

## CHAPTER II

### REVIEW OF RELATED STUDIES

A large number of studies conducted in the area of "Correlates of academic achievement" reported both by Indian and foreign researchers have been reviewed for the present study. These studies have critically examined the relationship between academic achievement on one hand and a large number of factors in the cognitive, affective and environmental domains on the other. A general account of the studies conducted in the area of "Correlates of academic achievement" is given below :

#### 2.1 ACADEMIC ACHIEVEMENT AND VARIABLES IN GENERAL

The factors influencing the academic achievement had claimed the attention of researchers, educationists and psychologists long before 1940 by which year a number of studies had been reported. Harris (1940) Emme (1942), Garrett (1949) and others reported studies in which the role of non-intellectual factors, especially personality factors was emphasized in the performance of pupils. Personality characteristics which have, with some consistency

been found to be of value in predicting educational attainment include values, motives and other non-cognitive traits. Dave (1968) in the Third Indian Year Book of Education reviewed seventeen studies on "Factors Affecting Achievement". The studies include Ph.D. and M.Ed. dissertations and other research studies published by various institutions. The review indicated that factors affecting achievement 'run all the way from intelligence to physical health through the socio-economic status of the family, sex, caste, distance of the school from home and leisure time activities'.

A systematic effort to survey and classify researches in Indian universities has been made in the three educational research surveys edited by Buch (1974, 1979 and 1986). These surveys have compiled the Ph.D. studies conducted at various Indian universities. In the first survey, Dave (1974) has reviewed forty-four studies in the area of correlates of academic achievement. He classified the studies into six categories viz., Correlates in general, personality correlates, socio-economic status, backwardness and failure, over and under-achievement and miscellaneous.

Dave and Anand (1978) in the Second Survey of Research in Education reviewed 38 studies including 30 doctoral theses and 8 research projects. The third Survey of Research in Education (1986) presents a review of sixty five studies in the area of correlates of academic achievement. All these studies have reported a large number of variables in the cognitive, affective and environmental domains affecting the academic achievement of pupils. Still the studies in this area continue to increase, mainly due to two reasons viz., (1) Large number of factors involved and the wide possibility of their interrelationship keep the area of academic achievement open for continuous research and (2) The relationship among some of the factors show differences from group to group.

Studies conducted in the field of correlates of academic achievement have attempted to find out the relationship between a large number of independent variables and academic achievement. The importance of intelligence as a contributing factor to academic achievement was studied by many researchers (Agarwal, 1973 ; Das, 1975 ; Girija, 1980 ; Shunmugasundaram, 1983 ; Singh, 1983 ; Mitra, 1985 ; Kumar, 1986 ; Misra, 1986 ; and Singh, 1986).

Some studies have been carried out dealing with certain personality factors of students as correlates of academic achievement (Gupta, 1983 ; Lall, 1984 ; Mitra, 1985 ; Jahan, 1985 ; and Sontakey, 1986).

The studies of Das (1975), Shunmugasundaram (1983), Deshpande, (1984) and Mehrotra (1986) considered anxiety as a variable affecting academic achievement. The effect of self-concept on academic achievement was studied by Shunmugasundaram (1983), Singha (1983), Sween (1984) and Pathni (1985).

Agarwal (1973) Patil (1984), and Singh (1986) have studied the relationship between interest and academic achievement. Aptitude has also been identified as an important correlate of academic achievement (Agarwal, 1973). The relationship between study habit and academic success was established by some studies (Tiwari, 1982 ; Shunmugasundaram, 1983 and Deshpande, 1984). Thus a large number of factors have been identified as correlates of academic achievement. The following variables have been selected for the present study based on the theoretical background of this study. The selected variables are achievement motivation, adjustment

educational aspiration, pupils' attitude toward teachers, pupils' attitude toward school, parental encouragement and socio-economic status. The studies related to these variables are reviewed in the following pages.

## 2.2 ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT

Achievement motivation is a striving for standard of excellence in academics where the execution of such activity involves either success or failure (Heckhausen, 1967). It is believed that pupils with high achievement motivation perform better in the school.

