CHAPTER-2
REVIEW OF RELATED LITERATURE

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CHAPTER-2
REVIEW OF RELATED LITERATURE

2.1 Preamble

Review literature plays an important role in any research: it gives us meaningful research conclusion. It is also very important to review the previous research literature in psychology. Knowledge is growing rapidly. It gets doubles in a very short span to time. Scholars, researchers and writers are doing great job by their continuous efforts through their studies and writings.

There are a tremendous numbers of publications, books and periodicals in developed and developing country like India. It is estimated that only India alone publishes annually 80,000 books.

The importance of the review of the related literature is expressed in the words by Billy Turney and George Robb as follows, “Identification of a problem, development of a research design and the determination of the size and scope of the problems all depend to a great extent on the case and intensity with which a researcher has examined the literature related to the intended research.”

One who is not conversant with gone before has little chance of making contribution therefore researchers has to survey available literature relating their field of study. They must keep them selves update in their field and related areas.

To study relevant research literature it is very important in order to plan and carry out the study. The present research is an attempt to study personality, self-esteem and academic achievement motivation in children relation to their social economic status and birth order.

The vast body of research has emerged in recent years regarding these big areas.

(1) Personality
(2) Self-esteem
(3) Academic Achievement Motivation
(4) Social Economic Status
(5) Birth Order

2.2 Review on Personality Studies

Vaghela, R. & Dhila, B. D. (2014) study on ‘personality characteristics, emotional maturity and parental relationship among rural area residential and non-residential school children.” Result shows that significant difference in some personality characteristic (CPQ) among children of rural area residential and non residential
school children. Gender also effect on personality characteristic. Also significant difference on emotional maturity and parental relationship.

**Pandya, M. & Jogsan, Y. A. (2013)**. Study “personality and academic achievement among adolescence.” Their study revealed that there was significant difference between adolescent boys and girls in personality. No significant difference in academic achievement in them. While the correlation between personality and academic achievement reveals 0.77 positive correlation.

**Spengler, M., Ludtke O, Martin R. and Brunner, M. (2013).** Investigated that personality is related to educational outcomes in late adolescence : Evidence from two large-scale achievement studies.” This study is the first to investigate the relation between personality traits and academic outcomes in adolescence. They used data from two independent Luxembourgish samples of students including a representative sample of 15 years old students (n=898) and a large heterogeneous sample of more than 2,000 ninth and tenth graders. They found a differentiated pattern of results concerning key educational outcomes: Conscientiousness was more closely related to grades, where as openness showed higher relations with achievement test scores. Possible mechanisms that may underlie the pathways from personality to educational success and the implications of using short inventories in the context of large-scale (educational) studies are discussed.

**Slobodskaya, H. R. & Akhmetova, O. A. (2013)** studied “The personality development and problem behavior in Russian children and adolescents.” Their aim was to explore child and adolescent personality in the Russian culture, addressing gender and age difference, and to examine personality and family effects on children’s internalizing and externalizing problems. Parents of 1,640 Russian children aged 3-18 years completed the individual differences measuring personality, the strength and difficulties questionnaire measuring problem behavior and reported about family background. Girls scored higher than boys on the conscientiousness domain and on the intelligent and considerate scales, but lower on activity. In younger children, extraversion was higher; in older children, agreeableness, conscientiousness and shyness were higher; distractibility was highest in early adolescence. The gender and age differences were small. Personality explained about 30% of variance in children’s internalizing problems, and 50% in externalizing problems, family factors contributed less than 4%. Internalizing problems were linked to higher extraversion, lower conscientiousness and agreeableness. For both types of problems, harsh parenting was a risk factor, while SES and family cohesion were associated with lower problem levels. Models linking personality with children’s problem behavior were similar in preschool, middle childhood, early and late adolescence.
Somaiya, S. & Jogsan, Y. A. (2013) investigated “effect of medium on personality characteristics in children.” Result revealed that there are some personality factors (reserved Vs. out going, less intelligent Vs. more intelligent and undisciplined self conflict Vs. controlled) found to be significant difference at 0.01 level and other personality factors was not significant. English medium students are more out going, social and emotionally stable than that Gujarati medium students.

