achievement as the t-level of 1.26 was found to be non significant. The association between study habits of boys with academic achievement was not significant ($x^2=7.13$). The association of self-concept of boys and girls with academic achievement was significant (19.07 and 31.04 $P<0.01$ level respectively showed the correlation coefficients between study habits and academic achievement. It was revealed that significant relationship between reading and note taking habit (0.127**, $p<0.01$ level), habits of concentration (0.157, $p<0.01$ level) and preparation for examination (0.130**, $p<0.01$ level) had significant correlation with academic achievement (0.16, $p<0.01$ level) Correlation coefficients between self concept and academic achievement were positive and highly significant (0.139 $p<0.01$ level).

Adetoro, Simisaye & Oyetuga (2010) conducted a study consisting of LIS undergraduates of Tai Solarin University of Education, Ijebu-Ode. The study was conducted when the students were in the latter stage of their first and second year of a four year Bachelor of Library and Information Science
programme. The students' population is one hundred and eight (108). Total enumeration technique was used such that all the students participated in the study. A questionnaire tagged Self-concept and Information Use Questionnaire (SCIUQ) was directly administered to all the students. The instrument have two sections A & B. Section A elicited respondents bio-data while section B had items which collected information on the undergraduates self-concept and information sources use. This section was structured on a four point Likert type rating scale. The discussions were that majority of LIS undergraduates in the study are females; an indication of the growing population of the female gender in Library and Information Science profession in Nigeria. The study revealed that undergraduates in Tai Solarin University of Education have high level of self-concept. This suggests that the students' self assessment in terms of their personality, attributes, knowledge and abilities is positive. They are positive about their general personality and ability to succeed as undergraduates. The study found no significant relationship between Self-concept and Information sources use of the undergraduates. The student's high level self-concept did not positively contribute to information use. Though the undergraduates' level of self-concept is high, their information sources use did not lend support. The fact that there was low level of information use via some credible information sources may explain why their information use did not lend support to their self-concept. There is no significant gender difference in the self-concept of the undergraduates. The study found that gender was not a factor with regards to the respondents' level of self-concept. This suggests that both gender had high self-assessment with regards to their personality, attributes, skills, abilities and potentialities. There is a significant gender difference in the information use of the undergraduates. The male respondents had higher level of information sources use than their female counterpart.

Mohammed (2010) examined differences in self-concept among Jordanian students with and without learning disabilities. The sample of this study consisted of (124), (50) students with learning disabilities and (74) of their peers without learning disabilities. To achieve the objective of this study, the Jordanian adaptation of the Piers-Harris Children's Self-Concept Scale
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(HPSCSS) was used. Differences were found between the groups on the intellectual and school status and behavior subscales, students without learning disability scoring higher on both scales. There was also a significant difference between boys and girls.

Philosophy & Humanities Research Paper (2012) conducted a study which deals with two affective factors: anxiety and self-concept. Foreign language anxiety, a situation-specific anxiety which consists of fear of negative evaluation, communication apprehension and test anxiety, is a distinctive complex of self-perceptions, beliefs, feeling, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Self-concept can be split into academic self-concept and nonacademic self-concept further academic self-concept can be further split into sub domain of specific self-concept like verbal, math, history and science. English self-concept refers to learners self-description and self-evaluation on their perceived competence in English study. English self-concept, with the global English self-concept at the higher order and vocabulary, grammar, listening, speaking, writing and reading self-concept, representing the six dimensions respectively, at the lower order, is multidimensional and hierarchy as well. Even though researchers have conducted a large number of researches on English anxiety and English self-concept respectively at home and abroad, the relationships between these two affective factors in English study were rarely concerned. Therefore, this study purposes to further explore the relations including the correlations as well as the causal relationship between the English self-concept variables (the global English, vocabulary, grammar, listening, speaking, writing as well as reading self-concept) and English classroom anxiety. Furthermore, the achievement and gender effects on these relations will be studied as well in the present study. This study, with the English Self-concept Questionnaire, English Anxiety Questionnaires plus open-ended interviews, further explored the relationships between English self-concept and English classroom anxiety of the non-English majors in Grade 2 in Hubei University of Technology. The data, assembled from two different groups of subjects which respectively consisted of 157 average learners (learners from average classes) and 70 successful learners (learners
from English talent classes), was processed with a series of correlation tests and regression analyses. The correlation test results revealed that for both average and successful learners, their global English self-concept and the 6 domain-specific self-concepts were negatively correlated with their English classroom anxiety at significant levels. Furthermore, the results of regression analysis showed that, generally speaking, for both two groups, their global self-concept and some domain-specific self-concepts could predict their English classroom anxiety. In particular, English speaking self-concept was the most powerful predictors for the two groups. In addition, the correlations and causal relationships differed with learners’ achievement and gender. Specifically, stronger correlations and causal relationship were observed in the group of successful learners. English speaking, vocabulary as well as listening self-concept constitute the optimal model for the prediction of English classroom anxiety of average learners and in the prediction model of successful learners, English vocabulary self-concept was replaced by English grammar as well as writing self-concept. As for the effects of gender, statistical results suggested that, within two groups, the English self-concept variables of female subjects accounted for more of their English classroom anxiety than the English self-concept variables of male subjects did. According to the findings, it is warranted to conclude that the English self-concept variables are not only negatively correlated with the English classroom anxiety but also have causal effects on it.

Chen, Hwang, Yeh & Lin (2012) conducted a study to examine concurrent relationships among cognitive ability, achievement, and Academic Self-Concept (ASC) within an I/E model framework (by Marsh) to examine the influences of domain-specific cognitive ability and grades on domain self-concept in an extended I/E model, including the indirect effect of domain-specific cognitive ability on domain self-concept via grades. The sample consisted of Tenth grade respondents (628 male, 452 female) to a national adolescent survey conducted in Taiwan. Respondents completed surveys designed to measure maths and verbal aptitudes. Data on Maths and Chinese class grades and self-concepts were also collected. The results were statistically significant and positive path coefficients were found between
cognitive ability and self-concept in the same domain (direct effect) and between these two constructs via grades (indirect effect). The cross-domain effects of either ability or grades on ASC were negatively significant. Taiwanese 10th graders tend to evaluate their ASCs based on a mix of ability and achievement, with achievement as a mediator exceeding ability as a predictor. In addition, the cross-domain effects suggest that Taiwanese students are likely to view Maths and verbal abilities and achievements as distinctly different.