The studies of Lowell (1950), McClelland et al. (1963), Bending (1958), Atkinson and Litwin (1960), Chahbazi (1960), Cox (1962), Meyer et al. (1965) and Litting and Yercaris (1965) reported positive relationship between achievement motivation and academic achievement. Whereas Cole et al. (1962) and Olson (1973) have reported inverse or negative relationship between these two factors. Zero order relationship between achievement motivation and academic achievement was reported by Ricciuti (1954) and Uhlinger and Stephens (1960).

White (1959) and McCall (1963) found that the academic development of a student is significantly dependent

upon his motivational content of his personality. A recent study by Kapusta (1980) also supported the above finding.

Many studies have revealed the prediction power of achievement motivation for academic achievement (McClelland et al., 1953 ; Rosen, 1956 ; Weiss et al., 1959 ; Shaw, 1961 ; Robinson, 1964). Catell et al. (1966) have reported that ability, temperament and motivation all contribute 25 per cent of achievement variance. Hoyt et al. (1958) and Krug (1959) found that the scores of over-achievers were significantly higher on n-achievement than those of under-achievers. McGill's study in 1978 also confirmed the above finding.

In India, Singh (1965), Sinha (1967), Bhatnagar (1967) Reddy (1973), Phutela (1976) and Contractor (1977) found positive relationship between achievement motivation and academic achievement.

Rai (1974) reported that n-achievement was a pre-requisite for better academic achievement and it drove the students to academic activities. Barki (1976) studied a large sample of 6863 students of standard X and found that achievement motivation was one of the factors contributing

to superior academic achievement. This finding was supported by some of the later studies (Shivappa, 1980 ; Rajeeva, 1981 ; Reddy, 1983 ; Deshpande, 1984 and Mitra, 1985).

Shiha (1965), Bhaduri (1971), Dhaliwal (1971), Seetha (1975), Chaudhari (1975), Ghuman (1976) and Narang (1977) have studied the characteristics of differentiating high-and low-achievers and their findings in relation to achievement motivation are as under :

Sinha (1965) found that high-achievers and low-achievers did not differ in their achievement motivation. Whereas Seetha (1975), Chaudhari (1976) and Ghuman (1976) found greater achievement in case of high-achievers than low-achievers. On the contrary, Bhaduri (1971) reported that the achievement motivation of overachievers was lower than that of their underachieving peers.

Narang (1977) found that academic performance was directly related to the achievement motivation of high-achievers and not for the low-achievers.

Some of the recent studies have attempted to compare the achievement motivation of advantaged and disadvantaged

children in relation to their academic achievement (Singh, 1979 ; Sujatha and Yeshodhara, 1986 ; and Patel, 1987). Singh (1979) reported that Santal students were significantly lower in achievement motivation and academic achievement than non-santals. Sujatha and Yeshodhara (1986) also reported that Scheduled Caste and Scheduled tribe students were low in their achievement motivation and academic achievement. Patel (1987) found that advantaged children scored significantly higher than disadvantaged children in achievement motivation and academic achievement.

Fatmi (1986) studied the achievement related motivations among tribal and non-tribal high school students and found that racial background, sex, religious background and caste status influenced achievement related motivations. It was also found that non-tribals, caste Hindus and forward and backward caste groups were superior in achievement-related motivations.

### 2.3 ADJUSTMENT AND ACADEMIC ACHIEVEMENTS

Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment (Gates, 1950). Several investigators are of the opinion that adjustment is an important factor influencing the academic achievement. The studies

reviewed below reveal the importance of adjustment in academic achievement.

The studies of Stagner (1953), Brown (1953), Berger (1956), Christensen (1956), Graff (1957), French (1958) and Jenson (1958) found positive relationship between adjustment and academic achievement. Whereas Anderson (1951), Hoyt and Wrein (1954) and Scot (1958) found no relationship between these two variables.

Frankel (1960) found over-achievers conforming to school regulations and better adjusted to the academic situation.

Uhlinger and Stephans (1960) believed that the long held hypothesis that under-achievement is a manifestation of maladjustment was not supported by many investigations.

Durell (1976) found that the teacher ratings of student's adjustment was the most powerful predictor of the explained variance in standford achievement test scores, significant at the .05 level.

In India Kumar (1963) reported that the Coefficient of correlation between adjustment and class attainment of high school students was .27 with PE  $\pm$  0.026.

Rao (1963) in his experimental study probed into the adjustment difficulties and their relation to second language attainment of bilingual children in the Tamil medium schools in Madras city and found that the mean maladjustment scores for the experimental group was higher than those of control group. He also noticed that the maladjustment scores showed very low negative correlation with second language attainment.