McGhee, R. L., Philips, C., Ehrler, J. D. & Buckhalt J. A. (2012) studied “The relation between five factor personality traits and risk - taking behavior in preadolescents.” They show that high extraversion and openness to experience and low conscientiousness were correlated with risk-taking. The FFPI-C factors were significantly predictive of risk taking behavior, and accounted for 42% of the risk taking variance, based on a multiple regression analysis. These findings suggest that the same mechanisms that are associated with adult risk-taking may already be present in children as young as 10 to 12 years of age.

Gajjar S. & Patel S. (2012). Investigated “A comparative study of personality (CPQ) difference and academic achievement among school children of various medium of instruction.” Result show that student of English and Gujarati medium student have significance difference in personality traits. Gender was also found to be significant on personality traits. Internal impact of medium and gender reveled significance difference in personality traits. English medium students were found to be significantly higher in their academic achievement as compared Gujarati medium student.

Yagnik L. R. and shah A. S. (2004) investigate “the effect of medium of instruction and gender on children’s personality (CPQ)” Result revealed that the boys are found to be more out going, emotionally stable, assertive, domain-lucky, venture some, tender minded, apprehensive, conscientious, controlled, tense while girls are found to be more intelligent, emotionally less stable, sober, shy, forthright and phlegmatic. Further they revealed that students of English medium were found to be more sociable, emotionally stable, excitable, cheerful, moralistic, tender minded, shrewd, whereas than the students of Gujarati medium were found to be more intelligent assertive, shy, reflective.

Sharma G. (2004) Investigated the “personality characteristics of primary school students with learning disabilities and their non learning disabled peers.” Her study examined the personality characteristics of 180 boys and girls of ages 8, 9 and 10 with learning disabilities (LD) in 3rd, 4th and 5th grade in urban and rural primary schools of Andhrapradesh, India. The subjects were identified based on their scholastic achievement on a spelling dictation test, an oral reading test, a reading comprehension
test and an arithmetic test developed specifically for the purpose, along with mental ability tests. Raven’s standard progressive matrices and Draw-A-Man, An adapted version of the children’s personality questionnaire (CPQ) was administered to the subjects with LD and a comparison group of children with out learning disabilities (NLD). Examination of scores obtained by LD and NLD subjects on the CPQ portrays the LD child as having problems in social and emotional adjustment. Further, the older LD children tended to show a more maladaptive behavioral disposition than the younger, and there was a significant gender effect among LD children.

**D. J. Wilson and Panditji L. (1990)** investigated “the relation between eysenck’s psychotics factor and the traits of cattell’s personality.” Questionnaire were examined among 698 girls and 568 boys in Zimbabwe. The major concomitants of psychoticism among boys and girls included positive correlation with dominance, enthusiasm and shrewdness scores and negative correlations with self-control, conscientiousness, emotional stability, warmth and abstract thinking scores. Factor analysis of the Junior Eysenck personality questionnaire and the children’s personality questionnaire scales yielded a clear psychoticism factor, characterized by positive psychoticism, dominance and shrewdness loadings and negative conscientiousness, self-control and abstract thinking cognitive style. Across groups, significant sex differences were found WISC-R measures, WRAT arithmetic, parent-rated aggressively, children’s personality questionnaire (CPQ) profiels. Children’s embedded figures test (CEFT) scores, and self-rated augmentation. For the girls, reading spelling achievement was robustly associated with WISC-R verbal scores, while the boys sequential memory scores provided the stronger link. For the girls but not boys cognitive style measures formed a fairly cohesive clusters as did measures of augmentation, impulsivity, and hyperactivity. The boy’s but not girl’s color-naming speeds and CEFT scores were strongly correlated with age. Within and across sexes, the groups could be discriminated by their WISC-R profiles, arithmetic scores, and rating of aggressively. Solely hyperactive subjects were unexpectedly the most sensitive to omissions of details (leveling. Sharpening task), but groups did not differ on other cognitive style measures.

