

**Chapter: 2**  
**REVIEW OF**  
**RELATED LITERATURE**

## **CHAPTER: II**

### **REVIEW OF RELATED LITERATURE**

#### **2. INTRODUCTION:**

A large number of research studies related to factors contributing high academic achievement have been made till date. But the researcher did not come across any study that gives a holistic and in-depth understanding about the factors influencing high academic achievement or an over all description about a high academic achiever. However, the researcher came across a few studies, which are concerned with some factors related to high and low academic achievers and developed an over all perspective about them. Most of the studies are concerned with factors related to academic achievement of students and very few are related specifically to high academic achievers.

The present chapter has been categorized into three sections amongst which summary of all those studies which the researcher came across related to high academic achievers or regarding factors related academic achievements as well as few of the comparative studies between high and low academic achiever are mentioned in this chapter. This process has enabled the researcher to conceptualise the present study both methodically and substantially.

A critical analysis of all these studies brought forth the various factors that are divided into three broad headings by the researcher for a clear presentation and understanding. These three headings are:

1. Individual Factors
2. Home and Environmental Factors
3. School Factors

#### **2.1 : INDIVIDUAL FACTORS**

Many studies have been conducted to find out the relationship between intelligence and academic achievement. Some of them are mentioned below.

Agarwal (2002) studied different correlates of high academic achievement among which one was intelligence. She selected a sample of 300 students of class IX through

multiple stratified random sampling techniques from 6 different schools of Luknow. Pearson Product Moment correlation and critical ratio was computed. It was concluded by her that intelligence is the most powerful predictor for high academic achievement of school students.

Deka (1985) conducted a study to find out the relationship between intelligence and academic achievement. Through stratified random sampling, std. VIII students from few districts of Assam were selected. Girija (1980) with the same objectives like that of Deka conducted a study with 778 college students. She applied stepwise regression analysis, discriminant analysis and canonical correlation techniques to analyze data. Nayak (2002) studied academic achievement of secondary school students in relation to their intelligence with an objective to examine the achievement status of the students in relation to gender & intelligence. The stratified random sampling technique was employed to draw a sample of 500 students (307 boys and 193 girls). The data have been analyzed by employing suitable descriptive and inferential statistical techniques, namely, Mean, SD, and F values through ANOVA. Pearson's co-relation was computed to study the inter-correlation amongst the predictor variables. Regression Analysis was used to work out the regression equation amongst the predictor variables and the criterion variable. Similarly to find relation between academic achievement and intelligence, Rao (1965) and Kapoor (1987) conducted a study. They selected a sample randomly from std. VIII. Shivapda (1980) with similar objectives for his studies selected std. X students through stratified random sampling technique. Data were analyzed through analysis of variance, correlation and regression analysis. Chandan and Sunanda (1990) and Garg & Chaturvedi (1992) also studied the relation between intelligence and academic achievement by randomly taking standard XI and XII students. Another study conducted by Begum and Phukan (1998) analyzed the relation between academic achievement and intelligence of both girls and boys separately. These two researchers selected 118 boys and 62 girls from class IX of English medium school through stratified random sampling. All these studies mentioned here found out positive and significant relationship between intelligence and academic achievement irrespective of the place from where the samples were taken and the students of which standards were selected for their studies. They also found that intelligence is the most powerful predictor of students' academic achievement. Begum and Phukan found in case of girls that the correlation was greater than that of boys and Intelligence was

found to account largely for the prediction of both male and female students' achievement.

The following studies are conducted to find out the relationship between study habit and academic achievement.

Chopra (1982) conducted a study on study habits and achievements of school students. It is observed that suitable statistical techniques were applied for analysis of data. Shivapda (1980) investigated into the relationship between the predictor variable like study habit and academic achievement. Through stratified random sampling 100 students of various districts of Tamilnadu were selected. Product moment correlation and regression analysis were used for data analysis. Similarly Deb, Grewal and Pal (1990) randomly selected 90 final year B.Sc students to find correlation between study habit and academic achievement. Data were analyzed through coefficient of correlation. Ramasamy (1988) for his study to find out correlation between academic achievement and study habit of the students used stratified random sampling method and selected students from 20 schools of Madurai. The collected data were treated using product-moment correlation, multiple regression and 't' ratio. Similarly other studies have been conducted by Singh (1984), Patel (1996), and Rao (1965) on study habits and achievements of school students. Patel (1996) studied the impact of study habit of the pupils on their academic achievement. Through random sampling, 578 pupils of class VIII of eight different schools of urban and rural area were selected. Analysis was made through ANOVA and Newman Sequential Range Test. From all these studies, it was revealed that those students who had good study habit did score significantly more marks than those who had poor study habit. Positive and significant correlation exists between study habit and academic achievement. These studies revealed that students who had good study habit did get significantly more achievement scores than those who had poor study habit.