Trends

The review of the literature of Self Concept revealed that academic self-concept and academic achievement were interactive, strong predictors and reciprocal of one another, even controlling for other variables and stability of both over time. (Hamachek, 1995; Muijs, 1997; Salvi, 1991; Fraine et al., 2007; Nuthana & Yenagi, 2009; Chen et al., 2012) in English (Fields, 2000; Maqbool, 2002) and Mathematics (Muhammad & Sepidehi, 1991) and modifies attitude (Deshpande, 1996) is influenced by their prior academic achievement (Marsh & Yeung, 1997). Near-zero correlations have been observed between math and verbal self-concepts (Moller & Koller, 2001). While no relationship was found between achievement and self-concept (Russell, 1999; Skaalvik & Valas, 1999), and attitude (Mathur, 1985), once individual school-/stream-average achievement, and teacher-assigned grades were controlled (Marsh, 2006). The studies revealed that the self-concept of boys and girls is different (Mohammed et al., 2007; Mohammed, 2010), while some reveal that boys and girls did not differ significantly on self-concept (Nuthana & Yenagi, 2009; Adetoro, Simisaye & Oyetuga, 2010) of the undergraduates. Still some studies revealed boys to be having better self-concept as compared to girls whereas some studies found exactly the reverse (Wang, 1997). Studies have shown that people with high self-esteem have high self concept and vice-versa (Tootoonchi, 1993; Wood et al., 1994; Jackson, 1998; Dishman et al., 2006), and helps in recovery process of depressed and anxious psychiatric patients (Knapen et al., 2005). Further English classroom anxiety can be reduced to a moderate level through
Review of Related Literature


Different researchers have used different instructional strategies and found that achievement of students taught under ML: (Mathur, 1985; Deshpande, 1996) enhances the self-concept. (Salvi, 1991) Pupils expressed favourable reaction towards Concept Attainment Model (CAM). (Skaalvik & Valas, 1999) found results to be consistent with a skill-development model of the achievement–self-concept. (Fields, 2000) found that both groups. Bilingual and ESL, made significant gains in English acquisition and self-reported self-concept. (Moller & Koller, 2001) used Processes of internal or dimensional comparison using different methodologies to explain the domain specificity of academic self-concepts and found near-zero correlations between math and verbal self-concepts for different age groups. (Maqbool, 2002) investigated the relationship between self-concept and achievement among reading and non-reading disabled school children. (Knapen et. al., 2005) used psychomotor therapy programs in enhancing physical self-concept. Self-Esteem for recovery of depressed and anxious psychiatric inpatients.

2.3 RESEARCH STUDIES RELATED TO ANXIETY

Kaul (1985) conducted a study to compared the effects of Mastery Learning strategies on achievement motivation and on test anxiety of socially disadvantaged group selected from tenth grade students and reported that there was an increase in achievement motivation and decrease in magnitude of the test anxiety of the students imparted instruction through Bloom’s and Keller’s Mastery Learning Strategies.

Pintrich & De Groot (1990) conducted a co relational study of seventh graders' school achievement and identified the following five variables as predictive: (1) Self-efficacy, (2) intrinsic value, (3) test anxiety, (4) strategy use and (5) self-regulation. The first is a reflection of attitude, the second and third: drive and the last two: strategy. They explored the effects of motivation and self-regulated learning on academic performance, 173 seventh grade students completed a self-report measure on self-efficacy, intrinsic values,
test anxiety, self-regulation and use of learning strategies. They found that, Self-efficacy was positively related to cognitive engagement and academic performance. They also found that students with high Self-efficacy were more likely to report the use of self-regulating strategies.

MacIntyre & Gardner (1991) found a significant negative correlation between language anxiety and the ability to recall vocabulary items. "I don't have exact words to express my ideas", “sometimes I am conscious I am not using the right word”, “I always feel nervous speaking English because I do not have enough vocabulary”, are some of the utterances participants made to show their difficulties regarding vocabulary. As learners can process only a limited amount of information at one time the subjects reported that many words do not come out when required to speak in a hurry.

Pintrich, Smith, Garcia & McKeachie (1993) concluded self-regulated learning involves the regulation of three general aspects of academic learning. First, self-regulation of behavior involves the active control of the various resources students have available to them, such as their time, their study environment (e.g., the place in which they study), and their use of others such as peers and faculty members to help them Second, self-regulation of motivation and affect involves controlling and changing motivational beliefs such as self efficacy and goal orientation, so that students can adapt to the demands of a course. In addition, students can learn how to control their emotions and affect (such as anxiety) in ways that improve their learning. Third and finally, self-regulation of cognition involves the control of various cognitive strategies for learning, such as the use of deep processing strategies that result in better learning and performance than students showed previously.

Balasubramaniam (1994) conducted a study on academic achievement, medium of instruction, locality values and anxiety. Other factors studied included medium of instruction, background and locality. The sample of the study consisted of 600 students of class XII. In this study, students with higher values and anxiety were found to achieve better. Medium of instruction and locality were also found to influence students’ achievement in English.
Yohon (1996) conducted a study to determine if a Mastery Learning teaching methodology affected the anxiety levels of students compared to a more traditional teaching methodology. Teaching methodologies were identified in this study as (1) Mastery Learning and (2) a traditional (i.e. lecture) teaching methodology. Anxiety was rationalized through the use of the State-Trait Anxiety inventory (STAI). STAI defines two types of anxiety: state anxiety and trait anxiety. The subjects were chosen from two Washington state high schools intact classes representing each teaching methodology participated from each school, 32 students were in the Mastery Learning group, 24 students participated in the vocational class without Mastery Learning and 32 students were in the traditional teaching methodology group. A quasi-experimental repeated measures design was used with an analysis of the first administration of the STAI indicating the three groups were similar in regard to state and trait anxiety levels across the teaching methodologies. No difference was observed in state anxiety between teaching methodologies groups over time (F (2, 85) = 2.05, p = .135) as well as no difference in trait anxiety (F (2, 85) = 1.12, p = .332). Student demographics as age, parental support, number of employment and extracurricular hours not influence students' trait or state anxiety levels. Females seemed to exhibit higher levels of state anxiety.

Joost & Ron (1997) conducted a study to unravel the influence of various types of education on test anxiety levels that include a stressful, achievement-orientated education; a reassuring, task-orientated education; and an ambiguous education. It turns out that state anxiety and test anxiety do not increase more rapidly as a function of anxiety disposition under stressful conditions compared with reassuring conditions. As in previous research, stage-fright effects were observed in the sense that repeated measures of state anxiety and test anxiety showed a decline of average anxiety levels.

Sharma (1998) conducted research on the sample of 277 students of IX class taught by mastery learning. Keller’s mastery and traditional method concluded that no interaction was found between treatment & anxiety level.
Norton, Burns, Hope & Bauer (2000) examined several measures of anxiety, notably the BFNE, or Brief Fear of Negative Evaluation through a questionnaire with multiple scenarios and questions relevant to high anxiety situations. This measure evaluated the fear the participants had in being evaluated while participating in sports. The results concluded that BFNE, was directly correlated with sport anxiety questions on the questionnaire, additionally, the IAS or Interaction Anxious Scale was directly correlated to all sport anxiety questions.

Hancock & Dawson (2001) observed the effect of test anxiety and evaluative threat on students’ achievement and motivation in which they investigated the interactive effects of students’ levels of test anxiety and teachers’ evaluation practices (evaluative threat) on the achievement and motivation of graduate students randomly assigned to high or low evaluative threat conditions. All students, but particularly test-anxious students, performed poorly and were less motivated when exposed to highly evaluative classrooms.

Horwitz (2001) conducted a research on Language anxiety and achievement and studied the literature on language learning anxiety in an effort to clarify the relationship between anxiety and second language learning. They argued that language anxiety is a specific anxiety — rather than a trait anxiety and discussed how this conceptualization has helped clarify the research literature. This review concluded that anxiety is indeed a cause of poor language learning in some individuals and discussed possible sources of this anxiety, including difficulty in authentic self-presentation and various language teaching practices. In addition, it reported on new trends in language anxiety research that attempted to identify aspects of language learning (e.g., reading anxiety or writing anxiety) which provoked anxiety for some individuals.