### 2.3 Review on Self-esteem Studies

**Tajeddini, R. (2014)** studied on “a comparative study with respect of self-esteem and demographic variables in Indian and Foreign students.” Their result presented that Foreign students who were between age range 20-25 and 25-30 showed a higher self-esteem as compared to Indian students. It was states that foreign students who were doing master qualification showed higher self-esteem than Indian students. The result also showed that Foreign students who never go to any parties and the Foreign
students who frequently go to any parties showed higher self-esteem as compared to Indian students in the same groups. It was concluded from this study that Foreign students who were more than third child showed higher self-esteem as compared to Indian students in the same group. The further findings showed that foreign students who belong to middle socioeconomic status showed a higher self-esteem as compared to Indian students in the middle socio economic status. Result presented that christian foreign students showed higher self-esteem as compared to Indian students in according to hypothesis.

**Ashra, B. K. & Jogsan, Y. A. (2013).** Study on “locus of control and self-esteem among youth male and female.” Result show that there was no significant difference in locus of control and self-esteem with respect to both youth male and female. While the correlation between locus of control and self-esteem reveals 0.54 positive correlation.

**Bagheri, M. S. & Faghin, M. (2012)** study on “the relationship between self-esteem, personality type and reading comprehensive of Iranian EFL students.” Result of the study revealed that there was a positive relationship between overall self-esteem and reading comprehension, and overall self-esteem and personality type, in general. Likewise, positive relationship between situational and task self-esteem with reading comprehension were shown but there wasn’t a significant relationship between global self-esteem and reading comprehension. Also the relationship between personality type and reading comprehension was insignificant.

**Dudhatra, R. & Jogsan, Y. A. (2012)** study on “self-esteem and academic achievement among P.G. and U.G. students.” Result show that significant difference in self-esteem and academic achievement among U.G. and P.G. students. U.G. student have high self-esteem and academic achievement as compare P.G. students. While correlation between self-esteem and academic achievement is 0.82 positive correlation.

**Hosogi, M., Okada, A., Pujil, C., Watanable, K. and Noguchi, K. (2012)** study on “importance and usefulness of evaluating self-esteem in children.” They show that the development of children’s self-esteem is heavily influenced by their environment, that is, their homes, neighborhoods and schools. Child with damaged self-esteem are at risk of developing psychological and social problems, which hinders recovery from low self-esteem. Thus, to recover low self-esteem, it is important for children to accumulate a series of successful experiences to create a positive concept of self. Evaluating children’s self-esteem can be an effective method for understanding their past and present circumstances and useful to treat for children with psychosomatic disorder.
Bhattacharjee, A. (2011) study on “impact of gender and community on locus of control and self-esteem among undergraduate students.” Findings revealed significant impact of gender and community on locus of control and self-esteem of the study subjects which further showed that male students were more internally oriented and they possessed high self-esteem in comparison to female students. Again, tribal students were externally oriented as well as they possessed low self-esteem than their non-tribal counterpart.

Sahu, K. & Singh, D. (2011) study on “psychological well-being and self-esteem in professional college students.” Result denoted that these professional students shoved above average level of psychological well being and self-esteem. Further, there was not any significant gender difference regarding the self-esteem and psychological well-being of these professionals. Both male and females exhibited above average level of psychological well-being and self-esteem. Income has significant effect on the psychological well-being as well as self-esteem of the subjects. High income group showed high self-esteem and better psychological well-being. In addition the subjects of service class group indicated better psychological well-being in comparison business class group. But there was not any marked able differences regarding self-esteem of business group and service group.