Reddy's (1978) three year longitudinal study is a classic one. He studied the academic adjustment of rural, semi-urban and urban students from class VIII to Class X. His study revealed that the academic adjustment is significantly related to scholastic performance, (Significant beyond .01 level).

Some of the recent studies have also reported significant positive relationship between adjustment and academic achievement (Agrawal, 1982 and Mehrotra, 1986).

Whereas Jain (1965) and Shivappa (1980) found that personality adjustment tended to bear almost a negative and significant relationship with the scholastic achievement although the amount of relationship was negligible.

Srivastava's (1967) study indicated that under-achievement was related to poor social and emotional adjustment. Abraham (1974) also found that the achievement level was associated with personal and social adjustment.

Mathew (1976) reported that the total adjustment and group adjustment accounted for total variance of the over-achieving group and personal adjustment and social adjustment accounted for the total variance of the normal achieving group.

The following studies have reported the adjustment levels of high and low-achievers.

George (1966) found that the pupils with high intelligence were better adjusted and were higher achievers in all the groups studied. Pathak (1972) also reported that the overall adjustment of high-achievers was significantly better than the low-achievers. Saxena (1972) too found that the over-achieving students had a consistently and significantly lower number of problems of adjustment than the under-achievers.

Sharma (1972) conducted a comparative study of over and under-achievers among the students of standard VIII. His

hypothesis that "mental abilities and socio-economic status being the same, those having more effective adjustment in different areas of life are likely to make better academic achievement than those having less effective adjustment" has been accepted.

Kapoor (1987) also reported that the high-achievers had better home, health, social, emotional and school adjustment. The overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of low achievers.

Recently many studies have concentrated on the adjustment problems of disadvantaged children (Shashidhar, 1981 ; Aruna, 1981 ; Koul, 1983 ; Panda, 1983 ; Lal, 1985 ; Roy, 1986 ; and Sujatha and Yeshodhara, 1986). Their findings are presented below :

Shashidhar (1981) found an inverse relationship between the scores on the adjustment inventory and achievement in case of scheduled caste students in standard VIII and X while in case of standard IX, no significant relationship was observed.

On the contrary Aruna (1981) observed a significant correlation between the adjustment and academic achievement of students belonging to scheduled caste and scheduled tribes.

Koul (1983) conducted case studies of scheduled tribe failure students at Middle and Matriculation level and reported that failure students were found to be mal-adjusted.

Panda (1983) reported that the school adjustment of under-privileged children was above average but competence in terms of school achievement and intellectual ability were strikingly low.

Sujatha and Yeshodhara (1986) reported that the scheduled caste and scheduled tribe students had very poor school adjustment than non-scheduled caste, scheduled tribe students. Lal (1985) found a significant positive relationship between intelligence and home adjustment area for the scheduled caste sample.

Roy (1986) found that the socio-economically deprived and the privileged groups differed significantly

in respect of achievement, intelligence, adjustment to school regulations, adjustment to instructional programmes, adjustment to peers in schools, adjustment to personal hygiene rules in schools, language development, perception of environment etc.

#### 2.4 EDUCATIONAL ASPIRATION AND ACADEMIC ACHIEVEMENT

Educational aspiration generally refers to the type and level of education a student wishes to attain. This aspiration drives him to achieve his educational goals. Studies reviewed below show the influence of educational aspiration on academic achievement.

Some of the earlier studies such as Bayton (1943) and Holt (1946) found either no relationship or little relationship between the level of educational aspiration and academic achievement.

On the contrary, the studies of Kausler (1959) and Ali (1969) established a significant positive relationship between aspiration and academic performance. Harrill (1962) found significant difference in the level of aspiration of high and low-achievers.

This was supported by the study of Shah et al. (1971) who found a strong relationship between the educational aspiration and academic achievement of post-high school students.

Arap Rono (1982) attempted to identify the characteristics related to expressed educational and occupational aspirations and expectations of secondary school students. The study found the previous academic performance as the best indicator of educational aspirations and educational expectations.

Ferrone (1984) conducted a study, the primary concern of which was to provide the educators with an insight into educational aspirations and expectations of high school students related to SES, perceived parental encouragement, achievement and locus of control, Results indicated significant relationships.