The studies pertaining to anxiety, self-concept and its relationship with academic achievement are reviewed and presented below.

Girija (1980) conducted a study to find out the contribution of anxiety in the prediction of high academic achievement of college students. A sample of 778 science students was randomly selected. She applied stepwise regression analysis, discriminant analysis and canonical correlation techniques to analyze data. Shivapda (1980) studied the

relationship between anxiety, self-concept and academic achievement by selecting a sample of students from secondary schools. Sharma (1968) investigated the relationship of self- concept and scholastic achievement. A sample of 700 urban adolescents students were randomly selected from class X. Mehrotra (1986) also studied relationship between self-concept and academic achievement. The sample of the study consisted 535 students of class X. Chan Chan (1982) studied self-concept and academic achievement to find the correlation by taking 400 students from eight secondary schools. The sample had 97 students with high self-concept and 203 students with low self-concept. Data were analyzed by means of bi-serial correlation, product moment correlation and Analysis of Variance. Ramasamy (1988) also investigated the relationship between self-concept and academic achievement. He used stratified random sampling method and selected students from 20 schools of Madurai. Similarly Coover & Murphy (2000) conducted a study that examined the relationship between self-identity and academic achievement.

The above studies on anxiety and academic achievement revealed that inverse relationship exists between anxiety and academic achievement (Mehrotra, 1986). But Shivapda found significant positive relationship between anxiety and academic achievement. Chan Chan and Ramasamy found that self- concept was positively related to academic achievement. Sharma found that the sample with a very high self-concept or very low self-concept were low achievers. So, a curvilinear correlation was found by Sharma. Study of Coover & Murphy revealed through their study that the higher the self-concept and self-schema, the more positive the self-description, the better the academic achievement. It can be said here that a clear picture about the nature of relationship between anxiety and academic achievement was not found by researchers. Similar was the case with regard to self concept and academic achievement.

The researcher could locate four studies conducted to find out the relationship between personality factors of high achievers. The review is presented below.

Abraham (1969) studied the influence of the basic personality factors on academic achievement of secondary school students. He selected a random sample of std. X students from Trivendram district. Mehrotra (1986) with similar objective studied a group of randomly selected std. X students. Ramasamy(1988) also selected 72 students from std. X by using stratified random sampling to find out relation between personality variables and academic achievement. He analyzed the data through multiple regression

analysis and t ratio. Similarly, Shivapda (1980) investigated in to the relationship between personality adjustment and academic achievement of high and low achievers. All these studies found a positive correlation between personality and academic achievement. High achievers were more adjustable according to the finding of the study of Mehrotra. According to Shivpada academic achievers had better personality adjustment than the non-achievers.

The set of studies found by the researcher concerning relationship between educational aspirations, need achievement, academic motivation and academic achievement are reviewed here.

Shivapda (1980) in his study had an objective to find out relationship between the predictor variable need achievement and academic achievement. Through stratified random sampling technique 500 students of class X were selected. Data regarding n-achievement and achievement were collected and Product Moment correlation and Regression Analysis were used to analyze data. Das (1986) studied the academic achievement and educational aspiration of students of secondary schools. He established Regression equation for academic achievement in relation to educational aspiration. Chan Chan (1982) also had one of the objectives in his study to find out correlation between academic achievement and academic aspiration as mentioned earlier. Mehta (1987) studied the effect of academic motivation on academic achievement. The  $2 \times 2 \times 2 \times 3$  factorial design was used for the study. The ANOVA was used for analysis of the data. Ramasamy (1988) also investigated the relationship between academic achievement and academic motivation. It was found from these studies that Educational aspiration is one of the most powerful predictor for academic achievement (Das, 1986) whereas, Chan Chan (1982) found very low and non-significant correlation between educational aspiration and academic achievement. Need achievement were positively correlated with academic achievement. The students with high academic motivation achieved high in scholastic achievement

Marked (1992) conducted study to find out relationship between interests, preparation for exams and independence with academic achievement. He found that independence, personal responsibility, aggressive competitiveness, perseverance and orientation are significantly related to high achievement.