Capa & Loadman (2001) stated that test anxiety has significant and positive relation with past exam experience and significant and inverse relation with self-esteem.
Kalia & Sheoran (2003) conducted a study on Academic Anxiety and Academic Achievement of schedule caste and non-schedule caste adolescents of Haryana. The results revealed that there was significant difference in academic anxiety and academic achievement of scheduled caste and non-scheduled caste adolescents of Haryana.

Chen & Chang (2004) studied the Relationship between Foreign Language Anxiety and Learning Difficulties and investigated the possible existence of causal links between anxiety and language learning difficulties by using the Foreign Language Classroom Anxiety Scale (FLCAS) to examine anxiety and the Foreign Language Screening Instrument for Colleges (FLSI-C) to explore learning difficulty variables. Factor analysis, correlation analysis, and stepwise multiple regression analysis of data provided by 1,187 college students learning English as a foreign language (EFL) in Taiwan indicate that English learning difficulties account for 36.80% of variance in anxiety. The results show that some anxious students have a history of English learning problems, obtain low grades, suffer difficulties with classroom learning, and exhibit poor developmental skills.

El-Anzi & Owayed (2005) observed academic achievement and its relationship with anxiety, self-esteem, optimism and pessimism in Kuwaiti students. The sample consisted of 400 male and female students in the Basic Education College in Kuwait. The salient findings of the investigation were the significant positive correlation between academic achievement and both optimism and self-esteem — whereas the correlations were negative between academic achievement and both anxiety and pessimism.

Montgomery & Spalding (2005) conducted a research on Anxiety and Perceived English and French Language Competence of Education Students and examined manifest anxiety and perceptions of English and French language competence among Anglophone (n = 35), Francophone (n = 29), and Mixed-heritage (n = 34) elementary education (60%) and secondary education (40%) students (80% female) in their second, third, or fourth year of study at the Faculte Saint Jean (University of Alberta). Participants assessed their language competence differently in English and French. Francophone and Mixed-heritage students felt equally competent in the two languages, but
Anglophone students reported much higher language competence in English. Manifest anxiety and self-assessments of language competence were related only among the Anglophone group, with high levels of manifest anxiety associated with both low self-assessments of French language competence and high self-assessments of English language competence—the two being correlated with each other.

Sunder (2006) examined the effect of computer based multimedia instructional strategy on achievement in English language in relation to Anxiety and Parent Child relationship at secondary school level was found that there was no significant difference in achievement in English language with regard to the levels of academic anxiety. The mean score of group having high academic anxiety did not show any significant differences as compared to the group having low academic anxiety.

Grayer (2007) observed the effect of anxiety and depression on the academic achievement of African American Youth and found that Anxiety and depression are being negatively associated with academic achievement. Data collected from parent - and teacher-reports, reported that the child depression is negatively associated with academic achievement.

Smith, Smoll & Cumming (2007) found that players that played under coaches instructed in the program saw a decrease in forms of anxiety, and felt less pressure to perform thus reducing trait anxiety as well as affecting both cognitive and somatic anxiety levels.

Yagnik & Gunthey (2007) found that our culture is paying more attention to child’s academic achievement. This tension is perceived by child as an academic pressure. The multi-dimensional growth of the child’s brain is restricted due to this pressure only few of the dimensions are properly channelized and rest of the dimensions is left intact. So, the present investigation is an attempt to compare the academic anxiety level of rural and urban children. Three groups of Government school (Urban), Private school (Urban) and Government school (Rural) were taken. 65 male students of class V and VI standard were taken in each group. Academic Anxiety Scale (Singh & Gupta, 1971) and Anxiety Scale (Sinha, 1974) were used to
Zakaria & Nordin (2008) studied the effect of mathematics anxiety on matriculation students as related to motivation and achievement revealed that significant negative correlation between mathematics anxiety and achievement. Hence, from various studies it may be concluded that both anxiety and science achievement are negatively correlated.

Chamorro-Premuzic, Ahmetoglu & Furnham (2008) found that exam time and reward in exam time can effect on test anxiety. So the students were divided into three groups. To first group many reward, second group average reward, third group little reward and result showed that the group that received average reward have lowest measure anxiety. Study on achievement is needed for use of rich learning guidelines and coequal self-esteem and relief of anxiety.

Raju & Asfawh (2009) conducted a study on 2482 persons and discovered that (a) there are weak relation between test anxiety and achievement (b) there are positive and significant relation between self-concept and study habits with achievement.

Haghshenas, Bahrehdar & Rahman (2009) conducted a research 30 boys and girls who participated in a 10 sessions group therapy that included training of muscle relaxation and dealt with stress, findings showed that in experimental groups test anxiety scores were lower than control group also it was higher in females in comparison to males. Group therapy had omnipotent influence in scores related to self-confidence.

Pless (2010) examined whether material presented in an interactive treatment format was effective in reducing state anxiety and test anxiety and increasing academic performance. A wait-list control group served as the comparison group in this study. The interactive component of the program introduced the ability for participants to test their knowledge of each treatment component, to experience imaginal exposure, and to provide anxiety ratings
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during exposure sessions. It was predicted that the participants in the
treatment group would experience a greater decline in test anxiety than the
participants in the wait-list control group.

Tooranposhti (2011) found that the students that have test anxiety,
even if they have learned subjects and concepts and course subjects still are
not able to provide and express self thought. The results of t-test show that
there are significant difference between test anxiety in pre-test and post-test.
(17.6=little, 52.9=average, 19.6=high, 9.8 extreme). Mean scores of test
anxiety among students whose parents have academic education is higher
than whom their parents don’t have academic education that show parents
with academic education have more stringent whereas, results of t-test show
that there are no significant differences between parents with academic
education and no academic education also. There are significant difference
between boys and girls test anxiety (t=-4.66, p<0.00). With comparison Mean
of two groups discover that girls encounter higher test anxiety. Results of
meta cognition analyzes show that Mean scores in post-test are higher than
pre-test however analyze with t-test method show that there are not significant
difference between experimental and control groups in post-test of global
reading, problem-solving, support research strategies and total score.

Skibbe, Connor, Morrison & Jewkes (2011) found metacognitive
self-regulation persists as an important predictor of school achievement at all
developmental levels, and the motivational self-regulation has significant
impact on performance in the first and second age group. Finally, children’s
chronological age, and not whether they experienced one versus two years of
preschool, predicted children’s vocabulary and self-regulation outcomes.
Implications for preschool curricula and instruction are discussed, including
the increasing emphasis on literacy learning prior to kindergarten entry and
the need to address self-regulation development along with academic
learning.

Selkirk, Bouchev & Eccles (2011) found the interaction between
students’ domain-specific expectancies and values as a predictor of test
anxiety. Those students who highly value success in math or English yet
expect to do poorly in those subjects report the highest levels of test anxiety.
Effect sizes are larger for math than English. Few gender differences emerge, but one prospective analysis reveals that girls who devalue English are more likely to maintain moderate levels of test anxiety across the transition to junior high school.

