CHAPTER - 2

REVIEW OF RELATED LITERATURE

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes basis between the research to be conducted and the studies already done. It reflects various aspects that have been already explored and established by researchers and encourages the coming researchers to appreciate the evidence that has already been collected by previous research and thus helps to carry out the current research work in the proper perspective.

John W. Best – “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation man build upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour.”

In the word of Good, Barr and Scates – “The competent physician must keep abreast of the latest discoveries in the field of medicine and that can be possible by only use of educational information.”

The reviewing of the literature has its own significance because it includes identifying all the relevant published material in the problem area and involves writing this foundation of ideas into sections for the joint benefit of the readers and researchers. It establishes a ground in the field of education for recording the summary of various researches carried out in various fields.

2.1 SIGNIFICANCE OF REVIEW OF RELATED LITERATURE

The review of related literature allows the researcher to acquaint himself with current knowledge in the field of area in which he is going to conduct his research. The following is the significance of review of related literature:
[1] It provides theories, ideas, explanation or hypothesis, which may prove useful in the formulation of a new problem.

[2] It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication.

[3] It provides the source for hypothesis.

[4] It suggests method, procedure, source of the data and statistical techniques appropriate to the solution of the problem.

[5] It locates comparative data and finding useful in the interpretation and discussion of the result. The conclusion drawn in the related studies may be significantly compared and may be used as the subject for the finding of the study.

[6] It helps in the developing experts and general scholarship of the investigator in the areas investigated.

[7] It contributes towards the accurate knowledge of the evidence of the literature in one’s area of activity is a good avenue towards making oneself.

[8] The main purpose of this review is to put the hypothesis to be examined in the research report into its proper context. In addition, it provides readers with guidelines regarding where they can look to find more information and to establish limitation of the previous studies. The review of related literature pertaining to the present study has been classified mainly in two categories i.e.

[i] Studies conducted abroad.

[ii] Studies conducted in India.
2.2 STUDIES CONDUCTED ABROAD
FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT

Few studies conducted in respect of Family Climate and Academic Achievement and are as under:

Mahale, M.N. [1975] studied the impact of family climate on academic achievement of the adolescents. The study focused on parents-adolescent relationship in families and on investigation of social and academic development of the adolescents. The results revealed that the parents in large families have a sex differential attitude than that of small families. They exercised greater control over their daughter than over their sons, which resulted in frustration among girls. It was observed that the majority of adolescents of small families discussed their problems with both parents whereas in large families, adolescents discussed their problems only with their mothers.

Joeli Nabuka [1984] studied the influence of home background variables on academic achievement of Fijian and Indian students. A significant difference was noticed on academic achievement of both the categories of students. It was observed that the interest of family members, support and their psychological stimulation towards their children significantly effect their academic achievement. In brief, Indian students performed better in different subjects than their Fijian counterparts.

Lawrence A. Kurdek [1988] conducted a study to determine the relation of eight graders’ family structure, gender and family environment with academic performance and their school behavior. It was found that generally students in two-parent nuclear families had attained better academic performance and less problematic behaviour in school than those of students who were brought out either in mother-custody or stepfather families. For students in the mother-custody and stepfather families contact with father was unrelated to academic performance.
Eagle, Eva [1989] organized a study on High School students to assess the relative impact of parental attention and mothers’ working patterns on students’ achievement. The findings revealed that the parental attention and family factors affected the students’ post secondary attainment, even when aspects of home environment were taken into account. However, the home environment factors were less important overall, and many students were found independent of its influence on educational attainment.

YIP, Lochling, Cathryn [1998] Attempted to investigate the relationships between perceived family climate, school climate, self differentiation level and academic performance among college students. The results revealed that there was no significant difference in the level of differentiation for college students with different family structures. No significant difference was found in the perceived family climate for college students with different family structures. The perceived family climate was related to the level of differentiation among college students and academic achievement.

Cherian V.I. [1990] studied the relationship between punishment of pupils at home and its impact on their academic achievement. The objective of the study was to find out the relationship between the frequency of punishment experienced by the children and their academic achievement. The researcher found a significant negative relationship between frequency of punishment experienced by pupils and their academic achievement. Children with a higher frequency of punishment at home or in school tended to achieve a lower score in academic achievement.

Candis Yimoyines Hine [1991] designed a study on relationship of the home environment of gifted Puerto Rican Children and its impact on their academic achievement. The purpose of this study was to examine the perceptions of gifted Puerto Rican students to identify family factors, which may contribute to high academic achievement. The factors like press for achievement, press for language development, high educational and occupational aspirations, strong
family support system, family bond, optimistic outlook towards children, were found to have their influence on academic achievement.

**Ethel L Jones [1996]** studied the relationship between the variables of family climate and academic achievement as perceived by the students. The purpose of the study was to find out if there was a statistically significant relationship between students’ perception of their family climate and scholastic achievement. The students included lived either with their natural parents or single-mother or single-father. The results indicated that there were only slight differences in the students’ perceptions of their family climate. However, a statistically significant relationship was found between the students’ perception on their family climate and reading achievement. A statistically significant relationship was also found between the students’ perception of their mothers and reading and mathematics achievement. The researcher concluded that there was a measurable interaction between family members which was related to their scholastic achievement.