Joshi, S. and Srivastava (2009) study on “self-esteem and academic achievement of Adolescents.” The result indicated that there were on significant difference with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Dong, Q., Koper, R. J. and Collaco, C. M. (2008) study on “social intelligence, self-esteem and intercultural communication sensitivity.” They examined relationship between self-esteem and intercultural communication sensitivity. Result support hypothesized relationships and indicate a statistically significant relationship between social intelligence (SI) and intercultural communication sensitivity (ICS), with SI accounting for more than 10% of the variance in ICS. In addition, both dimensions of self-esteem self worth and self efficacy. Were significantly related to ICS, accounting for a additional 4% of the variance.

Diaman topoulou, Rydell & Henricsson (2008) study on “self-esteem in children.” Result showed that both low levels of global self-worth and exaggerated but disputed self-esteem were related to aggression. The findings indicate that, depending on low
self-esteem in conceptualized aggressive children may appear to have both a low and a high self-esteem. Regarding gender differences, exaggerated self-esteem was more strongly related to aggression in boys than girls.

2.4 Review on Academic Achievement Motivation Studies

Doshi, D. R. & Jogsan, Y. A. (2013) study on “mental health and academic achievement among orphan and non-orphan students.” Result revealed that significant difference in mental health and academic achievement with respect to both orphan and non-orphan students. Non-orphan students have good mental health and academic achievement as compare orphan. While correlation is 0.81% between mental health and academic achievement.

Kumar, S. and Sohi, A. (2013) study on “study habits of tenth grade students in relation to their academic achievement.” Study show that the sex of student is not likely to have any major effect on study habits and academic achievement of tenth grade students. It is also found that there is very high and positive relationship between study habits and academic achievement of tenth grade students.

Pannell, K. A. (2012) study on “academic achievement, motivation and perceived social support differences between first generation and non-first generation college students.” Result suggest there is a statistically significant difference between first and non-first generation college students in perceived social support FSSQ t (82) = -14.80, P=.00, MSPSS t (82) = -7.12, P=.00, motivation AMS - C t (82) = -14.80, P=.00, AMQ t (82) = -7.12, P=.00, and academic achievement t (82) = -14.80, P=.00.

Rakhonde, M. & Adhane, P. (2012) study on “self-concept and achievement motivation among college students.” The mean value on self-concept for male is higher than the female. And there is significant difference between male and female college students on self-concept. The mean score of male students on achievement motivation is higher than the female students but there is no significant difference between male and female students on their achievement motivation.

Akram, M., Baby S. and Khan, M. I. (2011) Study on “academic stress an achievement motivation among adolescents.” Result indicated that stressful worries and overall academic stress were significantly higher among science adolescents than in social science adolescents stressful worries were the significant predictors of achievement motivation among science adolescents where as poor administration and inadequate academic environment in college were significant predictor of achievement motivation among social science adolescents.

Boora, S. (2011) study on “effect of parent child relationship and adjustment on achievement motivation among school students.” It was found that some dimensions
of parent child relationship such as rejecting, symbolic punishment and object punishment have significant negative correlation with adjustment. Achievement motivation is not correlated with parent child relationship.

**Puri, P., Sandhu, P.K. and Kalra, D. S. (2011)** study on “intelligence and need for achievement motivation of children with learning disabilities and without learning disabilities.” Result shows that there is no significant difference in the intelligence of students with learning disabilities and students without learning disabilities but students without learning disabilities have higher need for achievement motivation as compared to the need for achievement motivation of students with learning disabilities.

**Chahal, S. K. and Kaur, S. (2011)** study on “achievement motivation of adolescents among intact families and orphanages.” They found that there was statistically non-significant difference between the achievement motivation of adolescents of intact families and orphanages. But it was found out that there was statistically significant difference between the achievement motivation of girls and boys adolescents of intact families and orphanages at P 0.05 level of significance. Adolescent girls of both intact families and orphanages have higher achievement motivation than adolescent boys of both intact families and orphanages.