**Stewart (2012)** studied the effect of Education of self-regulation on test anxiety; academic achievement and metacognition in boy students. The Society under study include all boy and girl students of Shahrebabak branch. From this society 144 persons were randomly selected as sample that include experiment and control groups and 100 persons were selected for comparative analyzes. Measurement tools were Test-anxiety inventory that encountered of reliability and validity. Design research was of kind pre-test and post-test with control group. After of pre-test, experimental groups four week, every week, two sessions and every session, an hour to share in education class of self-regulation. After of end experimental to accomplish post test with two groups. The results of t-test show that there are significant difference between test anxiety in pre-test and post-test. Also we can see differenced levels of test anxiety between this student (17.6=little, 52.9=average 19.6=high, 9.8 extreme). Mean scores of test anxiety among students whose parents have academic education is higher than whom their parents don't have academic education that show parents with academic education have more stringent whereas, results of t-test show that there are no significant differences between parents with academic education and no academic education also. There are no significant different in mother profession and there are significant difference between boys and girls test anxiety (t= 4.66, p<0.00). With comparison Mean of two groups discover that girls encounter higher test anxiety. Results of meta cognition analyzes show that Mean scores in post-test are higher than pre-test however analyze with t-test method show that there are not significant difference between experimental and control groups in post-test of global reading, problem solving, support research strategies and total score. results of academic achievement analyzes show that mean scores of courses increase in post-test that show self-regulation is useful in practicable and reading courses. With comparison Mean scores in foreign language books discover that pre-test are
almost similar to post-test. Besides, analyzing with t-test methods show that there are significant differences between experimental and control groups in literature, history, geography, and social courses ($p<0.05$) however there are no significant differences in theosophy, art, English, and Arabic courses.

Trends

The review of the literature on anxiety reveals that when students are confronted with instructional strategies its impact on Anxiety is mixed like: An increase in achievement motivation decreases test anxiety (Kaul, 1985; & Grayer, 2007). A negative correlation is found between language anxiety and ability to recall vocabulary items. (MacIntyre & Gardner, 1991; & Lightbown & Spada, 2006) and mathematics anxiety (Selkirk, Bouchey & Eccles, 2011) and science achievement (Zakaria & Nordin, 2008) self-regulation of cognition results in better learning and performance and control their emotions and affect (such as anxiety) (Pintrich et. al., 1993). Medium of instruction and locality influence students’ achievement in English with higher values and anxiety (Balasubramaniam, 1994). While no difference is found in state and trait anxiety between teaching methodologies and Females exhibit higher levels of state anxiety (Yohon, 1996). State anxiety and test anxiety do not increase under stressful conditions (stage-fright) (Joost & Ron, 1997). No interaction was found between treatment & anxiety level (Sharma, 1998). BFNE (Brief Fear of Negative Evaluation), was directly correlated with sport anxiety (Norton et. al, 2000). Test-anxious students, performed poorly, less motivated when exposed to highly evaluative classrooms (Hancock & Dawson, 2001). Anxiety of poor language learning is due to difficulty in authentic self-presentation and various language teaching practices (Horwitz, 2001). Players under coaches instruction saw a decrease in trait anxiety, felt less pressure to perform (Smith, Smoll & Cumming, 2007). On comparing the academic anxiety on three groups of Government school (Urban), Private school (Urban) and Government school (Rural) a significant difference is reported among all the groups, except Government and private schools of urban setup (Yagnik & Gunthey, 2007). Group therapy showed experimental groups test anxiety scores lower than control group and higher in females than males (Haghshenas, Bahrehdar & Rahman, 2009).
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There are significant differences between test anxiety in pre-test and post-test between boys and girls. And no significant differences between parents with academic education and no academic education (Tooranposhti, 2011).

Effect of anxiety on Self Esteem Self concept and Achievement

Review of the related literature on anxiety reveals that test anxiety has positive relation with past exam experience and inverse relation with self-esteem (Capa & Loadman, 2001). Positive correlation exist between academic achievement optimism and self-esteem – whereas negative correlation between academic achievement, anxiety and pessimism (El-Anzi & Owayed, 2005). Exam time and reward in exam time achievement is needed for coequal self-esteem and relief of anxiety (Sunder, 2006; & Chamorro-Premuzic et. al., 2008). A weak relationship is found between test anxiety and achievement and positive and significant relation between self-concept and study habits with achievement (Raju & Asfawh, 2009). The participants in the treatment group experienced a decline in test anxiety than the wait-list control group (Pless, 2010). There are significant difference between test anxiety in pre-test and post-test and no significant differences between parents with academic education and no academic education of self-regulation on test anxiety; academic achievement (Stewart, 2012).

2.4 RESEARCH STUDIES RELATED TO SELF-ESTEEM

Maitra (1985) investigated the affective correlates of gifted under achievers. The sample consisted of 1020 students of VII grade. Raven's advanced progressive matrices, Lipsitt's self concept scale, Self perception inventory by William Matrin, Self Esteem inventory by Coppersmith, Academic self-image scale by Joan Barker Lunn and N-achievement Test by McClelland were the tools used. Home environment was found to be-the most important affective variable for gifted under achievers. They lacked interest in studies. They depended on parents' educational status in the form of involvement in their activities and educational guidance.

Rosenberg (1989) reported the effect of school achievement on self-esteem to be more powerful than that of self-esteem on school achievement.
Scott & Charles (1989) found that self-esteem scores were higher for senior than the freshman in the school. However, boys mean self-esteem was lower for seniors than the freshman. Girls mean scores were lower for freshman than senior in the vocational school but were similar in the college oriented school.

Joshi & Rai (1990) concluded in their study that the 10th grade student with high self-esteem have more positive attraction than those of low self-esteem.

Heyman (1990) conducted a study where 87 children with learning disabilities, aged 9 through 11 years 11 months, completed measures of self-esteem, academic self-concept, and self perception of their learning disability. The Self-Perception of Learning Disability (SPLD) instrument measures the extent to which children with learning disabilities perceive their disability as (a) delimited rather than global, (b) modifiable rather than permanently limiting, and (c) not stigmatizing. It was hypothesized that self-perception of one’s learning disability would be related positively to both academic self-concept and self-esteem, and that each of these relationships would remain significant when controlling for sex, ethnicity, age, reading and math achievement, self-contained versus mainstreamed classroom setting, and age at diagnosis. Correlations and multiple regression analyses confirmed these hypotheses. Results were discussed in terms of helping children to develop less negative self-perceptions of their disabilities.

Edjlai (1991) studied the effect of competency based ML on aptitude, motivation, self-esteem and Math anxiety. Results of the data indicated that significant difference existed between the two methods of teaching, learning. The research findings indicate that students in Mastery Learning class performed at a higher achievement level had a more positive attitude towards learning Mathematics and towards themselves had less Math anxiety and developed higher self-esteem.

Skaalvik, Valns & Sletta (1994) conducted a study in which relations between academic achievement, self-perceptions, task involvement and defensive ego involvement (self-presentation concerns) were explored among
349 sixth grade and 350 ninth grade Norwegian students. Task involvement was defined as general interest in working with school subjects, whereas defensive ego involvement was defined as students’ preoccupation with the impression they make on their classmates emphasizing the concern of not looking stupid. The results showed that task involvement and defensive ego involvement are independent but correlated motivational states. The concepts are negatively, but weakly correlated and are affected by different processes. Task involvement was affected directly by academic self-concept, whereas defensive ego involvement was strongly associated with self-esteem and was affected indirectly by academic self-concept through self-esteem.

Danniels (1994) conducted a study of the topic: “A study of self-esteem of student Piney Wood School and the variables associated with self-esteem”. Subject for the study were 225 junior and senior high school students from Piney Wood School located in Central Mississippi on the average who participated in the study had high self-esteem their was however a significant relationship between total self-esteem and mathematics. Friendliness of classmate was significantly related to self-esteem.