**Jelani Mandara and Carolyn B. Murray [2000],** examined the effects of family functioning, marital status and family income, on African American adolescents’ self-esteem. One hundred sixteen adolescents participated, 64% of whom were female. Compared with boys with non married parents, boys with married parents had higher overall self-esteem, even when family income and family functioning were controlled. Parental marital status had no effect on girls’ self-esteem. Family functioning was a very strong predictor of self-esteem for both sexes. However, family relational factors were more important to girls’ self-esteem, whereas structural and growth factors were more impotent for boys.

**Elegbellye. O.S. and Akoda. B.A. [2001]** studied psychological implications of single and double parenting background on academic performance of Nigerian adolescents. The findings showed that there was a significant difference between the academic achievement of children who belonged to single and double parenting backgrounds. A significant difference was noticed between
the performance in mathematics and English language of children from father present and father absent families. Similarly, a significant difference was also found between academic achievement of children from mother present and mother absent families.

James L. Rodriguez [2002] explored the relationship between family environment and academic achievement among three-generation Mexican-American high school students. This study examined generation differences in the perceptions of family environment and academic achievement of Mexican-American high school students. Analysis of covariance procedure revealed first and second generation students reported significantly higher grades and higher levels of family monitoring than third generation students. Regression analyses revealed that family involvement was a significant predictor of student grades across all the three generations of students.

Antonia Lozano Diar [2003] conducted a study on personal, family and academic factors affecting achievement in secondary school students. The present study aimed at establishing relationship between personal, family and academic factors that accounted for school failure, as well as determined how these factors influenced each other. The hypotheses were fulfilled differentially, showing the selective predictive powers of the different contextual variables [family and school related] in accounting for school failure in students of secondary education. Results of this study made clear that the personal, family and academic factors directly influence students’ academic achievement.

Stephen Demuth and Susan L. Brown [2004], investigated the effects of growing up in a two-parent versus single-mother family by examining adolescents’ delinquency. The results revealed that adolescents in single-parent families were significantly more delinquent than their counterparts residing with two biological, married parents. Furthermore, family processes fully account for the higher levels of delinquency exhibited by adolescents from single-father versus single-parent families.
Patricia Leila Snatos [2005] carried out a comparative study on family climate characteristics of children with high and low academic performance. The purpose of this study was to identify different aspects in family context, ranging from the socioeconomic level up to the expectations regarding the future of the children which might be influencing their academic performance. The results revealed that, overall, the family environment of children from the LAP group tended to exhibit a greater number of misfortunes. On the other hand, families of the children from the HAP group provided more material support and stimulation for development of the children.

Francisco Cano [2008] attempted to study the relationship between family environment, learning strategies, and academic performance. This study on secondary school students examined the interrelationship between family environment variables as predictors of learning strategies and academic performance. It was found that the better family intellectual climate have a significant positive impact on the students’ beliefs about learning and academic achievement.

Aize Louokhome Obayan and Kareem Jimoh-Cook [2008] studied the parental acceptance/rejection and children’s academic achievement. Results revealed that the difference in the way male and female children perceived their parents’ behavior, was significant. A significant relationship was also observed in children perceived paternal acceptance/rejection scores and their academics achievement levels.

Uwaifo V.O. [2008] studied the effect of family structure and parenthood on the academic performance of Nigerian University students. The results showed that significant differences existed between the academic performance of students from single parents families and those of from two-parent families. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures.
Olatoye, R. Ademola [2009] studied parental involvement as a correlate of pupils’ achievement in mathematics and science in Orgun State, Nigeria. An investigation was made on the achievement of pupils in the public and private primary schools in mathematics and science. The study revealed a significant difference in the parental involvement of public and private primary school pupils and found private school pupils enjoy more parental involvement than their counterparts in the public schools. The results showed that parental involvement was an important predictor on mathematics and science achievement.

S. O. Salami and E. A. Alawode [2009], investigated the effects of single parenting on the academic achievement of adolescent in secondary schools in Local Government Area of Osun State. Descriptive survey research design was employed. A total of 100 Senior Secondary students randomly selected from five Local government secondary schools. Personal data forms were used to collect information as regards their age, gender, religion, and type of home they come from. Student’s t-test statistics was used to analyze the data collected. The results indicated that students from intact homes had significantly better academic achievement than those from single parenting homes. A significant difference was found between the academic achievement of Christian and Muslim students form intact homes whereas none was found between the Christian and Muslims from single parenting homes. In addition, a significant difference was found between the academic achievement of males and females from single parenting homes but none between those from intact homes.

J. M. Muola [2010], carried out a study on the relationship between achievement motivation and home environment among pupils of standard eight. The study was carried out on 235 pupils from six urban and rural primary schools randomly selected from Machakos district. Two questionnaires, the simple profile and home environment were used to provide information on the pupil’s levels of academic motivation and home environment. A significant positive relationship was found between six of the home environmental factors and achievement
motivation. Although, these correlations were low, showed that pupils’ achievement motivation to do well in academic work was to some extent dependent on the nature of their home environment.

**Akomolafe, M. Jude [2011]**, investigated the impact of family type on secondary school students’ academic performance. Three hundred senior secondary school students were randomly chosen as the sample of the study. Proportionate stratified random sampling technique was adopted. The demographic questionnaire was used to collect respondents’ bio-data while their promotion examination results were used as a measure of academic performance. Three hypotheses were raised and tested at 0.05 level of significance. Analysis of Variance and t-test analysis were used to analyze the data. The results showed that family type significantly influenced academic performance of secondary school students. On the bases of the findings, it is suggested that parents should be given adequate training on how best they can assist their children to attain maximum success.

**SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT**

Few studies conducted in respect of School Adjustment and Academic Achievement are as under:

**Link [1973]** introduced a study on elementary school students with school adjustment problems. The purpose of this study was to determine a way of identifying high-risk maladjusted students in order that they may receive counseling services before their problems become extreme. The study also attempted to obtain a specific description of attributes, which characterized elementary school students with adjustment problems. The results indicated that the problem students differed significantly from the well-adjusted students on measures of personal adjustment, social adjustment, total adjustment and family mobility.
Cowles, Milly [1974] conducted a comparative study of certain social stigma and School Adjustment. The study was concerned with the relationship of heterogeneous and homogeneous groups plans on [A] their relationships to other pupils and classroom groups, and [B] their school success and achievement. The results indicated that homogeneously grouped children indicated more favorable school adjustment and good academic achievement than heterogeneously grouped children.

Henry T. Trueba [1983] conducted a research on adjustment problems of Mexican and Mexican American students. Adjustment difficulties had serious impact on children’s academic achievement. Children’s adjustment problems in school were investigated based on the hypothesis that the maladjustment stems from their inability to communicate and understand the school as a cultural unit. The sixteen distinct characteristics of maladjustment was identified. The results showed a negative correlation between maladjustment and academic achievement.

Linda Gross [1989] carried out a comparative study on school adjustment and academic achievement. A significant differences were found among the groups on: mathematics achievement scores; scores on the screening test and personal and social adjustment ratings from student report cards.

Lawrence A. Kurdek [1995] conducted a comparative study on school adjustment in the context of parenting transitions, family climate and peer norm effects and examined whether sixth graders’ [mean age 11.86 years] adjustment to the school context was affected by the factors from both the family context and the peer context. School adjustment was found to be related to the number of parenting transitions experienced, family climate and peer norms as well as to higher-order relations involving family climate and peer norms such that [a] high grade point averages occurred at only moderate levels of family supervision. [b] achievement scores were positively related to supervision at only low levels of family autonomy granting and [c] grade point average was positively related to peer norms at only high levels of family acceptance.
Giulia Balboni [1998] explored a relationship between school adjustment and academic achievement in relation to parental expectation and socio-cultural background. A significant relationship emerged indicating that there was a significant relationship between adjustment and achievement. Moreover, it appeared that the parents compared to the teaching staff were considerably more indulgent in judging their children’s achievement compared to their capacity to adjust in the school.

Senel Poyrazli [2001] examined the adjustment issues of Turkish college students in the U.S. The findings showed that younger students and students who had better reading and writing proficiency in English reported better college adjustment. The students who received a Turkish governmental scholarship however reported having more adjustment problems. A simultaneous regression analysis revealed that only reading writing proficiency in English language and age significantly contributed to the adjustment level.

Stephen T. Peverly [2003] designed a comparative study of school adjustment of first-generation Mainland Chinese and European American adolescents. The Chinese-American adolescents’ school adjustment was compared with that of Mainland Chinese and European American adolescents in two domains of functioning, academic [attitudes to school and teacher; their sense of academic adequacy] and behavioral [depression, anxiety and social stress]. Results indicated that Chinese-American adolescents reported more negative attitudes toward teachers than European American and Mainland Chinese students. They had more negative perceptions of the school environment than students in Mainland China, and reported more feelings of inadequacy in academics than European American students. Chinese-American adolescents reported higher levels of depression and social stress than the other two groups, and more anxiety than Mainland Chinese students. In addition, Chinese-American adolescents reported that they did not trust their teachers and their peers who were not Chinese-American, and felt that adults at school and home did not understand
them. This feeling coupled with their fear, anger and frustration in school could be related to Chinese-American adolescents’ negative perception of school and teachers.

**Schachter [2004]** attempted to study the effects of family move on the academic adjustment of adolescents. The purpose of this study was to examine how a family move to a new community affects adolescents’ academic adjustment to a new school. The findings showed that the students new to the school showed poorer academic adjustment than students who had been in their school district for a longer time.

**Matta S. Staffin [2006]** studied achievement strategies in peer groups, adolescents’ school adjustment and norm-breaking behavior. The present study examined the extent to which the achievement strategies deployed by adolescents and those used by their peers would predict adolescents school adjustment, academic achievement and problem behavior. The results showed that not only the maladaptive strategies used by adolescents but also those reported by their peers predicted adolescents norm-breaking behavior, low school adjustment and low level of achievement. High levels of failure expectations and task avoidance among adolescents’ peers were positively associated with adolescents own norm-breaking behavior and indirectly with their maladjustment at school and low grades.

**Habibah Elias [2009]** carried out a study of adjustment amongst first year students in Malaysian University. This study aimed to explore college adjustment processes experienced by 250 first year university students who attended various undergraduate programs in a Malaysian public university. Findings of this study showed that students’ overall adjustment was at a moderate level and male students were found to be better adjusted in comparison to female students. The results also indicated that throughout a period of one semester students’ academic achievement was found to be significantly predicted by college overall adjustment, academic adjustment, and personal-emotional adjustment.
Noona Kiuru [2009] studied peer group homogeneity in adolescents’ school adjustment, which varied according to peer group type and gender. This study investigated whether the members of adolescents peer group were similar in terms of their school adjustment and whether this homogeneity varied according to peer group type and gender. The results showed that the members of adolescents peer groups particularly resembled each other in terms of academic achievement. Moreover, the members of girl’s cliques showed greater similarity to each other in terms of their satisfaction with educational track and school adjustment than did the members of girl’s loose group. Girls isolate dyads were in particular at risk for low adjustment at school.