In India Menon (1972) found that job aspiration and educational aspiration were strongly associated with high achievement, particularly for girls. Phutela's (1976) study in the states of Haryana and Punjab, identified educational and vocational aspirations as specific predictors

of academic achievement for the total sample and the educational aspirations for the boys in the sample. Shivappa (1980) also found educational aspiration as one of the significant correlates of academic achievement of the high school students.

Whereas Hussain's (1977) study found the level of aspiration to bear a curvilinear relationship with academic achievement. It was also found that high and low aspirations showed unrealistic and defensive attitude resulting in low achievement.

On the contrary Sharma (1979) found that the level of aspiration did not influence the academic achievement of high school and intermediate students.

Muthayya (1962) in his study on level of aspiration and intelligence of high and low achievers also found lack of relationship between level of aspiration and scholastic achievement. Ramkumar (1972) studied the goal discrepancies of high-achievers and low-achievers and found it significantly low among the high-achievers.

Bisht (1972) and Shah et al. (1971) found positive relationship between academic performance and educational aspirations. They further found that when academic performance was controlled, there was significant social class differences in the educational aspirations of both males and females. The independent influence of SES was much greater than that of academic performance on educational aspiration.

Chopra (1982) found that significantly larger number of first class students belonged to higher socio-economic status and they had higher educational and occupational aspirations.

Gupta (1981) reported that level of aspiration correlated negatively and significantly with academic achievement for the total sample and also to high socio-economic arts boys and science girls.

Jasuja (1983) found that the level of aspiration and frustration did affect the achievement. Das (1986) found educational aspiration as the second powerful predictor of academic achievement bearing 8.58 per cent of variance.

Adishesia and Ramanathan (1974), Dubey (1974), Pimpley (1974), and Sachidananda (1974) found that scheduled caste and scheduled tribe students had high educational aspirations. But Gangrade (1974) reported low educational aspirations among scheduled caste students.

Koul (1983) found a low level of aspiration among the tribal failure students at middle and matriculation level.

Pandey (1985) found that the low deprived students scored significantly higher than high deprived students on level of aspiration. It was also reported that the level of aspiration was found to be significantly correlated with social studies achievement in case of low deprived as well as high deprived groups.

## 2.5 PUPILS' ATTITUDE TOWARD TEACHERS

Only a few studies have been conducted to find out the relationship between pupils' attitude toward teachers and their academic achievement.

Frymier (1964) found that the interest in the subject matter and liking the teacher and the subject were the factors which motivated the young people to try to do good work in

school, Gordon (1977) found that achievement in mathematics tended to be related to how the student perceived himself and his relationship to peers, teachers and school.

Felland (1980) found that superior composition writers viewed English teachers as favourite teachers and average writers viewed English teachers indifferently or did not like the English teachers.

In India Jani (1974) proved in his study that pupils have definite likes and dislikes for their teachers and reasons for the same are like teacher's personality, knowledge and general behaviour with the student community and so on.

Reddy (1978) in Srivenkateswara University, found that high school students' attitude toward self, peers, parents and teachers were positively related to scholastic performance.

Pandey (1981) found that the teacher-taught relationship in the context of tribal students in the class and out of the class was not very congenial. Teachers rather showed indifference to tribal students.

## 2.6 PUPILS' ATTITUDE TOWARD SCHOOL AND CURRICULUM AND ACADEMIC ACHIEVEMENT

Several investigators have the opinion that pupils' attitude toward school and curriculum is one of the important factors influencing their academic achievement. Research evidence on this opinion is reviewed below.

Sukchotrat (1977) found that the reading achievement of disadvantaged students in grades VII, VIII and IX was related to their attitude toward school and the better readers tended to have better attitudes toward school than did the poorer readers.

Combs (1977) also found among the students in grades, IV, V and VI that reading achievement was significantly correlated with attitude toward reading. The study of Davis (1983) also supported the above finding.

On the contrary Veal (1977) and Simpson (1977) found no significant relationship between reading achievement and attitude toward school.

Pearce (1976), Blevins (1979) and Piorkowski (1980) found significant relationship between attitude of

students toward mathematics and their achievement in mathematics.

Washington (1978) found that Blacks and Non-Blacks are similar in their attitude toward school and academic achievement.