Palmer (1994) found that no significant difference existed between the control group and experimental group, vocational or career self-efficiency due to career planning instruction. However the change in self esteem of students receiving career world of work instruction was marginally successful at the 0.01 level. Instructions strategies other than those traditionally used in introduction to business classes may be necessary to bring about significant gain in self-esteem, vocational identity and career efficiency.

Grembowski & Durham (1995) found direct effects of age and education on exercise self-efficacy, and indirect effects of age, education, income, and occupation that generally operated through previous exercise experience, satisfaction with amount of walking, depression, and outcome expectations. The well-established relationship between self-esteem and psychological well-being may be an important factor in understanding the self-esteem/health relationship.
Rosenberg, Schooler & Rosenberg (1995) conducted a study on the topic, “Global self-esteem and specific self-esteem: different concepts different outcomes. Although global self-esteem was more strongly related to psychological well being, specific academic self-esteem was a better predictor of school performance.

Bernard (1996) found high correlations among self-esteem, self-efficacy, ego strength, hardiness, optimism, and maladjustment, and all of these constructs were significantly related to health.

Francis & Jones (1996) found in a study of 711 sixteen-year-olds in England that the relationship of SES and self-esteem varied with the measure of self-esteem. There was a significant relationship between SES and the Coopersmith Self-Esteem Inventory (r = -.122, p <.001) and a moderate relationship with the Rosenberg (r =.063, p <.05).

McCallum (1999) conducted a study on the impact of self-esteem, study behaviour, attendance, type of graduation, and demographic variables on students’ performance in remedial reading. The results showed that students’ study behaviour was the most significant variable affecting their performance in remedial reading. Contrary to expectations, students generally began the remedial reading programme with a high self-esteem. However, by the end of the semester, their self-esteem scores had dropped. They also exhibited poor academic confidence and poor long-term study behaviour thus, suggesting that they will eventually fail courses or drop out of college.

Shahajahan (1999) designed a comparative study of learning languages through co-operative Mastery Learning among tribal and non-tribal fifth graders. Achievement in languages and self-esteem were two dependent variables. Co-operative Mastery Learning, Nature of habitation (tribal and non-tribal) and family background were the three independent variables. Data were analyzed by using ANOVA and effect sizes. It was found that Co-operative Mastery Learning Strategy yielded higher achievement gain scores and self-esteem gain scores than Conventional Group Learning for the three languages viz., English, Hindi and Assamese. Scores of non-tribals were found to be higher than those of tribals. The family background had no effect.
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on achievement gain scores. Co-operative Mastery Learning Strategy in Hindi was found to have maximum effect size, second being in English and third in Assamese.

Wachelka & Katz (1999) evaluated an 8-week cognitive-behavioral treatment for students with learning disabilities. (The students all had normal intelligence but had difficulties with reading, writing or arithmetic). There were 11 students in the experimental group and 16 in the control group. Some students were enrolled in a community college, while others were in high school. The students were Caucasian, with an average age of 29. The experimenters measured students’ anxiety using the Test Anxiety Inventory. They also measured academic self esteem using part of the Coopersmith Self-Esteem Inventory and measured study orientation using a section of the Survey of Study Habits and Attitudes- Form H. The authors state that “high test anxiety is associated with low self-esteem, poor reading and math achievement, failing grades, disruptive classroom behavior, negative attitudes towards school, and an intense fear of failure.” Reducing students’ anxiety around taking exams may improve their self-esteem and address some of these problems. The students listened to relaxation tapes within and outside of class, learned to respond to their own irrational beliefs by focusing on the facts, and practiced guided imagery techniques to reduce their fear of exam taking. They also learned exam preparation strategies (regular studying, self-rewards, studying alone, sticking to one topic, and exercising), and strategies for taking different kinds of tests. Students’ anxiety scores decreased, their study skills scores improved, and their academic self-esteem scores improved.

Lawrence (2000) found a positive correlation between how people value themselves and the level of their academic attainments. Those who feel confident, generally achieve more, while those who lack confidence in themselves achieve less. Students usually have no problem in talking to the tutor about their literacy difficulties. Once they have learned to trust their tutor, they will often bring up other problems of a more personal nature. This is not to suggest that tutors become counselors, but they prepare to listen to students who may wish to confide in them. Whilst the majority of students are
likely to have low self-esteem as a result of feeling inadequate over not being able to read, write or spell like most others, they may in addition have low self-esteem as a result of others experiences, probably beginning in childhood. There will be countless opportunities for the tutor to begin the process of enhancing self esteem once they know the origins of these. For instance, knowing that a student has had strong feelings of inadequacy since childhood over his/her physical appearance would allow the tutor to focus positively on valuing the student in this direction as well as in relation to progress in literacy.

Castro (2000) explored self-esteem and ethnic identity of Mexican American immigrant children in Third through Fourth grade bilingual education found no significant differences in self-esteem scores between children in bilingual education when compared with those in English only classroom.

Thurman (2000) examined the relationship between self-esteem, academic self-concept and academic achievement among African American fifth through tenth grade students in a predominantly white, middle class sub urban school district. Results from the students intervened revealed that the determinants of self esteem in relation to African American students, are not associated with academic achievement, but rather, relate to peer acceptance participation in sports or other non academic factors.

Baumeister, Campbell, Kreuger & Vohs (2003) found that since many individuals strive for a feeling of value, it makes sense that those people would experience special motivation to succeed and actively to avoid failure in the domains on which they base their own self-worth. Accordingly, successful self-regulation can prove difficult for people aiming to maintain and enhance their self-esteem, because they would have to actually embrace failure or criticism as a learning opportunity, rather than avoid it. Instead, when a task which individuals see as fundamental to their self-worth proves difficult and failure seems probable, contingencies of self-worth lead to stress, feelings of pressure, and a loss of intrinsic motivation.

Crocker (2003) found that students who based their contingency of self-worth on academic criteria had a greater likelihood of experiencing lower-
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state self-esteem, greater negative affect, and negative self-evaluative thoughts when they did not perform well on academic tasks, when they received poor grades, or when graduate schools rejected them.

Kavussanu (2003) reported that perceived competence has been identified as an essential component of global self-esteem, individual difference in the way of competence conceptualized have been virtually ignored. Achievement goal theory suggests two conceptions of competence that operate in achievement context: competence to be correlated the capacity or improvement. These two competence are embedded within two goal orientation namely task and ego orientation. Children (n = 907) who attended summer sports participated in the study high task oriented children reported significant higher self – esteem than low task orientated children. Among high task orientated to those high perceived ability had higher self – esteem. In addition high ego orientated boys and high self-esteem when they perceived themselves in having ability in relation to their peers. Finally among low task orientated girls those with high perceived ability reported higher self-esteem.

Locker & Cropley (2004) conducted a study on anxiety, depression and self esteem in secondary school children. The sample consisted of 520 participants, from 4 different schools in 2 school years. Participants completed self-reported questionnaires at 2 time points – firstly during regular term time and the second in the week immediately prior to the examinations. Gender differences were found in the majority of measures with females displaying greater levels of anxiety and negative affect immediately before the examinations, whereas males reported higher positive affect and self-esteem, lower depression and anxiety within the week prior to the examinations.