Margaret A. Disiye [2010], investigated the influence of peer counseling on social and academic performance of secondary school students. The research population comprised of students in 24 secondary schools in Uasin Gishu county, Kenya. The sample consisted of 447 participants drawn from co-educational secondary schools in the municipality. Stratified and simple random sampling techniques were used to select the co-educational day schools and the participants respectively. The study adopted causal-comparative and correlation research designs. A questionnaire was used to measure the participants’ level of social adjustment. The results showed that the school adjustment of peer-counselling students was better than that of non-peer counselled students and that there was a significant relationship between social adjustment and academic performance of secondary school students.

Armin Mahmoudi [2012], explored a comparative study on adjustment, type of family environment and self-esteem among adolescents. A total of 560 students of standard IX were selected. The findings revealed that Indian and Iranian students differed significantly in all areas of adjustment. However, with respect to health and emotional adjustment, Indian students were better adjusted, than their counterparts at Iran. In case of social and home adjustment, Iranian students were better adjusted than Indian students. On the whole, Indian students
had significantly better adjustment than Iranian students. The interaction effect of self-esteem and family environment for various adjustments were found to be not significant for among Indian and Iranian students.

**ATTITUDE TOWARDS EDUCATION AND ACADEMIC ACHIEVEMENT**

Few studies conducted in respect of Academic Achievement and Attitude Towards Education are as under:

**Mickelson, Roslyn Arlin [1981]** examined the working class black students’ attitude towards academic achievement and their failure to achieve good grades. The results of the study indicated that the working class black youth who participated in research overwhelmingly held positive attitudes towards academic achievement.

**Reda Abouserie and Dennis Moss [1992]** conducted a study on attitude of students towards computer-assisted learning and their academic achievement. The results revealed that field dependent students were more prepared to rely entirely on computer-assisted learning than field independent students. On the other hand, there was a significant difference between males and females in their achievement scores that was in favor of the male group. However, there was no difference between field dependence and field independence groups in their achievement. The results revealed no significant relationship between students’ attitudes toward computer assisted learning and their achievement in these courses.

**Saracaloglu [2000]** studied the relationship between students’ attitude towards foreign language and their achievement in foreign language. This study revealed that there was a significant relation between student academic achievement and student attitude towards foreign language but statistically no relation between gender and success was found. It was also found out that female students tended to have more positive attitude than male students.

**Peter Allen Lee [2000]** studied Asian American adolescents’ academic achievement. The researcher examined the attitudes and behavior of students regarding academic achievement from the perspective of 153 Asian American
adolescents who participated in an essay contest entitles “Growing up Asian American.” Less than half adolescents [42.5\%] reported to positive attitude towards academic achievement, while over half expressed either negative attitude [13.1\%] or mixed positive/negative attitude [44.4\%]. In contrast, an overwhelming majority [83\%] of the adolescents exhibited embracing behavior towards academic achievement, while only 1.3\% rejected and 15.7\% showed mixed embracing/rejecting behavior. In addition, attitude and behavior were significantly correlated. All of the adolescents with positive attitude exhibited embracing behavior.

**Emily P.M.C. Grath [2000]** investigated attitudes of parents towards their children’s academic performance and its impact on children’s perception of their academic competence. Two types of parental attitudes- [i] parents’ level of satisfaction with their children’s performance in school and [ii] the importance of children’s academic success - were the focus of this study. The data were consistent with the belief that parents’ attitudes play a major role in shaping children’s self-perceptions. Mothers’ satisfaction was positively associated with both sons and daughters’ perceptions of academic competence, independent of children’s actual grades in school. Fathers’ satisfaction correlated with sons. Both mothers and fathers reported being more satisfied with their daughters’ grades than with their sons’ grades on academic performance.

**Maher M. Abu-Hilal [2000]** made a study on learner’s attitudes towards subjects, academic aspiration and achievement. The aim of this study was to test the structure of attitudes to school subjects and to test the causal relationship between attitudes, level of aspiration [goal] and achievement. The analysis revealed that ‘attitudes to school subjects’ influence achievement, but only indirectly. Level of aspiration had significant direct effect on achievement and mediated between ‘attitudes’ and achievement.
Huabin Chen [2001] examined the difference in attitude towards science education among American and Chinese parents and students. It was found that both Chinese parents and students had more positive attitudes towards science education than did their American counterparts. Chinese parents placed greater emphasis on self-improvement, set higher standards, and more often helped their children to learn science than did American parents. The attitudes of the Chinese-Americans appeared to show the influences of both their Chinese heritage and American culture. Overall, a high positive correlation was found between parents’ and students’ attitudes toward science education.

D.Betsy Mc Coach [2001] made a comparison of high and low achievers’ attitudes and academic self perceptions. The purpose of this study was to compare high achieving and low achieving adolescents’ attitudes towards school, attitude towards teachers and academic self-perceptions. The comparison of the scores of high and low achievers on attitudes toward school, attitudes toward teachers, and academic self-perceptions, revealed large differences between high achievers and low achievers on these variables.