**Doshi, D. R. and Jogsan, Y. A. (2011)** study on “emotional stability of visually disabled in relation to their academic achievement.” The result reveal that children with high emotional stability have better academic achievement than their counterparts with low emotional stability. This results are quite alarming as the quality of stuffy academic achievement determines the level of educational performance of the children. It is suggested that parents training centers and guidance and counseling centers need to be established where parents, siblings, teachers and other members of the society can be taught the techniques of dealing with visually disabled children.

**Nuthana, P. G., Yenagi, G. & Advisor, M. (2007)** study on “gender analysis of academic achievement among high school students.” The result revealed that majority of the students had good study habits and possessed high self-concept. Academic achievement was excellent among boys and girls. They did not differ on study habits, self-concept and academic achievement. Class wise comparison of study habits and self-concept revealed that 8th standard students were better than 9th and 10th standards. There was significant association between study habits, self-concept, socio-economic status were significantly related to academic achievement. Rural students had better study habits and self-concept than urban students. Urban students had higher academic achievement than rural students.
2.5 Review on Social Economic Status Studies

Doren, C. J. (2013) study on “unequal equality: the effects of socio economic status on academic achievement in open and closed societies.” Results suggest that more closed, more corrupt countries have smaller effect of socio economic status on achievement than more open, less corrupt countries. However, countries with a more unequal distribution of income also have smaller socio economic achievement gaps than do more equal countries.

Teodor, M. (2012) study on “the influence of socio-economic status on school performance.” Result were analyzed, they were able to determine that school performance is, indeed, influenced by the hours spent learning, free time, the presence of siblings in the family home place, (in the rural or urban area) all of which are metrics the socioeconomic status.

Saifi, S. & Mehmmod, T. (2011) study on “effects of socio economic status on students achievement.” Result were calculated in percentage from. The findings revealed that the stable SES of a family reflects in the academic achievement of the students in many ways. It is also concluded that parent’s education does matter in the educational attainment of their children. Information technology and other facilities enhanced the performance of the students and they do well in the schools. Eventually it was proven by the result that stable socio economic status of a family brings comfort, positive attitude and healthy environment which leads to high academic achievements at the part of students.

Veselska, Z., Geckova, A. M., Gajdosova, B., Orosova, O., Dijk, J. P. and Reijneveld, S. A. (2009) study on “socio economic differences in self-esteem of adolescents influenced by personality, mental health and social support.” Result show that hierarchical linear regression showed family affluence, personality dimensions of extroversion, emotional stability and openness to experience, as well as mental health subscales and social support from family and significant others to be associated with self-esteem. Result indicate that personality dimensions and mental health subscales contribute to the association between family affluence and self-esteem.

Ewumi, A. M. (2008) study on “gender and socio-economic status as correlations of students academic achievement in senior secondary schools.” Results revealed (i) negative significant relationship between gender and academic achievement (r = -.260; P < .05), (ii) no significant relationship between socioeconomic status and academic achievement (r = .083; P < .05)

Barry, J. (2006) study on “the effect of socio economic status on academic achievement.” This research addresses the increasing importance of student test scores by examining the factors that influence test scores. Composite test scores of
tenth grade students from educational longitudinal study of 2002 are examined using a four part model which includes student role performance, school, family and peer factors. Ordinary least squares analysis indicates that the strongest predictor of student test scores is socio economic status, resulting in a statistically significant increase in the standardized coefficient of .224 points. These result support previous research and possible directions for public policy are given.

Mayri and Devi (2003) reported that a study of family and school factors that affect the academic achievement of residential school children studying IX and X classes. The result indicated that girls were superior to boys. Family factors like parental aspirations and socio economic status significantly contributed to academic achievement.