Tiwari (1979) found a significant relationship between students' attitude toward the course and course achievement whereas Gill (1978) found no relationship between students' attitude toward school and their academic achievement.

Talton (1983) found a weak positive relationship between attitude toward science and achievement in science whereas Heintschel (1978) found that a student's attitude towards science did not affect his achievement in science.

In our country Rao (1966) found among the students of standard VIII in Delhi that intelligence, study habit and school attitude were significantly related to the prediction of scholastic achievement. Recently Chopra (1982) also found that secondary school students attitude toward education had a very high positive correlation with academic achievement.

Bhaduri (1971) and Saxena (1972) found that the over achievers had a positive attitude toward school, study and school work. Whereas Srivastava (1967) found that no significant relationship existed between under-achievement and attitude towards school.

Abraham (1974) found among the secondary school students of Trivandrum that the achievement level in English was associated with attitude towards English.

Zacharia (1977) found among the secondary school pupils in Kerala that there was high positive correlation between pupils achievement in social studies and their attitude toward social studies.

Jain (1979) found among the high school students of Jammu that attitude toward mathematics was one of the factors that played a vital role in learning mathematics.

Sarah (1983) reported that the attitude of high school students towards science and science education in Tamil Nadu was generally favourable but there was a wide disparity in their attitude. It was found that about thirty

percent of the variance in science achievement was accounted for by one's attitude towards science, his attitude towards science education and his socio-economic status.

Kamila (1986) in Orissa found that the attitude of scheduled caste and scheduled tribe students toward school was lower than that of all other caste students.

## 2.7 PARENTAL ENCOURAGEMENT AND ACADEMIC ACHIEVEMENT

It is generally believed that parental guidance and encouragement has an effect on the child's academic achievement. How far this is true can be judged from the results of the research studies reviewed below.

The studies of Kurtz and Swenson (1951), Campbell (1952), Floud et al. (1957), Carillo (1957), Fraser (1958), Griffiths (1959) and Henrle et al. (1959) supported the view that academic achievement of the student is associated with parental guidance, influence and relationship with the child.

Gowan (1960), Hattwick and Stowell (1963), Mannino (1962), Douglass (1964) and Sewell and Shah (1968) have also reported that parental guidance and encouragement has an important bearing upon school performance.

Hill (1976) compared selected home and peer variables of IV, V and VI grade disadvantaged black males with their reading achievement scores to determine which of these variables have a significant relationship to the disadvantaged child's school success. This study revealed that disadvantaged children will achieve better in school if ;

- i. their mothers have a positive attitude toward achievement and it is shared by their children
- ii. their mothers have high expectations for them and these expectations are communicated to and shared by their children.

Comb's (1977) study revealed that mother in the home appeared to be the greatest single influence on reading attitude which was significantly correlated to reading achievement.

Smith (1978) found that mothers of low-achievers spent more time trying to help their children, particularly in getting their children to listen more attentively and he also found that praising and hugging of children by mothers cannot be considered as a home factor which contribute to a higher level of academic achievement. Dix (1977) found a

correlation of 0.08 between parental participation and student achievement. Perry's (1978) study suggested that direct parental involvement in student's learning experiences can result in improved student achievement.

Houston (1979) investigated into the relationship of affective, parental, social and peer influences on achievement in mathematics of females and males among Black, Anglo and Chicano adolescents and found that mother influence was a significant contributor to mathematics achievement.

Felland (1980) studied the level of composition achievement of Twelfth-grade composition students and selected personal and environmental factors. The findings revealed that the superior writer compared to the average writer was more likely to be highly encouraged to read by his parents and had more books in the home.

Lupton (1983) found that parents of high achievers tended to be success oriented themselves and they exert pressure to succeed on their children whereas parents of low-achievers generally displayed characteristics toward the opposite end of the continuum described above. It was also found that parents of high-achievers more frequently provide

richer learning environments and they exert subtle but effective pressure on their children to achieve.

Lindemann (1983) analysed the relationship between home academic environment and student academic achievement and found that the following four of the seven home academic environment-press variables were significantly and positively associated (more than .05) with two of the dependent variables viz., composite and language scores. These variables were concern for language ; aspirations for self ; knowledge of education and aspirations for child.