Loh,Wai Fun [2001] studied the relationship between students’ attitude towards Social Studies and academic achievement. The findings indicated that the main factors which students perceived as having an influence on their attitude towards Social Studies were the usefulness of the subject, the degree of interest or boredom in the subject, the ability level of the students in dealing with the subject and specific teaching methods. The study revealed that there was a significant and low but positive correlation between attitude towards Social Studies and academic achievement.

Adamu and Assefa [2002] studied the students’ attitude towards mother tongue instruction as a correlate of academic achievement. The purpose of this study was to investigate students’ attitude towards Sidama language as a medium of instruction and its impact on the language achievement. The result indicated
students of grades 7 and 8 had positive attitude towards their mother tongue instruction without sex differences. Attitude was identified as a vital predictor of Sidama language achievement. On the basis of these results, it was suggested that teachers and educational practitioners should give due attention to attitude and motivation during instruction besides the cognitive factors.

Sam Willian Bassey [2002] studied secondary school students’ attitude and academic performance in Chemistry in Akwa State-Nigeria. The study sought to investigate the influence of cognitive styles and attitude on the academic performance of students in chemistry in Akwa Ibom State. It was revealed that there was a significant positive relationship between students’ attitude to chemistry and their achievement in chemistry. Based on these results, it was recommended that chemistry teachers should show greater interest in teaching of the subject using cognitive styles in a way of motivating students to learn the subject.

Michal [2003] studied the relationship between attitude towards technical education and academic achievement in mathematics and science. The purpose of this study was to determine the relationship between learner’s achievement in mathematics and attitude towards technical education of first and second year high school students of Caritas Don Bosco School. Based on the findings of the study it can be concluded that mathematics achievement was not significantly related with the students attitude towards technical education.

Chia-Hua Chou [2005] explored the relationship among the learning attitude, learning behaviour and academic achievement of junior high school student. The results of analysis revealed that the learning attitude, learning behaviour and academic achievement of girls were better than those of boys. A positive significant correlation occurred between the learning attitude, learning behavior and academic achievement. The findings suggested that society had to face the importance of Chinese language, schools needed to pay much attention to
male students and school teachers and parents should help students in cultivating good study methods and good reading habits.

**EYO, Mary Bassey [2007]** investigated the attitude of secondary school students towards guidance and counseling service. The study revealed that students’ attitude towards guidance and counseling services were significantly positive and gender and school location significantly influenced students’ attitude towards guidance service. The results further revealed that there were significant differences between attitude of male and female students in rural and urban schools towards guidance and counseling services. Based on these findings, the researchers recommended that secondary education board should open well-equipped counseling units in both urban and rural schools and qualified counsellors should be posted to practice and create awareness of guidance and counseling services.

**Tan, Yao Sua, [2007]** tried to study a relation between attitude and achievement orientations of students towards learning of Science and Mathematics in English. This study examined the policy of teaching science and mathematics in English in the Malaysian educational system by focusing on the attitudes and achievement orientations of secondary school students towards the learning of these two subjects. The inter-correlations between the students’ attitudes and achievement orientations towards learning of science and mathematics in English showed that the policy could not achieve its objectives. The significant and positive inter-correlations between attitudes and achievement orientations towards learning of science and mathematics further confirmed the causal relationship between these two important dimensions of learning.

**Brown, Gavin T.L. [2007]** studied Togan students’ attitude towards their subjects in Newzeland in relation to their academic achievement. This study examined the self-efficacy and liking of subjects of students and analysed the relationship of attitudes towards academic performance in mathematics, writing, and reading by self-reported ethnicity. Tongan and Pasifika students had positive
attitudes, but their mean scores were not significantly different to other ethnic groups except in writing for Tongan students. Further, the data suggested that “school effects” were most likely explanations for this relationship, rather than lack of attachment, opposition, or deficiency theories.

Adamu, Assefa [2008] conducted a study on students’ attitude towards their mother tongue instruction as a correlate of academic achievement. The purpose of this study was to investigate students’ attitude towards Sidama language as a medium of instructional and its impact on the language achievement. As the result indicated students of 7th and 8th grades had positive attitude towards their vernacular language instruction without sex differences, and attitude was identified as a vital predictor of Sidama language achievement. On the basis of these results it was suggested that teachers and educational practitioners should give due attention to attitude and motivation during instruction besides the cognitive factors.

Ching-fen Shih [2008] studied learning attitude and academic achievement of new immigrant children and the native spouse children in Taipei County. The major findings showed that the learning attitude of the new immigrant children was quite good in comparison to the native spouse children but on academic achievement the native spouse children were far better than that of immigrant children. A significant positive correlation was found between new immigrants’ attitude and academic achievement.

Philias Olatunde [2009] studied student’s attitude towards mathematics and academic achievement in secondary schools of southwestern Nigeria. The Study showed that the method of teaching and personality of the teacher affected students’ attitude towards mathematics and concluded that without interest and personal effort in learning mathematics by the students they could hardly perform well in the subject. The results showed that the students’ attitude towards mathematics was positive and they believed that mathematics is a worthwhile and necessary subject, which could help them in their future career. It was
recommended that the teacher should develop positive relationship with students and organize classroom activities that involve active teaching-learning process and student’s participation in the class.