One study related to Emotional Intelligence and Academic achievement was conducted by Abisamra (2000). The researcher studied the relationship between emotional intelligence and academic achievement. Stratified random sampling method was applied to select 500 students of 11<sup>th</sup> grade. Correlation technique was used to analyze the data. Significant relationship between the emotional intelligence and academic achievement was found.

Tinklin (2003) focused their attention on the gender gap in school attainment levels. Using data from Scottish School Leavers Survey, they examined factors related to high academic attainment and how it differs for male and females. The study revealed that there was no evidence of differential progression rates for male and females between the age group of 16-18. The only factor in this study which offers any explanation for gender difference in academic attainment is the evidence that girls took school more seriously than boys.

Deb, Grewal and Pal (1990) conducted a study to find out relationship between academic achievement of high achievers and planning of schedule, concentration for exams and their interest level. Using random sampling technique a sample from B.Sc final year student was selected. Coefficient of correlation was found out and it was revealed that all the three variables viz. planning for schedule, concentration for exams and interest were significantly related to academic achievement.

Agarwala and Gupta (1999) studied to find out the possible causes of failure in high school exams related to personal factors. The sample was 80 girls and 116 boys who failed in the X board examination of U.P. It was a follow-up case study. It was found that majority of the students were below average in intelligence, introvert, overcrowded class, lack on interest, lack of attention paid towards education and poverty.

Dhariwala (1971) in a comparative study of high academic achievers and low academic achievers of 441 sample found that high academic achievers had superior study habit, were reserved, had high verbal ability, had home, school and emotional adjustment and feeling of security. Whereas inferior study habit, outgoing tendencies, low verbal ability, emotional instability, assertiveness, happy-go-like temperament, poor adjustment in school, home and emotional areas were associated with under-achievers.

In the above mentioned studies, many correlates of academic achievement are studied. Among individual factors, intelligence, study habit, interest, preparation for exams, personality factors, peer group influence, anxiety, self-concept, gender differences, emotional intelligence, educational aspiration, need achievement and academic motivation are found to be correlated with academic performance of high achievers.

## **2.2 HOME FACTOR**

Some of the studies on the relationship between academic achievement and socio economic status are reviewed and presented here below.

Shankar (1983) conducted a study to find out the difference between high achievers and low achievers with respect to income, property, social background and provision of facilities. Students of std. VII and std. VIII of Calcutta city were selected randomly. The collected data were treated using correlation, multiple regression analysis and “t” ratio. He found significant difference among two groups (high achievers and low achievers) and concluded that high academic achievement was positively related with social background and facilities present at home. But there was no relation found between high academic achievement and property.

Nuttall (2003) studied variables associated with academic achievement. He investigated as to whether students with high level and low level of achievement differ by socioeconomic status (SES). A sample of, 2500 students from eight secondary schools in Baymon Norte, Puerto Rico were selected for the study and data were collected. Multivariate Analyses of Variance were made. High achievers tended to have accepting mothers, and were more geographically mobile, had fewer siblings and were economically stable.

Parida (2003) studied the effect of Socio-Economic Status on the Academic Achievement of school children. Stratified random sampling technique was adopted by the investigator for drawing the sample of 325 boys and girls from two types of management in government schools and non-government schools of Oriya and English medium schools. The data have been analyzed using appropriate statistical techniques, both descriptive and inferential, Mean, Median, Mode, SD, t-value and F-value, coefficient of correlation and coefficient of multiple determinations have been applied

and data were interpreted. Mathur (1963) studied the effect of SES on academic achievement of Higher Secondary school students. 500 students (309 boys and 191 girls) of class IX and X were selected randomly. Mehrotra (1986) studied to find out the relationship between socio economic status and academic achievement of the students. Through random sampling, 535 students of std. X were selected as the sample. Data were analyzed through Mean, S.D., and t test. Similarly Paul (1990) and Chatterjee, Mukherjee and Banerjee (1971) investigated the effect of parents' income and condition of home upon scholastic achievement of the children. Trivedi (1987) investigated to find out the effect of SES on students academic performance. The sample consisted of 520 girls of std. X. ANOVA, ANCOVA and Chi-square tests were used for data analysis. Mcleod' (2000) conducted a study to investigate whether SES is associated with academic achievement. It employed a hierarchical linear model to investigate the relationship between students' achievement and family income. Mayer (2002) studied the impact of parental income on children's academic outcome at New Zealand. A critical analysis of these studies revealed that except one study all others found that parental income is positively correlated with child's academic performance. Parida found wide disparities in the measures of central tendency on academic achievement in case of high SES and low SES. In differential analysis of the data on academic achievement with respect to SES, she found that academic achievement of the respondents differed significantly due to SES variation. Chatterjee, Mukherjee, & Banerjee and Mathur did not find any influence of economic condition on scholastic achievement of the student. It can be stated here that there is a variety of findings in case of academic achievement and its' relation with family income and SES.