Dave's (1963) study is an important one. He demonstrated that it is what the parents do in the home rather than their status characteristics which are powerful determinants in the home. He found that academic guidance provided at home, the work habits emphasised in the home, the interest and activity displayed at home had a high correlation with academic achievement.

Supporting the above view The National Child Development Study (1967) has rightly pointed out that the academic achievement has a positive relationship with parental interest in the education of their child.

Vanarase (1970) found that parental encouragement was one of the factors which affected the scholastic performance. It was observed that student's performance was better when he was encouraged by the parents.

Reddy (1975) studied four areas of home environment viz., (1) parental value on education and academic achievement (2) emotional climate (3) parental encouragement and (4) educational facilities available in the house. He found home environment to be more prominent as potential predictor of academic achievement after intelligence.

Barki (1976) investigated into the causes for superiority of X standard Public examination results in South Kanara to the results in other areas of Karnataka state. One of the findings of this study was that personal parental care and attention to the education of the ward was bestowed to a considerable extent by the parents of south Kanara. Narang (1981) found that low achievement was being related to being frequently scolded by the parents.

Chopra (1982) found that parents from higher socio-economic class gave greater help and encouragement to their children.

Sarkar (1983) reported that the home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent-child relationship showed a significant difference between high-achievers and low-achievers at .01 level.

Tripathi (1987) found that socio-economic status and educational facilities had significant positive relationship with academic attainment.

## 2.8 SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT

It is commonly believed by sociologists and others that the social and economic characteristics of parents play important role in offering opportunities to children which provide them differential educational experiences (Alwin and Thornton, 1984). Studies dealing with the effect of socio-economic status on academic achievement are reviewed below.

Wimbush (1976) found socio-economic status as one of the best predictors of mathematics achievement among the fourth graders.

Fruitt's (1979) study revealed that first grade students in the upper socio-economic group and middle socio-

economic group achieved significantly higher than did students in low socio-economic group. McGill (1978) also found that low socio-economic group students obtained significantly lower scores in reading comprehension. Stokes's (1976) study confirmed the fact that socio-economic status and total readiness, used together are usually reliable predictors of achievement among the first grade students.

Halloway (1980) found that a significant independent relationship existed between the mean reading achievement of sixth grade students and parental socio-economic status while holding the students' mental ability constant. Al-Thubaiti (1983) found that family socio-economic background alone explained 33.7 per cent of variance in achievement. Bolgiani (1984) found among fourth and fifth grade children that socio-economic level of the family had a significant effect on achievement ; as the SES level increased achievement also increased.

Alvira (1977) found the following factors of home environment as significantly related to reading achievement of fourth grade students viz., House appearance, size of the house, number of family members living together, maintenance of house, additional income sources, parents ownership of

homes, level of education of mother and father, mother's and childrens' attendance to recreational activities etc.

White (1976) conducted a meta-analysis of the previous studies on socio-economic status and academic achievement wherein the characteristics and results of an extensive sample of previous research (100 studies) were coded and statistically analysed. The results of the meta-analysis indicated that a definite relationship exists between socio-economic status and academic achievement. However, the mostl likely correlation between typically used measures of socio-economic status and academic achievement is only 0.251 and the frequently obtained correlations ranged from about 0.10 to 0.70.

Jones (1977) and Turner (1977) found that socio-economic status influenced the academic achievement of Black students.

Haron (1977) found differences in the effect of family socio-economic status on pupils academic achievement in different ethnic and rural-urban groups. Whereas Washington (1978) found no relationship between SES and academic achievement of black and non-black students.

Otmishi (1983) reported that in essentially all countries, regardless of the country's political and economic structure and cultural context, children of lower socio-economic status groups and of those racial, ethnic and religious minorities and majorities who are politically powerless, females and rural area residents generally have less access to and success in education.

In India Chopra (1964) found among class X students of Lucknow that nearly 96 per cent of students who discontinued education attribute the reason to poor economic condition of the family. Varma (1966) found among the high school students that successful students had better socio-economic background.

Dave and Dave (1971) found among the high school students of Dharwad, Hubli, Madras, Hyderabad and Trivandrum that a higher percentage of rank students belonged to homes having higher parental incomes, education and occupation when compared to that of failed students.

Thakur (1972) found among the secondary school pupils that the best group performance of upper middle class was followed by middle class, upper class, lower middle class and lower class.