Ercan Akpinar [2009] studied students’ attitudes towards science and technology and academic achievement. The purpose of the study was to examine the difference by gender, grade level in attitudes towards science and technology and to explore relationship between students’ attitudes towards science and technology and academic achievement. The finding of the study showed that there were significant differences between male and female students in terms of interest in science in favor of female. There were significant differences among students’ grade levels towards science and technology.

Marley W. Watkins [2009] studied long-term stability of children’s’ attitudes toward reading. A non significant grade differences were observed on long-term stability of children’s attitudes towards reading in respect of boys but girls consistently expressed more positive attitudes toward recreational reading than did boys. Similarly, girls also demonstrated greater stability in reading attitudes than boys.

Muhammad Alam [2010] conducted a study on study attitude and academic achievement at secondary level in Pakistan. It was found that attitude and academic achievement went side by side each other. If the attitude to study was positive, the achievement was higher, which means that the better the attitude, the better the marks and learning. If the attitude to study was negative, the marks and learning were low. The achievements of rural and urban students were vital indicators of their attitudes. The attitude of female students to study at the secondary school level was more positive than for boys. The comparative study of marks obtained by girls and boys vividly displayed that female student got better marks than boys, simply because of the positive study attitudes of the girls. Female students work with greater devotion and sense of commitment than boys. Devotion and sense of commitment was the indicators of positive attitude.
D.O.Fakeye [2010] conducted a study on students’ personal variables such as attitude and academic ability and their achievement in English Language. The result showed that there was a positive relationship between student’s attitude and their academic achievement in English Language. It also showed a significant difference in the academic ability of male and female students with male students having higher academic ability.

Hussan saeed [2011] studied the students’ attitudes towards English and its impact on their academic achievement. The findings showed that there was no significant difference between the male and female students in term of their attitudes; both hold positive attitudes towards learning English. It was found that there is a positive correlation between students’ attitudes towards learning English and their proficiency in it. Furthermore, the study revealed that students use effective measures such as reading books and newspapers, watching programs in English on TV etc. in order to improve their proficiency in English.

Shaikh Tahemina Naaz [2011] examined the attitude of prospective teachers towards use of computers. A sample of 200 pupils-teachers was assessed for their computer attitudes using a standardized questionnaire with five factors: computer anxiety, computer confidence, computer interest, computer as a useful tool, and computer career. The results of this study showed that there was no significant difference between the attitude of male and female pupil teachers towards computer. However, it was also observed that the male as well as female pupil teachers possessed a positive attitude towards computer.

Hasan arslan and Helena Maria Sabo [2012] described academic achievement and attitude of middle school students to mathematics in terms of gender and grade differences. The aim of this study was to determine whether there existed a significant difference between female and male students’ attitudes toward mathematics. This research was designed as descriptive research. Students of 6th, 7th and 8th graders were registered to “Attitude Survey toward Mathematics”. The findings of this research indicated that attitude of the students
toward mathematics and academic achievement had a significant difference in terms of their gender and grade levels. Female students performed more positive attitudes towards mathematics than that of their counterpart male students. The female students were found to be better in grades than male students.

2.3 STUDIES CONDUCTED IN INDIA

ACADEMIC ACHIEVEMENT AND FAMILY CLIMATE

The review of related literature in respect of the variables academic achievement and family climate etc. conducted in India have been presented in the following paragraphs:

Rajput K.S. [1992] studied the educational aspiration and academic achievement of secondary school students in relation to effect of certain family factors. The results revealed that the academic aspiration of the students in general was influenced positively by their parental encouragement. The educational aspiration of students having high and medium family environment was significantly higher than that of students having lower family environment. The SES of total students had no effect on their educational aspiration. The urban students were influenced by their family environment in terms of their academic achievement than the rural students in almost all the groups.

Aggarwal Rekha & Kapoor [1998] studied the parent’s contribution in children’s academic activities in relation to their academic achievement at the primary level. This study examined the five best predictors of parent’s involvement in children’s academic activities on primary school student’s academic achievement. The results showed that the parent’s contribution played a significant role in enhancing the level of children’s academic achievement. It was suggested that academic achievement of the students would be improved by diminishing the magnitude of extreme autonomy and negligence towards children intrusiveness in case of elementary school students.
Mohanraj Rani and Latha [2005] conducted a study on the relationship between family environment, home adjustment and academic achievement of adolescents in the age group of 14, 15 and 16 studying in classes IX, X and XI in pvt. schools situated in south of Chennai. Family environment appealed to influence home adjustment as well as academic performance. The majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral-religious issue with minimal conflict, cohesion and control. The intellectual-cultural orientation and independence in the family environment significantly influenced home adjustment of the adolescents. It was also found that academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed significantly in perception of the home environment.

Shelly Bansal [2006] studied relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents. It was revealed that a healthy home environment had significant positive correlation with ‘high’ level \[p<0.001\] of achievement motivation among high achievers. It was found that as the quality of home environment got deteriorated, the level of achievement motivation also got deteriorated. ‘Internal’ locus of control had significant positive correlation with quality of home environment. ‘External’ locus of control was non-significantly related with achievement levels and quality of ‘internal’ locus of control. Whereas distribution of high achievers with high and low level of achievement motivation showed no significant difference for the internal and external locus of control.

Aishwarya Raj Lakshmi and Meenakshi Arora [2006] attempted to study the parental behavior as related to students’ academic school success and competence. The results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. However, parental control [psychological and behavioral] showed negative relationship with academic success and competence.
Parents who were perceived as being more acceptant and using less restrictive psychological control tended to have adolescents with higher academic success and competence.