With respect to scholastic achievement of children with working mother, non-working mother and small size family are reviewed by the researcher. She found that Sultan (1988) conducted a study in order to find answer to the question that whether there exists any difference in scholastic achievement among children of educated-working and educated non-working mothers. A sample of 250 students of std. X was selected randomly and was tested on standardized achievement test. Score of this test was considered as scholastic achievement of a student. There was no significant difference in achievement in English, Social Studies and Language. But there was significant difference in achievement in math among children of working and non-working mothers. Arya and Kistwaria (2002) studied, adolescent daughter of 30 working mother

and 30 non-working mothers were selected for the study. The marks obtained by their daughters were taken for analysis. Chi-square and percentage was used for data analysis. It was found that a majority of the adolescent daughters of non-working mothers were performing well in the studies.

The studies on influence of parent-child relation on child's performance are reviewed and presented below. In Pal's (1984) study, one of the objectives was to find out the influence of parent's acceptance on academic achievement. He selected a sample of 240 students through stratified random sampling technique. Factorial analysis of variance was made to find out the result. In another study Agarwal (1975) related parent's attitude with child's academic achievement. Sankar (1983) also studied the relation between parent-child relation and academic achievements of students. Trivedi (1988) studied the relationship between the feeling of security among std. XI students and their academic achievement by taking a sample comprised of 523 students randomly selected. ANOVA, ANCOVA, t-test and chi-square were used for data analysis. Ryan & Adams (1999) conducted a study to find out parental role in child's academic achievement. From the above studies it was found that parents' acceptance promoted scholastic achievement. Parents' attitude and value were also related to child's achievement. However no significant relation between feeling of security and academic achievement was found out. Ryan & Adams through their study found that parental characteristics, the overall nature and atmosphere of the family, the general nature of parent-child relationships and the interactions between parents and children concerning school activities have an influential role in determining academic achievement.

Influence of parents' occupation on children's academic achievement was reviewed and it was found that only three studies were pertinent. Deka (1985) conducted a study to find out the relation between parental occupation and high academic achievement of children. He calculated Mean, S.D. and t-test for the analysis of data. Deka found positive relationship between high academic achievement of the child and the parents' occupation. Pradhan (1999) Chatterjee, Mukherjee, and Banerjee (1971) also investigated into the effects of parents' occupation on academic achievement of children. All these studies revealed that a positive relation between academic achievement of children and the parents' occupation exists. However, Chatterjee,

Mukherjee, and Banerjee, concluded that father's occupation was not related to children's academic achievement.

Whether locality, where a student stays has any thing to do was another question to which answer was searched from literature. Very few studies were found to have been conducted in this area. In this regard Reddy (2003) conducted a study on senior intermediate students to find out the influence of locality on academic achievement. The sample consisted of 240 senior intermediate students from Tirupati, Andhra Pradesh. The researcher calculated Mean, S.D and t-value analyzes the data. Girija (1980) also studied the effect of permanent residence of the high achieving students on their academic achievement. A sample of 778 science students was randomly selected. Both the studies revealed that academic performance of urban students was significantly higher than that of the rural students.

Studies dealing with influence of parent's education on academic achievement were reviewed. In this context, Deka (1985) studied the influence of parental education on high academic achievement of the students of std. X. A large sample from std. VIII and IX through stratified random sampling technique were selected from few districts of Assam. Pal (1984) in a similar study found out relationship between parents' educational level and child's scholastic achievement. He randomly selected 90 final year B.Sc students as the sample of the study. Pal, found out that educational level of the parents was directly related to child's scholastic achievement whereas Deka found that the parents' education is unrelated to academic achievement of the students.