Jemberu and Khan (2002) studied “the influence of family socio economic status on educational and occupational aspirations of high and low achieving adolescents.” The present result showed that the impact of socio economic status on education aspiration was minimal, its influence an occupational aspiration was larger. Achievement highly influenced educational aspirations, but its impact on occupational aspiration was insignificant.

Chuadhari et. al. (1998) conducted experimental study to see “the effect of teaching strategies synectics models (SM), Gaming strategy (GS) and Traditional Method (TM) and socio economic status towards self-concept.” A sample of 162 learners of VI grade was divided into two experimental and one control group. The experiment was carried out for the period of 4 months. Three treatments namely synectics model, gaming strategy and traditional method of teaching were taken as independent variables. Intelligence and age were taken as controlled variables. Interaction between treatments and socio economic status was not significant.

Patel (1997) investigated into the causes of under achievement in mathematics among pupils having numerical ability. Based on scores of subjects on marks obtained in mathematics in terminal examination, a sample of 35 high achievers and 40 low achievers was selected by stratified cluster sampling method. The investigator collected information from pupils as well as parents. The chi-square test showed that parental income, occupation and education had a large impact on the academic achievement.

2.6 Reviews on Birth Order Studies

TAIWO, Olaidet (2014) study on “the effect of birth order on adolescent self-esteem among secondary school student in abeokuta metropolis.” The findings showed that there was a significance difference of birth order with adolescent self esteem which are deviance, maladaptive and personal distress (crit-t=1.96, cal. t = 2.028, df = 158, P
< 0.05 level of significance). In conclusion, it was revealed that effect of birth order is high level of existence among the adolescent in the society.

**Mukherjee, H. and Mukherjee, P. (2014)** study on “locus of control, birth order and residence as predictors of general wellbeing with special reference to Tripura.” They concluded on the basis of analysis of data like locus of control significantly influences general wellbeing of students, internally controlled students were found superior on general wellbeing than externally controlled students. Birth order of the students seems to have significant influence on general wellbeing. First born students were found higher on general wellbeing than later born students. Residence does not account for substantial amount of variance on general wellbeing of students. Urban or rural students have yielded equal outcome on the scores of general wellbeing. Locus of control and birth order appears to interact to yield significant result on general wellbeing. Locus of control and residence and birth order and residence of the students do not appear to interact to yield significant results on general wellbeing. Locus of control, birth order and residence of the students do not appear to interact with reference to general wellbeing of the students of Tripura in particular.

**Singh, R. and Tripathi, V. (2013)** study on “maternal factors contributing to under-five mortality at birth order 1 to 5 in India, A comprehensive multivariate study.” Their objective is to assess maternal factors contributing to under-five mortality at birth order 1 to 5 in India. Data was derived from the children’s record of the 2007 India National Family Health Survey, which is a nationally representative cross-sectional household survey. Data was segregated according to birth order 1 to 5 to assess mother’s occupation, mother’s education, child’s gender, mother’s age, place of residence, wealth index, mother’s anemia level, parental care, assistance at delivery, antenatal care, place of delivery and other mental factors contributing to under-five mortality. Out of 51555 births, analysis is restricted to 16567 children of first birth order, 14409 of second birth order, 8318 of third birth order, 5021 of fourth birth order and 3034 of fifth birth order covering 92% of the total births taken place 0-59 months prior to survey. Mother’s average age in years for birth orders 1 to 5 are 23.7, 25.8, 27.4, 29 and 31 years, respectively. Most mothers whose children died are hindu, with no formal education, severely anemic and working in the agricultural sector. In multivariate logistic models, maternal education, wealth index and breast feeding are protective factors across all birth orders. In birth order model 1 and 2, mother’s occupation is a significant risk factor. In birth order models 2 to 5, previous birth interval of lesser than 24 months is a risk factor. Child’s gender is a risk factor in birth order 1 and 5. Information regarding complications in pregnancy and parental care act as protective factors in birth order 1, place of delivery and immunization in birth order 2, and child size at birth in birth order 4. Predication models demonstrate
high discrimination that indicates that their models fit the data. The study has policy implication such as enhancing the information, education and communication network for mothers, especially at higher birth orders, in order to reduce under-five mortality. The study emphasizes the need of developing intervention to address the issues of anemia, mothers working in the agricultural sector and improving relevant literacy among mothers.