Amini (2004) conducted a research in order to study the role of self efficiency, self regular and self esteem in high school students’ academic achievement. 500 students (300 girls and 200 boys) participated in this study in Share Kord. The result shows both positive and significant relationship between self esteem and academic achievement.
Emamzadeh (2004) conducted a research in order to compare the social skills and self esteem and academic achievement among 261 students (boys and girls) in Orumieyeh city. Self Esteem test (Popo) and Mathematics test were used to evaluate through descriptive statistic methods and t- test. The result shows that there was no significant relationship between self esteem and academic achievement.

Laura & Eric (2005) found on the basis of the previous research that documented a tendency for people to make more risk seeking decisions for others than for themselves in relationship scenarios. Two experiments investigated whether this self-other difference is moderated by participants' self-esteem and anxiety levels. In Experiment 1, lower self esteem and higher anxiety levels were associated with more risk-averse choices for personal decisions but not for decisions for others. Therefore, participants with lower self-esteem/higher anxiety showed greater self-other investigated whether this self-other difference is moderated by participants.

Sargent, Crocker, & Luhtanen (2006) found internal contingencies even positively related to well-being and defined successful self-regulation as “the willingness to exert effort toward one’s most important goals, while taking setbacks and failures as opportunities to learn, identify weaknesses and address them, and develop new strategies toward achieving those goals.”

Zeinvand (2006) studied the relation between self esteem, social support and student’s educational progression in a high school in Dareh Shar, a city in Iran. 72 students (37 boys and 35 girls) were classified based random method. The research data were collected through CooperSmiths questionnaire of self esteem. The data analysis showed no significant relationship between self esteem and academic achievement. However, the research depicted the significant differences in boy and girls. The t-test revealed that self esteem is more in boys than in girls.

Trautwein & Undike (2006) studied Self-Esteem, Academic self-concepts and concluded that high self-esteem is not a strong predictor of later achievement. When they restricted their analyses to the reciprocal relationship between self-esteem and achievement, they found some top
down effects, but these effects were generally rather small (.05<B<.07). When they controlled for domain specific academic self concepts, they no longer found any direct effects of self-esteem. Hence the effects of self-esteem on achievement if they exist at all seem to be mediated by domain specific self-esteem concepts; however it is important to highlight that self views have no impact on achievement.

**Manning, Bear & Minke (2006)** conducted a case study on Deena, who had repeated 6th grade and was in danger of failing 9th grade. She was tall for her age and often bullied her younger, smaller classmates. The school counselor placed Deena in a self-esteem group and taught lessons from a popular self esteem curriculum. When the counselor noticed Deena's behavior becoming progressively worse, she consulted with the school psychologist, who suggested that the school support team review Deena's academic and social needs to determine what skill deficits might be contributing to her behavior, rather than assuming that her self-esteem was the primary problem. Although Deena did not have a learning disability, she did struggle with reading. The team determined that Deena's self-esteem was adequate but that her reading difficulties contributed to a low academic self-concept. They recommended that the reading specialist provide corrective reading strategies. Two months later, Deena was passing two of her four core classes and her discipline referrals had decreased by 40% likely to support students' positive self esteem by implementing strategies that promote their self-concept.

**Lee & Hankin (2009)** conducted a study to extend the existing adult literature on insecure attachment as a predictor of depression and anxiety by examining these pathways in a sample of adolescents. In addition, dysfunctional attitudes and low self-esteem were tested as mediators of the association between insecure attachment and symptoms of depression and anxiety. Youth (N = 350; 6th-10th graders) completed self-report measures of attachment, dysfunctional attitudes, self-esteem, and symptoms of depression and anxiety in a 4-wave prospective study. Results indicate that anxious and avoidant attachment each predicted changes in both depression and anxiety (after controlling for initial symptom levels). The association between anxious
attachment, but not avoidant attachment, and later internalizing symptoms was mediated by dysfunctional attitudes and low self-esteem. Effects remained even after controlling for initial co-occurring symptoms.

Rohani, Sharirullah, Tengku Aizan & Kumar (2009) conducted a study to examine self-esteem, gender and academic achievement. Participants (N= 153, 105 = male & 48= female) completed the Persian version of the Rosenberg Self-Esteem Scale (RSES) (Tevakkoli, 1995). The RSES as a questionnaire test included 10 items. Cumulative grade point average (CGPA) was used to select the participants. Data were analyzed by multinomial logistic regression and independent sample t-test. The findings from this study indicate that although self-esteem indicates a strong significant relationship on academic achievement when gender is controlled (Chi-Square =14.173, Sig=.007, P<0.01, there is no relationship between self esteem and academic achievement (Sig=.074, P>0.05). In other words, a significant difference between gender and self-esteem was observed (Sig=.001, P<0.01).

DeMarree, Petty & Strunk (2010) examined the accessibility of one's self-esteem as a predictor of the “strength” (durability and impactfulness) of that self-esteem. Based on attitude accessibility research, the authors predicted that accessibility of self-esteem (i.e., a self-attitude) would be positively related to self-esteem's ability to resist change and guide information processing. In Study 1, accessibility of self-esteem was positively related to resistance to change in a paradigm where participants listed either positive or negative self-attributes. Self-esteem was also associated with biases in judgments of ambiguous personality feedback (Study 2) and in explanatory style and future event predictions (Study 3), but did so to a greater extent as self-esteem accessibility increased. In addition, these patterns were obtained after controlling for other variables, including general reaction time, evaluative extremity, self-concept clarity, and self-esteem certainty.

Asadi, Basirani, Asadi, Panahi, Amirshahi & Salehin (2010) conducted a study to estimate the prevalence of anxiety and its relationship with self-esteem among students at the University of Zabol in Iran. The Cattell
Anxiety Inventory and the Coopersmith Self-Esteem Inventory were used to conduct a cross-sectional study involving 400 students within an age range of 18 to 31. According to the results, the prevalence of anxiety among these students was measured at a level of 83% and a significant negative relationship was found to exist between anxiety and self-esteem as well as between age and anxiety. Females suffered significantly greater anxiety than males and males measured significantly higher on self-esteem than females. A significant positive relationship was also found between income and self-esteem. Other findings included no correlation between age and self-esteem, as well as no association between marital status, level of income or type of location and anxiety.

Loree (2011) studied the correlation between the self-esteem of students and their reading ability, reading level, and academic achievement. This research was completed using the University of Central Missouri library and online databases to gather articles and previous research on the areas of self-esteem, reading ability, reading level, and academic achievement. The research showed that there is a positive correlation between self-esteem and reading ability, reading level, and academic achievement. Students' levels of self-esteem were positively impacted if they were successful in reading and other academics.

Patten (2012) investigated the relationships between both the Coopersmith Self-Esteem Inventory and the Sarason General Anxiety Scale for Children and the Peabody Individual Achievement Test (subtests of Mathematics, Reading Recognition, and General Information). Eighty-eight kindergarten through sixth-grade learning disabled children placed in the regular classroom with resource help were tested individually by a certified learning disabilities teacher. Pearson product-moment coefficients of correlation between all variables were determined for the total sample and for each sex. Significant relationships were found between (a) self-esteem and Mathematics, Reading Recognition, and General Information achievement scores for the total group and females, (b) self-esteem and Reading Recognition and General Information achievement scores for males, (c)
general anxiety and General Information achievement scores for the total group and for males (negative direction), and (d) general anxiety and self-esteem for the total group and males (negative direction).