A study related to the parents' involvement in their child's' academic achievement is reviewed and presented here. Sahoo (2005) studied the relationship between academic attainment of students and parent-involvement, one of the objectives of his study was to determine the difference between the academic attainment of students belonging to high parent-involvement group and low parent-involvement group. Descriptive survey and case study methods have been employed for the study. Five hundred students of class IX and X from 5 government and 5 public schools of North-West zone of Delhi was selected using simple random sampling. Parents of these students were taken for studying their involvement. The quantitative data were analyzed through suitable statistical techniques, namely, Product Moment Correlation, t-test and Percentage. It was found that no significant relationship was found between academic achievement of

students and parent-involvement as well as no significant difference was found between the academic achievement of students belonging to high parent-involvement and low parent-involvement groups. Further, on the basis of qualitative analysis it was concluded that the students of less involved parents have low academic achievement.

Study related to family size and academic achievement was reviewed. A study by Agarwal, (2002) correlated family size and birth order of the child with academic achievement of high achievers. She selected a sample of 300 students of class IX through multiple stratified random sampling techniques from 6 different schools of Luknow. Pearson Product Moment correlation and critical ratio were computed from the data. Chatterjee, Mukherjee, and Banerjee (1971) also studied the effects of family size, number of siblings on academic achievement of the students. It was found from these studies that there exists a significantly negative correlation between academic achievement and family size, and academic achievement and birth order of the child (Agrawal, 2002). But Chatterjee, Mukherjee, and Banerjee (1971) found that family size was an influencing factor of academic achievement. According to them students from smaller families, where number of children were fewer, were more successful in academic attainments.

All the studies reviewed above revealed that researchers have tried to study different home and environment related factors with the academic achievement of students. Among home factors, SES, small family size, education level of parents, working and non-working parents, locality where students stay, parents' occupation, parents' involvement, parents attitude and parents education are found to be correlated with academic performance of high achievers. These are mostly the causes for students to do so well in school examinations.

### **2.3: SCHOOL FACTORS**

School seems to be an important factor for determining academic achievement of students. The factors that can be considered under the concept of schools are, school facilities, teachers' qualifications, regularity in attendance, understanding of lessons, and favorable attitude towards teachers are some of the factors. Some the studies that the researcher reviewed are presented here under.

Deka (1985) conducted a study with one of the objectives to find out the relation between high academic achievement and school failure related to school attendance, preparation of schoolwork and understanding of lesson and favorable attitudes of the teachers. A large sample from std. VIII and IX through stratified random sampling technique were selected from few districts of Assam. The study revealed that there exists a significant and positive relation between high achievers and regular attendance, preparation of schoolwork, understanding of lesson and favorable attitude towards teachers.

Parida (2003) conducted a study with the objective to find the interactive effect of School Environment and Medium of Instruction on academic achievement of students. Stratified random sampling technique was adopted by the investigator for drawing the sample of 325 boys and girls from two types of management in government schools and non-government schools of Oriya and English medium schools. He found that there exist a significant difference in academic achievement of the respondents belonging to different management, medium of instruction, and school environmental conditions. The schools having high level of teacher input, material input, and process input along with adequate schooling facilities were found to contribute significantly in the academic achievement. It was also found that academic achievement of the respondents was influenced by the medium of instruction.

Hanushek (1990) surveyed the results of 113 studies on the impact of teachers' qualifications on their students' academic achievement. Violet (2001) studied the influence of teachers' certification, educational level and experience on academic achievement of the students. Qualitative analysis of district's school reform initiatives was conducted, along with a quantitative analysis of classroom achievement scores and the two variables influencing on students achievement. The study by Hanushek (1990) concluded that eighty five percent of the studies found no positive correlation between the teachers' educational background and child's academic achievement. Although 7 percent of the studies did find a positive correlation, 5 percent found a negative impact. The result of these 113 studies indicates that teachers' qualification does not make better students. Results of quantitative analysis made by Violet (2001) supported certification of the teacher significantly influencing student's achievement. Further some teachers' great number of years in teaching referred to as burnout also significantly affects

students' achievement in urban areas.