Anand (1973) found among the high school students that the relationship between SES and academic achievement existed even when the influence of intelligence of non-verbal as well as verbal type was partialled out.

Chandra (1975) found positive correlations between academic achievement and socio-economic and cultural levels of high school students.

Reddy (1976) found in his longitudinal study that SES was not significantly related to scholastic performance at class VIII and IX but at class X pupils hailing from homes of higher socio-economic status performed better.

The studies on Contractor (1977), Shivappa (1986), Jain (1981) and Reddy (1981) found SES as one of the significant positive correlates of academic achievement.

Lalithamma (1975) found among the high school students that achievement in mathematics was positively related to SES. She also found that the achievement of scheduled caste and scheduled tribe students was lower than that of the total sample.

Aruna (1981) found a significant correlation between SES and academic achievement of scheduled caste and

scheduled tribe students of class VIII.

Kanna (1980) found among the students of class VI, VII and VIII that academic achievement was related with SES irrespective of their being from rural or urban area.

Rao and Subramanyam (1982) found among the primary school children in Andhra Pradesh that the following aspects of home conditions viz., type of house, home reading facilities, educational level of parents, income of the family and social participation of the members of the family, influenced the reading attainment positively.

Some of the recent studies also reported significant positive relationship between SES and academic achievement (Agrawal, 1982 ; Shukla, 1984 ; Singh, 1986 ; Mehrotra, 1986 ; Mishra, 1986 ; Gupta, 1987 ; Kapoor, 1987 ; Tripathi, 1987 and Chakrabarti, 1988).

On the contrary many other studies found no relationship between SES and academic achievement (Jain, 1965 ; Rao, 1965 ; Jha, 1970 ; Sudame, 1973 ; Reddy, 1973 ; Singh

and Venkatachalam, 1973 ; and Salunke, 1979).

Srivastava (1984) found that the correlation of socio-cultural status with intelligence, various measures of reading ability and different areas of school achievement had by and large been insignificant.

Duraisamy (1985) reported that the income range of the parents did not have any adverse effect on the performance of their children.

Jegannathan (1985) observed that the role of SES in explaining the variance in the academic achievement was very limited and negligible.

The following studies have established the relationship between SES and over and under-achievement.

Menon (1972) and Agarwal (1975) found among the high school students that SES markedly influenced over and under-achievement.

Bhaduri (1971) found that the Under-achievers of class X and XI tended to have a higher SES and a more congenial home condition.

On the contrary Pathak (1972) and Mathew (1976) found that the educational background as well as the financial condition of parents was better in the case of high-achievers.

The effect of socio-cultural background on the academic achievement of disadvantaged children was reported by some researchers (Pandey, 1981 ; Koul, 1983 ; Panda, 1983 ; Rao, 1986 and Ram, 1987). Their findings are presented below.

Pandey (1981) found that the tribal students were not able to avail properly of educational opportunities provided by formal educational set up due to their socio-cultural backwardness and gap between school environment and family background. This led to low academic achievement by tribal students.

Koul (1983) reported that the tribal failure students were found to belong to low SES as compared to the pass tribals.

A study conducted at NIEPA (1986) reported that scheduled castes were still lagging far behind other communities in every stage of education and the educational disparities between scheduled castes and other communities became more and more acute as one went up the educational ladder.

Rao (1986) found that the incidence of wastage and stagnation was 52 per cent among the tribal children. It was also reported that the economic factors and looking after young ones at home were the reasons for dropping out.

Ram (1987) reported that 54.07 per cent of scheduled caste students had illiterate parents and their income was very low. He also found that most of them lived in deprived situations having bare necessities of life.

## 2.9 AN OVERVIEW

A careful perusal of the studies relating to the effect of the selected variables on academic achievement reveals several interesting findings as under.

The findings of the studies regarding the relationship between achievement motivation and academic achievement are not conclusive. Though a majority of the studies provide evidence of positive relationship between these two variables, a few studies found either negative relationship (Cole et al., 1962 ; Bhaduri, 1971 and Olson, 1973) or no relationship (Ricciuti, 1954 ; Uhlinger and Stephans, 1960 and Sinha, 1965) between them. Another striking point is that all these studies have been conducted either at secondary school level or at college level and none of them focussed at primary level.

