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(CHAPTER-II)

RELATED LITERATURE

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2.1 Academic achievement is the index of effectiveness of formal education system. Though the achievement depends on many factors like family society & school, but the other factors like Parental educaUon, Parental occupation & number of dependent family members also contribute significantly. Thus the gap between the expected achievement and the actual achievement of the Pupils is a matter of concern to the society and is a serious topic for the researchers.

Though the social structure of our coutry is diffrent from others still nearly all the countries of the world that are sincere about their educational problems are trying to enhance the academic achivements of the pupils. Hence we can divide the available studies into two categories-

- A. Studies conducted abroad.
- B. Studies conducted In India.

2.2 STUDIES CONDUCTED ABROAD

In USA Colman (1966) conducted a study on the relationship between the school and the students social evironment. He pointed out some factors which were responsible for the qualitative improvement of the school education. Some of his finding are given below-

1. Teacher-Pupil ratio should not be more than 1:30.
2. Pupil should be admitted in the school at the age at 8 yrs.
3. There should be a close co-ordination between the primary school and the Junior high schools.

In the report (1982) submitted on " Asian Programme of Education Innovation for Development Towards a Better Science Education" suggested that previously given concept to the higher secondary school pupils should be analysed for accessing the scientific ability, creativity and scientific reasoning of the Pupils.

The report pointed out the following hinderences in this approach-

1. Lack of full support of educationists.
2. Very slow revision of the prescribed syllabus, and not utilising the findings of the researches conducted on educational psychology.
3. Not taking care of affective domine.
4. Traditional educational system.
5. Avoiding the process of curriculum development.

In the report it was suggested that:

1. Scientific and Technological abilities should be developed for improving the creativity,
3. Scientific methods should be followed,
4. Positive attitude towards science should be developed, and
5. Knowledge about science should be developed and disseminated in the Public to create the awareness.

Lawrenz Frances (1975) studied the relationship between science teacher's characteristics, students achievement and attitude. Data were obtained from 236 secondary school science teachers. The study showed that selected teacher's characteristics viz. formality, self improvement, goal directedness, years of experiences, democratic outlook etc. and science students achievement were significantly related.

Pesso and Guldworth (1976) studied the Problems of socially backward students and found that to increase the level of achievement of these students they should be given special attention.

2.3 STUDIES CONDUCTED IN INDIA.

Many studies have been conducted in our country regarding academic achievement of the pupils and the variables affecting the achievement. Most of them have been compiled by L.R.N. Shrivastava in his book "Annotated Bibliography on Tribal Education in India". He incorporated 288 such studies in his book which were directly or indirectly related to the problems of tribal boys and girls.

Rao (1963) in his study "Relationship between students performance and Academic Achievement" revealed positive relationship between academic achievement and academic adjustments.

Vasanta (1972) While studying the relationship between self-concept and academic achievement found that a positive relationship existed between self concept and intelligence and self concept and achievement. High and low achievers were differentiated on their self-concept scores They could also be differentiated when drawn from the sub-sample of boys and girls, urban and rural Students, small and big families size etc.

Gokalnath and Metha (1972) found that tribal pupils achieved significantly higher marks than non-tribal pupil, girls showed higher achievement tendencies than boys.

Goswami (1978)- In his study of self concept of adolescents and its relationship to scholastic achievement and adjustment found that global self concept of male adolescents was significantly different from that of female adolescents and the global self concept and scholastic achievement had a significant Positive correlation.

Seetha (1979) examined Psychological and social factors effecting academic achievement of students. In the study he did not find any significant relationships between social adjustment and academic achievement.

Shah (1978) while studying the relationship of self concept and academic achievement of secondary school pupils reported that gender-wise there was no difference in self concept at grade IX students and the relationship between self concept and academic

achievement was significantly positive and linear.

Sharma (1979) while studying the role of self concept in academic achievement found that there was no significant relationship between the various elements of self-concept and academic achievement based on examination marks. The mean scores of academic achievement of the high self-concept groups were slightly higher than the mean scores of low self-concept groups.

Buch, Sansanwal and Wannashoti (1979) while studying relationship of self-concept intelligence and achievement of IX grade students found that self concept was positively and significantly related with intelligence and achievement.

Sundaram (1981)- while studying academic achievement in relation to motivation and self-concept found that there was no effect of self-concept upon the students Performance.

Singh (1982)- while studying the relationship between academic achievement and self concept found that there exists a positive and significant relationship between self concept and academic achievement of science students. The self concept of urban science students was significantly better than the self- concept of rural science students.

Pant Shashi (1983) in his study " The study of academic achievement, socio-economic status and psychological causes of tribal students" revealed that the tribal students were high in academic achievement in comparison to other students. Emotional stability was closely related to academic achievement. Socio-economic status had no direct relation to academic achievement. Positive attitude towards tribals was helpful in their academic achievement. One of the important factors of low academic achievement of tribal students

was regarding attitude towards them.

Saraswati (1985) examined relations of self concept dimensions with adjustment, values, academic achievement, socio-economic status and gender. Results indicated that school adjustment and emotional adjustment were the predictors of educational and intellectual self concept of boys and girls.

Shukla (1984) in his study on achievement of primary school children in relation to their socio-economic status and family size, revealed that there was no gender-wise significant difference and rural-urban difference in the academic achievement of primary school children. At Class 3 level, children belonging to the large family size category had significantly better academic achievement than those of average and small family size categories. At class V level the positive impact of large family size had been completely nullified. There was a tendency of better achievement among the children belonging to the small family size category.

Yadav (1985) in his study has given causes of low achievement by SC/ST students in the field of education. These causes were lack of hardwork, lack of confidence. Care due to reservation of seats, lack of concern in parents, misuse of educational schemes, absence from school continuously, lack of initiative, and poor home environment.

Dass JR and Garg V.P. (1985) In their study on impact of preprimary education on dropout, stagnation and academic performance, revealed that early childhood education had a salutary effect in reducing dropout rate. Lower stagnation was observed in the case of the group which had pre-school education. Children who had attended pre.primary classes before joining primary class,

achieved slightly higher in class V than children who had not taken preprimary education.

Narang, R.H. (1987) in his study " Comparative study of the socio-economic and home factors effecting the academic achievement of boys and girls (10 and 11 years) in the urban and rural area" revealed that

- 1) Socio-economic status did not affect academic performance in the city, town and village area,
- 2) The exposure of mass media or the extent of exposure did not affect the school achievement.
- 3) Regularity in doing home work helped achievement while copying it from others hindered performance.

Saxena, Tripti (1992) in her study of MLL in environmental studies and personality traits of primary school students found that the mean score of students of urban private schools was 77% whereas the students from rural areas could score only 38%

Tripathi,S.K. (1994) in his study of MLL patterns of primary school students in tribal areas found that the sample population could achieve only 40% mastery levels in environmental studies. He also found that there was remarkable difference in the scores of male and female pupils..