Marsh & O’Mara (2012) conducted a study including self-esteem (emphasized by Baumeister et al.), academic self-concept (emphasized by Marsh & Craven), and post secondary educational attainment—using stronger statistical methods based on five waves of data (grade 10 through 5 years after graduation; \( N = 2,213 \)). Integrating apparently discrepant findings under a common theoretical framework based on a multidimensional perspective, academic self-concept had consistent reciprocal effects with both achievement and educational attainment, whereas self-esteem had almost none.

Trends

Review of the research on Self Esteem shows both positive and significant relationship between self esteem and academic achievement (Rosenberg, 1989.; & Joshi & Rai, 1990; & Lawrence, 2000; Amini, 2004) reading ability, reading level (Loree, 2011). Students in Mastery Learning class had higher achievement level, more positive attitude towards learning Mathematics and towards themselves, had less Math anxiety and higher self-esteem (Heyman, 1990). Instructional strategies other than traditionally used bring about significant gain in self-esteem, vocational identity and career efficiency (Edjlai, 1991). Self-Perception of Learning Disability (SPLD) instrument was positively related to academic achievement, self-concept and self-esteem (Palmer, 1994). Global self-esteem was more strongly related to psychological well being, and specific academic self-esteem was a better predictor of school performance (Rosenberg et al., 1995). Students with learning disabilities when listened to relaxation tapes, learned exam preparation strategies and strategies for taking different kinds of tests their anxiety scores decreased, their study skills scores improved, and their academic self-esteem scores improved (Wachelka & Katz, 1999).
students revealed that the determinants of self esteem are not associated with academic achievement, but relate to peer acceptance participation in sports or other non academic factors (Thurman, 2000). Students who based their contingency of self-worth on academic criteria experience lower-state self-esteem, greater negative affect, and negative self-evaluative thoughts (Crocker, 2003). No significant relationship between self esteem and academic achievement was found (Emamzadeh, 2004), between bilingual education and those in only English classroom (Castro, 2000). Males reported higher positive affect and self-esteem, lower depression and anxiety than females before the examinations in secondary school children (Locker et al., 2004). The data analysis showed no significant relationship between self esteem and academic achievement. However, the research revealed that self esteem is more in boys than in girls (Zeinvand, 2006). High self-esteem is not a strong predictor of later achievement (Trautwein & Undike, 2006), when gender is controlled (Rohani et. al., 2009), the accessibility of one’s self-esteem is examined as a predictor of the “strength” of their self-esteem obtained after controlling for other variables, including general reaction time, evaluative extremity, self-concept clarity, and self-esteem certainty (DeMarree, Petty & Strunk, 2010). A significant negative relationship was found to exist between anxiety and self-esteem. Females suffered greater anxiety than males and males measured higher self-esteem than females (Asadi et.al, 2010). Significant relationships were found between (a) self-esteem and Mathematics, Reading Recognition, and General Information achievement scores for the total group and females, (b) self-esteem and Reading Recognition and General Information achievement scores for males, (c) general anxiety and General Information achievement scores for the total group and for males (negative direction), and (d) general anxiety and self-esteem for the total group and males (negative direction) (Patten, 2012).


2.5 EMERGENCE OF THE PROBLEM

From the perusal of the related literature quoted above, the researcher found variation in the research findings reported so far on the effectiveness of Self Learning Modules in English education. A few researchers have investigated the effectiveness between SLM and Learning Outcomes, yet the findings are contradictory as some research studies have been conducted by adopting modular strategy on different school subjects at different levels and classes by (Kaushal, 1994) in Bio-Sciences for class IX; (Reddy & Ramar, 1997) in Mathematics for VIII Std; (Kapoor, 1999) in English Grammar for VIII class and (Kohli, 1999) in Geography for students of 10+1 class, (Kulbir, 2001) in the subject of Punjabi Grammar. Some research studies had been conducted at the level of Higher Education by; (Pant, 1992) on Self-Guidance Modules for Secondary and Senior Secondary School Students.; (Robinson et.al., 1995) college students in writing integrated essays; (Narula, 1999) on polytechnic students; (Dubey & Khuntia, 2000) on Vocational Guidance for B. Ed. Students.

Also different personality factors effect the learning outcomes of the students in Modular Approach like self-paced instruction had a positive impact on reducing anxiety levels of male students; (McKenzie, 2000) cultivating a self-regulated learning is a more effective way of reducing anxiety and enhancing self esteem (Crocker & Park, 2004). Self-concept is correlated with self-esteem and has positive impacts on academic achievement (Fathi-Ashtiani et. al., 2007). Therefore, no generalizations can be made at this point.

Language learning involves the establishment of the link between the language forms and their meanings. Knowing a language means the learner acquiring grammatical competence, communicative competence and proficiency in spoken language the teaching of grammar has been playing a central role in language teaching. Singh (1984) observed that most of the
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High school teachers favored a normal teaching of grammar for speaking and writing grammatically correct English.

English Grammar is an important component for the learning of English language. In the school, students do not have mastery over the basic elements of English Grammar and commit several mistakes in writing as well as in speaking. Most of the English language teachers use conventional method of teaching grammar at school level. Teachers neither frame objectives to be achieved nor prepare criterion tests to test the objectives. They being the dynamic agents, affect the behavior, development and learning of students to a great extent further the implementation of these instructional strategies depend highly on students attitude towards learning English.

So keeping in view the importance of English grammar in learning English language among school students and seeing lots of limitations of conventional learning, the investigator selected the study which aimed at not only preparing improvised instructional material for English teaching in the form of Self Learning Modules but also determining its effect on learning outcomes (Achievement, Attitude towards English and Self Concept) in relation to Anxiety and Self-Esteem.

2.6 STATEMENT OF THE PROBLEM

EFFECT OF SELF LEARNING MODULES ON LEARNING OUTCOMES OF IX GRADERS IN RELATION TO ANXIETY AND SELF-ESTEEM

2.7 DELIMITATIONS OF THE STUDY

The present study has been delimited with respect to the following:

1. Two Instructional strategy has been administered i.e. self Learning Modules in Individualized situation and Conventional Learning in group situation
2. The total sample consisted of 250 students only.
3. The study was confined to class IX only on normal children.

4. The study was conducted only in the subject of English Grammar.

5. The duration of the experiment was 65 sessions and each session was of forty five minutes.

6. The study was confined to co-educational English Medium Public Schools affiliated to C.B.S.E. Board from Distt. Fatehgarh Sahib.

2.8 OBJECTIVES OF THE STUDY

The study is designed to attain the following objectives:

- To study the effect of instructional strategy (SLM in Individualized situation/conventional Learning) on learning outcomes (Achievement/attitude towards English/ Self-Concept) of IX grade students.

- To study the effect of Anxiety on learning outcomes (Achievement/Attitude towards English/ Self-Concept) of IX grade students.

- To study the effect of Self-Esteem on learning outcomes (Achievement/Attitude towards English / Self-Concept) of IX grade students.

- To study the interaction effect of instructional strategy (SLM in Individualized situation/conventional learning) and Anxiety on learning outcomes (Achievement/ Attitude towards English/ Self-Concept) of IX grade students.

- To study the interaction effect of instructional strategy (SLM in Individualized situation/conventional instruction) and Self Esteem on learning outcomes (Achievement/ Attitude towards English/ Self-Concept) of IX grade students.