**Tshui, S. H. and Cai, L. T. (2011)** study on “birth order, academic performance, and personality.” Result indicated that participants of different birth positions did not differ significantly in terms of personality and academic performance. However, person’s correlation showed that extraversion correlated positively with academic performance.

**Manchanda, S., Saikia, B., Gupta, N., Chowdhary S., Puliyel, J. M. (2011)** study on “sex ratio at birth in India, its relation to birth order, sex of previous children and use of indigenous medicine.” Overall there were 806 girls to 1000 boys. The sex ratio was 720:1000 if there was one previous girl and 178:1000 if there were two previous girls. In second children of families with a previous boy 1017 girls were born per 1000 boys. Sex ratio in those with one previous girl, who were taking traditional medicines for sex selection, was 928:1000. Evidence from the second children clearly shows the sex ratio is being manipulated by human intervention. More mothers with previous girls tend to use traditional medicine for sex selection, in their subsequent pregnancies. Those taking such medication do not seem to be helped according to expectations. They seem to rely on this method and so are less likely use more definitive methods like sex selective abortions.

**Agarwal, V., Garg, S. K., Mishra, M. K., Chaudhary, L. (2011)** study on “birth order among northern Indian medical students.” The study revealed insignificant relationship between ages of entrance in medical college in both sexes of 360 students responded 37% students were of first birth order. Among those admitted in first attempt, 67% students were of first birth order and proportion of success in first attempt reduced with increasing birth order. Birth order strongly influences academic achievements.

**Shewte, M. K. and Andurkar, S. P. (2010)** study on “child sex ratio and it’s socio demographic correlates : A cross sectional study in an urban area of eastern Maharashtra.” Result show that overall child sex ratio of study area was 853. The highest child sex ratio was obtained for (CSR 1255) Muslim religion (CSR, 2667) when father studies up-to primary school (CSR, 1778) when mother was illiterate and (CSR, 1000) for Class V and III socio economic status. Least CSR 605 was obtained when the families have all females in previous birth order. This part of country or
Maharashtra has lower CSR than national average. There are demographic factors like socio economic status, education status of parents, religion and previous birth order, which influence CSR. There is girl child in subsequent birth order, especially when the previous born child is female.

Maus, Z. A. (2009) study on “effects of birth order upon self-esteem and motivation in middle-borns.” Analysis of the data found significant differences in self-esteem between middle-borns and only children/first borns but not last borns. In addition, no significant difference was found in relation to middle-borns being more extrinsically motivated than other birth positions.

Chool, W. T. (2009) study on “birth order and motivation.” The study failed to find significant birth order differences for motivational style with the exception of an inverse relationship between family size and fun seeking tendency. Larger age gap between siblings corresponds with higher seeking. Family size and academic achievement are negatively correlated, and the only and oldest child have higher academic achievement scores.

Fergusson, D. M., Horwood, L. J. and Boden, J. M. (2006) study on “birth order and educational achievement in adolescence and young adulthood.” They examines the relationship between birth order and later educational outcomes in a birth cohort of more than 1,000 Newzealand young adults studied to the age of twenty five. Being later born was associated with gaining fewer educational qualifications at secondary level and beyond. It was concluded that the intra family dynamics initiated by birth order may have a lasting effect on the individual in terms of later educational and achievement outcomes.

2.7 Chapter Summary

In this chapter review of personality, self-esteem, Academic Achievement motivation, social economic status and birth order were described.

Research problem, objectives, Hypotheses tools will be describe in the next chapter named Research method, Design and Process.