**Meena Siwach [2008]** explored the impact of home environment on the scholastic achievement of children. The data revealed that boys of high home environment group achieved significantly greater mean score on scholastic achievement than the boys falling in the group of low home environment. The impact of home environment was also observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. It was found that as the quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines in boys.

**Sinha, Shubhra and RC Mishra [2007]**, examined the relationship between parenting behaviour patterns and parent-child relationship. It also explored gender differences in parent-child relationship during the early and late adolescence. The study was carried out in Varanasi with adolescents aged 14-19 years. Paternal acceptance, control, rejection, parent-child intimacy, conflict and admiration were assessed. Findings revealed significant differences between boys and girls. As compared to boys, girls reported to receive greater acceptance, admiration and lesser rejection from their fathers. No significant gender difference was obtained on other dimensions.

**Choudhary, Harender and Tejpreet Kaur Kang [2008]**, studied the family environment of urban adolescents (16-18 years). A sample of 200 adolescents (100 males and 100 females) were drawn purposively from senior secondary schools in Ludhiana city. Socio-economic status scale by Bhardwaj (2001) and Family Environment Scale by Bhatia and Chadha (1993) were used to assess the Socio-economic Status and Family Environment of the adolescents respectively. Results indicated that none of the subjects perceived high level of expressiveness, acceptance and caring, independence, active recreational orientation and control in their respective families.
Rohana Kamaruddin [2009] introduced a study on quality of learning environment and academic performance from the students’ perception. Findings revealed that students could assess the four components, which contributed to their academic performance, they are: housing environment, parent’s motivation, school and teacher factors. Housing environment and parents’ motivation had the highest impact on academic performance than that of facilities provided at home. The results also showed that only two components of the learning environment were positively correlated with students’ academic performance that is housing environment and school/teacher involvement.

Jagpreet kaur and Rupinder Kaur [2009] explored a study on home environment and academic achievement as correlates of self-concept among adolescents. The results of the study revealed a significant positive relationship of home environment components of protectiveness, conformity, reward and nurturance with self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment was significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection.

RC Pandey and Kshore Kumar [2009], attempted to point out the perceived parental rearing style and personality among Khasi adolescents, a distinct tribe and a matrilineal society of Meghalaya State from North-Eastern region of India. The study was conducted on a sample of 50 boys and 50 girls. The subjects were assessed with Perceived Parental Rearing Style (PPRSQ). Results revealed that boys had significantly more rejection from father as compared to girls and girls have shown significantly better emotional warmth in comparison to boys from father. The boys and girls did not differ significantly on the factors over protection and favoring subjects of PPRSQ for father. No reliable difference was ascertained between boys and girls on all the factors of PPRSQ for mother.
S. Farhana Kazmi and Muhammad Sajjid [2011] studied the role of parents, especially father who considered very important for children’s grooming, development and learning. Present study, was conducted to explore and evaluate the impact of father’s style of dealing with their children at home and their academic achievement at school. Classroom achievement of the children was considered as dependent variable. The sample of the study consisted of 300 students, 300 fathers and 20 teachers which was drawn randomly from urban and rural areas of district Mansehra. The indigenously designed questionnaire was used to collect the data. Chi square test and ANOVA were applied to assess the significance of the results. The results of this study were found in favor of the fathers’ involvement for the academic achievements.

Anita Chawla [2012] introduced a study on the relationship between family environment and academic achievement. The participants of the study were included two hundred students randomly selected from the 9th standard of Marathi medium schools of Nasik City. Family Environment Scale of Dr. Hardeep Bhatia and Dr. N.K.Chadha were used for this purpose of data collection. Data analysis was done using the Pearson Correlation Coefficient. Findings of the study revealed that family environment score was positively correlated with academic achievement on cohesion, expressiveness, independence, caring and conflict components of the family environment.

Veena Bamba [2012], found the school performance of children was significantly related with children’s perception of overall family environment and its four dimensions viz. Achievement orientation, Cognitive stimulation, Recreational Orientation and Home structure. School performance of secondary school children was found to have significant and positive relationship with parent’s perception of overall family environment, and its four dimensions. It was also found that achievement orientation and cognitive stimulation dimensions of family environment have relatively higher relationship with school performance in comparison to other dimension.
ACADEMIC ACHIEVEMENT AND SCHOOL ADJUSTMENT

Few studies conducted in respect of Academic Achievement and School Adjustment are as under:

**Sharma [1981]** studied the impact of extraversion, neuroticism, achievement in motivation and adjustment of college students. Urban youth were proved better than rural ones in emotional, sexual and total adjustment, but no significant difference was found in health and educational adjustment aspects. For urban youth, extraversion was found positively correlated with some areas of adjustment but was negatively related to total adjustment. In case of rural youth, extraversion was negatively related to college adjustment and positively to neuroticism. However, neuroticism was negatively related to different aspects of adjustment and total adjustment for the urban youth.

**Mathur and Abha [1985]** conducted a study on adjustment problems, level of aspiration, self concept and academic achievement of crippled children and normal children. The major objective of the study was to compare the home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment and total adjustment of crippled and normal children. The sample was comprised of 50 crippled children ranging in age from 13 years to 16 years, studying in high schools and intermediate colleges of Allahabad city and 50 normal children matched with crippled children in age, sex, IQ, socio-economic status, institution and class. The major findings of the study revealed that the crippled children differed significantly from normal children in school adjustment, emotional adjustment and total adjustment. However, when comparison was made separately for boys and girls, it was found that crippled boys differed significantly from girls.