The studies relating to the students' adjustment ability and academic achievement reveal that adjustment is one of the most powerful predictor of academic achievement . Though most of the studies supported the view that maladjustment leads to under-achievement a few studies by Shivappa (1980), and Shasidhar (1981) found negative relationship between these two variables. The diverse findings suggest that more studies are required in this area before reliable generalizations could be made.

The findings of the studies reviewed regarding educational aspiration and academic achievement are contradictory and inconsistent. A few studies (Menon, 1972 ; Phutela, 1976 ; Shivappa, 1980 ; and Chopra, 1982) provide evidence of significant positive relationship while the studies of Rai (1974) and Sharma (1979) report zero relationship between these two variables. So further studies are required in this area to find out the interrelationship between these two variables.

Very few studies have been conducted to test the relationship between pupils' attitude towards teachers and academic achievement. All of them found significant positive

relationship between these two variables. More studies are needed to confirm the above findings.

The studies regarding pupils' attitude toward school and academic achievement found that pupils' attitude toward school played a vital role in academic achievement. It was also found that over-achievers had a positive attitude toward school, study and school work.

The studies relating to parental encouragement and academic achievement report that parental value on education, the academic guidance provided at home, the educational facilities available at home, the interest and activity displayed at home had a high correlation with academic achievement.

A large number of studies have been conducted to establish the possible relationship between SES and academic achievement. In spite of the accumulated evidence suggesting profound effects of SES on academic achievement, at least a few studies (Jha, 1970 ; Sudame, 1973 ; Reddy, 1973 ; Singh and Venkatachalam, 1973 ; and Salunke, 1979 ; Srivastava, 1984 ; Duraisamy, 1985 ; Jegannathan, 1985) have reported apparently divergent results suggesting other operating clues to the effect of SES.

It may be concluded that though the findings of the studies reviewed in respect of the selected variables are not conclusive and definite, yet they have contributed a lot to the understanding of the present problem. Some of the research gaps found in this area and its implications for the present study are discussed below.

#### 2.10 IMPLICATIONS FOR THE PRESENT STUDY

A critical examination of the related studies reveals that most of the researchers have employed simple linear correlation technique to investigate the functional relationship of academic achievement with independent variables. Evidently these findings do not present any clear-cut position. The postulated functional relationship is either supported or rejected. Linear correlation between any two variables in the presence of the influence of a third predictor is sometimes misleading. It may be even erroneous as the observed correlation may arise due to the common dependence of the criterion variable upon more than one predictors. In such circumstances it is suggested that one should resort to appropriate statistical techniques like multiple regression analysis. Regression analysis helps in partialling out the effects of each one of the predictors and explaining the unique contribution of each predictor. In the present study step-wise multiple regression technique is to be used to determine the individual effects of different predictors.

Further the main variable to be focussed is academic achievement of the pupils. In this regard the scores on examination are mostly considered. It is understandable that at the time of examination various extraneous factors would be operating. Researchers should think how far the marks obtained on these examinations would serve the purpose. In such cases one should go for standardized tests. It is a known fact that tests which are taken under standard conditions viz., the prescribed directions, time limit, form of the test etc. offer more meaningful bases for evaluating and comparing performance. Hence in the present study objective type of achievement tests are constructed and standardized and they are used to measure the academic achievement of pupils with a view to reduce the draw backs in taking the examination marks.

Again the factors influencing academic achievement seem to be multiple. They include characteristics which are both external and internal to the individual. Therefore, any investigation which aims at studying the phenomenon of academic achievement must include as many significant variables as possible. In the present study pupils' personal as well

as environmental variables are studied in relation to academic achievement.

Another important fact emerged from the review is that a beginning has been made to understand the achievement of scheduled caste and scheduled tribe students. Though such studies are very few, a trend has started emerging, indicative of the superiority of non-scheduled caste students in their achievement over the scheduled caste students. It is a high time that attempts are to be made to understand the constraints of achievement of not only scheduled caste and scheduled tribe students but also of other underprivileged and backward classes of the society which might facilitate the administrators to formulate such strategies that might help them in achieving better. This would hasten up the process of bridging the gap between the privileged and underprivileged sections of the society and thus help in reducing the wastage of enormous human potential.

The present study attempts to find out the factors influencing the academic achievement of disadvantaged and non-disadvantaged children. The account of methodology attempted, the sample taken and the tools adopted as well as constructed is presented in the next chapter.