- To study the interaction effect of Anxiety and Self-Esteem on learning outcomes (Achievement/Attitude towards English/ Self-Concept) of IX grade students.

- To study the interaction effect of instructional strategy (SLM in Individualized situation/conventional Learning) and Anxiety and Self-
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Esteem on learning outcomes (Achievement/Attitude towards English/Self-Concept) of IX grade students.

2.9 HYPOTHESES

The study was designed to test the following hypotheses:

**Ho.1:** SLM and CL (Instructional Strategies) yield equal means for Achievement, Attitude towards English, Self Concept, Self Esteem and Anxiety scores of IX grade students.

- **Ho.1.1:** SLM and CL (Instructional Strategies) yield equal means for Achievement scores of IX grade students.
- **Ho.1.2:** SLM and CL (Instructional strategies) yield equal means for Attitude towards English scores of IX grade students.
- **Ho.1.3:** SLM and CL (instructional strategies) yield equal means for Self Concept scores of IX grade students.
- **Ho.1.4:** SLM and CL (instructional strategies) yield equal means for Self Esteem scores of IX grade students.
- **Ho.1.5:** SLM and CL (instructional strategies) yield equal means for Anxiety scores of IX grade students.

**Ho.2:** Achievement scores yield equal mean for High, Average and Low Self Esteem of IX Grade students.

- **Ho.2.1:** High and average level of Self Esteem yield equal means of Achievement scores of IX Grade students.
- **Ho.2.2:** High and low level of Self Esteem yield equal means of Achievement scores of IX Grade students.
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- **Ho. 2.3:** Average and low level of Self Esteem yield equal means of Achievement scores of IX Grade students.

**Ho. 3:** Achievement scores yield equal mean for High, Average and Low Anxiety of IX Grade students.

- **Ho. 3.1:** High and average levels of Anxiety yield equal mean of Achievement scores of IX Grade students.
- **Ho. 3.2:** High and low levels of Anxiety yield equal mean of Achievement scores of IX Grade students.
- **Ho. 3.3:** Average and low levels of Anxiety yield equal means of Achievement scores of IX Grade students.

**Ho. 4:** Attitude towards English scores yields equal means for High, Average and Low Self Esteem scores of IX Grade students.

- **Ho. 4.1:** High and average levels of Self esteem yield equal means of Attitude towards English scores of IX Grade students.
- **Ho. 4.2:** High and low levels of Self esteem yield equal means of Attitude towards English scores of IX Grade students.
- **Ho. 4.3:** Average and low levels of Self esteem yield equal means of Attitude towards English scores of IX Grade students.

**Ho. 5:** Attitude towards English scores yields equal means for High, Average and Low Anxiety of IX Grade students.

- **Ho. 5.1:** High and average levels of Anxiety yield equal means of Attitude towards English scores of IX Grade students.
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- **Ho. 5.2**: High and low levels of Anxiety yield equal means of Attitude towards English scores of IX Grade students.

- **Ho. 5.3**: Average and low levels of Anxiety yield equal means of Attitude towards English scores of IX Grade students.

**Ho. 6**: Self Concept scores yield equal means for High, Average and Low Self Esteem of IX Grade students.

- **Ho. 6.1**: High and average levels of Self Esteem yield equal means of Self Concept scores of IX Grade students.

- **Ho. 6.2**: High and low levels of Self Esteem yield equal means of Self Concept scores of IX Grade students.

- **Ho. 6.3**: Average and low levels of Self Esteem yield equal means of Self Concept scores of IX Grade students.

**Ho. 7**: Self Concept scores yield equal means for High, Average and Low Anxiety of IX Grade students.

- **Ho. 7.1**: High and average levels of Anxiety yield equal means of Self Concept scores of IX Grade students.

- **Ho. 7.2**: High and low levels of Anxiety yield equal means of Self Concept scores of IX Grade students.

- **Ho. 7.3**: Average and low levels of Anxiety yield equal means of Self Concept scores of IX Grade students.

**Ho. 8**: SLM and CL (instructional strategies) yield equal gain means for Achievement scores of IX Grade students.
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**Ho. 9:** High and Low levels of Self Esteem yield equal gain means for Achievement scores of IX Grade students.

**Ho. 10:** High and Low levels of Anxiety yield equal gain means for Achievement scores of IX Grade students.

**Ho. 11:** SLM and CL (Instructional Strategies) and Self Esteem do not interact in respect to gain means for Achievement scores of IX Grade students.

**Ho. 12:** SLM and CL (Instructional Strategies) and Anxiety do not interact in respect to gain means for Achievement scores of IX Grade students.

**Ho. 13:** SLM and CL (Instructional Strategies), Self Esteem and Anxiety do not interact in respect to gain means for Achievement scores of IX Grade students.

**Ho. 14:** SLM and CL (instructional strategies) yield equal gain means for Attitude towards English scores of IX Grade students.

**Ho. 15:** High and Low levels of Self Esteem yield equal gain means for Attitude towards English scores of IX Grade students.

**Ho. 16:** High and Low levels of Anxiety yield equal gain means for Attitude towards English scores of IX Grade students.

**Ho. 17:** SLM and CL (Instructional Strategies) and Self Esteem do not interact in respect to gain means for Attitude towards English scores of IX Grade students.

**Ho. 18:** SLM and CL (Instructional Strategies) and Anxiety do not interact in respect to gain means for Attitude towards English scores of IX Grade students.
Ho. 19: SLM and CL (Instructional Strategies), Self Esteem and Anxiety do not interact in respect to gain means for Attitude towards English scores of IX Grade students.

Ho. 20: SLM and CL (instructional strategies) yield equal gain means for Self Concept scores of IX Grade students.

Ho. 21: High and Low levels of Self Esteem yield equal gain means for Self Concept scores of IX Grade students.

Ho. 22: High and Low levels of Anxiety yield equal gain means for Self Concept scores of IX Grade students.

Ho. 23: SLM and CL (instructional Strategies) and Self Esteem do not interact in respect to gain means for Self Concept scores of IX Grade students.

Ho. 24: SLM and CL (Instructional Strategies) and Anxiety do not interact in respect to gain means for Self Concept scores of IX Grade students.

Ho. 25: SLM and CL (Instructional Strategies), Self Esteem and Anxiety do not interact in respect to gain means for Self Concept scores of IX Grade students.

Ho. 26: There will be no significant relationship between Achievement and Self Esteem scores of IX Grade students.

Ho. 27: There will be no significant relationship between Achievement and Anxiety scores of IX Grade students.

Ho. 28: There will be no significant relationship between Attitude towards English and Self Esteem scores of IX Grade students.
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Ho. 29: There will be no significant relationship between Attitude towards English and Anxiety scores of IX Grade students.

Ho. 30: There will be no significant relationship between Self Concept and Self Esteem scores of IX Grade students.

Ho. 31: There will be no significant relationship between Self Concept and Anxiety scores of IX Grade students.

Ho. 32: Interactional effect of the Self Esteem and Anxiety yield linear and significant effect on Achievement scores of IX Grade students.

Ho. 33: Interactional effect of the Self Esteem and Anxiety yield linear and significant effect on Attitude towards English scores of IX Grade students.

Ho. 34: Interactional effect of the Self Esteem and Anxiety yield linear and significant effect on Self Concept scores of IX Grade students.