Various studies on the influence of the type of school building on the academic performance of its student are presented here. It is observed that Chang (1979) investigated the relationship of school building age and academic achievement of VIII grade pupils by randomly taking schools. Bowers and Burkett (1987) researched the academic achievement of 208, 4<sup>th</sup> and 6<sup>th</sup> grade students housed in two separate schools with different facilities (the oldest and newest facilities in the selected districts). Ikpa (1992) conducted a study to find out impact of school building on students' achievement. Ikpa found that a significantly negative relationship exists between the age of school buildings and achievement of the students. Chang in his study found that the achievement scores of the pupils assigned to modernize school buildings were consistently higher than the scores of pupils assigned to non-modernized school building. Bowers and Burkett found that the students in the newer building (modern) performed much better than the students in the older building. Ikpa's data indicated that as the age of school building increased, the achievement test score tended to decrease.

Singh and Saxena (1995) conducted a study on school students where they found out that teacher's frequently taking test, assigning and correcting homework, providing feedback, solving problems and school academic climate has positive relation with academic achievement of the students.

A study on difference between the academic achievement of students of hostel and non-hostel was studied by Kuppuswamy (1986) by randomly selecting 207 students and compared effects of hostel life and non-hostel life on their academic performance. A questionnaire was administered and all the pertinent data were gathered. Hostellers performed better in the achievement test conducted by the investigator.

A case study on features of school contributing to students' achievement was conducted by the National Foundation for Education Research (NFER-2002). NFER has conducted this in-depth study to identify those features of school practices and characteristics, which appear to contribute to the students' performance. A sample of high performing and improving Specialist schools were recorded, for case study 20 schools were taken. The tool used for data collection was interview schedule. Main

success factors identified were high quality teachers, school ethos and culture, curriculum improvement, and monitoring and evaluation.

A study on impact of rural and urban school on academic achievement of students was conducted by Rangappa (1992). He studied the impact of urban and rural school on academic achievement of the students. Through stratified random sampling 1000 students of class 7 of different area were selected. There was no significant difference in the performance of the students of rural and urban schools.

Cheng (1996) conducted a study on the effect of classroom environment on academic achievement. He suggested that classroom climate and management style contributed academic achievement of the students.

Peer group influence on academic achievement of students was another set of studies that were reviewed by the researcher. It was observed that Das (1986) conducted a study with the main objective to establish the regression equation for academic achievement in relation to peer influence. Through stratified random sampling, a sample of 820 students of std. X from 20 schools of Assam was selected. Analysis of Variance and Regression Analysis were used for analysis of data. Patel (1986) conducted a study to find out the relation of peer group influences on academic achievement. The sample consisted of 94 boys and 76 girls of medical, this was a purposive sampling. The analysis of the findings of these studies revealed that the peer group influence is significantly related to academic achievement. Peer influence is a main predictor variable for academic achievement as found in these studies. According to the report of National Assessment of Educational Progress (NAEP), the peer effect is having a strong influence on academic achievement, especially for fourth grades students.

The review of related literature revealed those variables that are associated and causing the academic achievement of school students. Among the school factors, preparation for school work, regular attendance, favorable attitude of teachers, teachers' educational level, teachers' classroom management style, providing feedback, schools' academic climate, high quality teachers, improved curriculum, school ethos and culture and staying at hostel has been correlated and causing high academic achievement of the

school students. Further, the following points are derived from the reviewed literature.

## 2.4 CONCLUSION

1. Most of the studies were correlation type. In these studies many variables have been correlated to academic achievements like study habit, sex, socio economic status, etc.
2. Many studies compared high and low achievers on some selected variables. One of the studies was conducted by Deka taking sample from Assam in the year of 1985, which compared high and low achievers. This was a co-relational type study.
3. In most of the studies, very large samples were studied. Sample belonged to different standards and in fact few studies were on college students.
4. A case study was conducted in 2002 by NFER about the school factors influencing students' academic achievements. This study was related to raise standard of specialist school.
5. Statistical techniques such as ANOVA, ANCOVA, t-test, regression equation, etc have been used to analyse data.
6. It can be noted that some of the factors like parent's occupation, parent's education, SES and anxiety level are found related to academic achievement whereas some researchers find no relation between the two.

From the findings of these various studies different variables can be regarded as essential elements in the success of a student in academics. Most of these studies being correlation study don't set a perfect example, which can explain that having these traits, a student can be a high achiever or achieve maximum of their caliber. For e.g. is it intelligence alone which is responsible for a child to achieve high or is it combination of superior intelligence and regular study habit that makes a child topper or there are numerous factors in combination which are essential for high academic achievement. Therefore, to gain a holistic understanding researcher made an attempted to understand as to how the high achievers or toppers are nurtured at home, how they study, how they strive in school and at home to make it to the top.

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