**Ghosh [1995]** studied adjustment needs of Santhal and non-santhal maladjusted adolescents of Bihar. He found that the adolescents are more maladjusted in the school area and least in home and family area. The most frequent problems of the students was in the ‘school’ and the least in ‘you and
other people’. No significant difference was found between Santhal and Non-Santhal boys on adjustment in area of ‘home and family’, ‘your health and problems’ and ‘you and other people’. In ‘school’ area, the Non-Santhal proved better adjusted than Santhals.

**Tareq Ramzi [2001]** designed a study to explore the exact relationship between level of school social adjustment of Nineveh secondary school students [ages 13-22] and their scholastic achievement. Results of the study showed that the modified school social adjustment inventory has a high degree of homogeneity for its [64] items and for [5] objectivity scale items [based on item analysis, and split-half liability methods]. The Level of school social adjustment was significantly and positively related to level of academic achievement of students [r = 0.318, beyond 0.01 level of confidence]. The high and the low school adjustment groups were significantly differentiated in their academic achievement.

**M.V.R. Raju and T.Khaja Rahmtulla [2007]** explored a study on adjustment problems among school students. The present study examined the adjustment problems of school students from urban and rural schools of Visakhapatnam district. The major findings of the study revealed that adjustment of school children was primarily dependent on the school variable like the class in which they are studying, the medium of instruction present in the school and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

**Akbar Hussain [2008]** studied the level of academic stress and overall adjustment among public and government high school students and relationship between academic stress and adjustment. Sinha and Sinha scale was used to measure the magnitude of stress among public and govt. school students. A significantly higher stress was found among the public school students where as government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students.
**Sangeeta Mathur [2008]** studied social and academic school adjustment during early elementary school. This study examined relationships amongst proposed components of school adjustment in third grade including academic achievement, peer competence, teacher-child relationships, school liking and classroom behavior. It also examined the association between social adjustment and academic adjustment. The main component analysis revealed that third grade school adjustment was comprised of both social adjustment and academic adjustment and that social adjustment was further comprised of peer competence, teacher-child relationships and classroom behavior while academic adjustment was comprised of academic achievement self. A second analysis with a sub sample suggested that school liking may be a third aspect of school adjustment. Social and academic adjustment was interrelated. There was a high degree of continuity in academic achievement from second to third grade. There was moderate continuity in peer competence and teacher-child relationships and academic achievement.

**Sridhar, Y.N. [2010]** conducted a comparative study with the objective of investigating the extent of educational adjustment and problems associated with achievement of disadvantaged adolescents in India and Thailand. A significant difference between boys and girls in control group was reported after pre and post-test adolescents in India. There was no significant difference in the pre and post-test scores of India and Thailand adolescents in educational adjustment. Commonality in educational adjustment of both India and Thailand adolescents groups was reported.

**Mohan Gupta and Renu Gupta [2011]** studied the adjustment and scholastic achievement of boys and girls. The study examined the process of how some factors of adjustment leave effect to children academic achievement. These factors are emotional adjustment, social adjustment and educational adjustment. The data was collected on gender basis making use of Adjustment Inventory A.K.P. Sinha and Singh R.P.(1980) on a sample of 100 students from various
schools of Meerut district. The findings showed that male students obtained significantly higher score than females students, it means female children were better in social adjustment.

**Bhawana Sharma [2012]**, showed the relationship between Social Maturity, School Adjustment and level of Academic Achievement among residential school girls students. The study was conducted on a sample of 347 girls from class ix-xii at residential school of North India. Social Maturity Scale by Dr. Nalini Rao, and Adjustment Inventory for School Students by Sinha & Sinha were used to measure school adjustment. Aggregate score of the students in the final examination was taken to assess level of their academic achievement. The results indicated a significant difference between the school adjustment of low, high and average achievement groups.

**ACADEMIC ACHIEVEMENT AND ATTITUDE TOWARDS EDUCATION**

Few studies conducted in respect of Academic Achievement and Attitude Towards Education are as under:

**Preeti Sinha [2001]** conducted a study on relationship between student attitude towards learning History and achievement in History. The objectives of the study were to find out [1] the proportion of high attitude towards history, [2] the proportion of low attitude towards history, [3] the relationship between positive attitude towards history and achievement in history [4] the significance of difference between achievement in history of the low and high attitude students. This resulted us rejecting the null hypothesis that there was no significant difference in achievement in history between high and low attitude groups. Thus, the higher attitude towards history resulted in higher achievement in history.

**Sarwar Muhammad [2004]** conducted a study on relationship of Study Attitude and academic performance of students at secondary level in Punjab. The main purpose of the study was to investigate the relationship of study attitude of the students with their academic performance at secondary level. Study attitude is
student’s viewpoint about study and academic performance. It was found that study attitude was positively related to the academic performance. The study attitude scores of females were more closely related with academic performance as compared to males. Similarly, study attitude scores of rural students are more closely related with academic performance as compared to urban students. Furthermore, the mean scores of low and high academic-achievers were compared and it was found that high achievers and low achievers differ in their study attitudes.