

CHAPTER II
REVIEW OF RELATED LITERATURE

- 0 0
- 0 0
- 0 0
- 0 0
- 0 0
- 0 0

CHAPTER II

REVIEW OF RELATED LITERATURE



CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A literature review is the documentation of selected research on a research problem. A review may form an essential part of the research process or may constitute a research process or may constitute a research project in itself.

2.2 REVIEW OF RELATED LITERATURE

- **According to the study of MacNeil, Angus J.; Prater, Doris L.; Busch, Steve (2009)** sought to find out whether exemplary, recognized and acceptable schools differ in respect of such aspects of their school climate as ten dimensions of the Organizational Health. Significant differences were found on all 10 dimensions of the Organizational Health Inventory, with Exemplary schools out-performing acceptable schools. However, no statistical significance was found between exemplary and recognized schools on some of organizational health dimensions. But the recognized schools were found to be acceptable schools on the organizational health dimensions. The findings of this study suggest that students achieve higher scores on standardized tests in schools with healthy learning environments.
- **According to the study of Hirunval. A., (1980)** to find out pupil's self-concept, academic motivation, classroom climate and academic performance, reported that academic motivation as measured by Junior Index of motivation was positively related to self-concept and some of its components like goals oriented activity, problem avoidance. It was negatively related to other components of self-concept such as parental dependence, social commitment, and not related to awareness of personal block and initiative. Boys were more academically motivated than girls. Pupils in rural areas were more academically motivated than those in the urban areas. The self-concept of pupils 'academic performance and classroom climate were positive related. Classroom climate bore positively relationship to pupils'performance and classroom climate in urban schools was better than that in rural school.
- **According to the study of Doctor, Z.N., (1988)** found out that each classroom had its own individuality. A classroom with high classroom climate had high pupils psyche. Classroom climate had consistency with academic achievement.

Academic achievement was highly dependent on independency of pupils'. Adjustment was closely linked with classroom trust and expectancy. Classroom climate and pupils psyche were more connected with independency and dependency. Academic achievement was dependent on teachers and pupil's behavior, pupils 'psyche and classroom climate. From the climatograph, it was found that in dependency, academic motivation, legitimacy, etc., the scores of most of the schools were less than the score on other variables taken in the study.

- **According to the study of Shanta Kumari, K.M. (1998)** ascertained the influence of classroom and approaches to studying on achievement in physics of secondary school pupils. In the study it was found that, "Institutional learning climate is an important factor which enters into the academic achievement phenomenon. The better is the climate of an educational institution; the greater is the probability for learner studying in it to make high academic achievement. In the context of these true vital conclusions, it becomes very significant to improve the learning climate of an institution so that the students studying in it perform well".
- **According to the study of Rutter, Mauban, Mortimore, Ouston, and Smith (1979) and Brookover and Lezotte (1979)** found a positive relationship between teacher's morale, attendance and student performance. This again indicates that institutional learning climate influences academic achievement of learners. The relationships among administrators, faculty, and staff have also been found to be related to student achievement by Ellett & Walberg, (1979), Feldvebel (1964), Hale (1965), and Miller (1968) to be a facilitating factor in learners' academic achievement.
- **According to the study of Towns, Cole-henderson, Serpell (2001)** found that caring respect of students as equals, while teaching improve students' learning. Serpell (2001) examined four urban schools serving low-income populations with high academic success. All four schools had strong principals, high expectations for achievement, monitored student progress, maintained discipline, and strong parental involvement. Studies conducted by Tschannen-Moran, & Hoy (2001) show a link between school climate and student performance. Torney-Purta et al., (2001), observed that a positive climate raises academic status of the students.

- **According to the study of McNeely, et.al., (2002)** has observed that one of the fundamentally important dimensions of school climate is relational and how “connected” people feel to one another in school. There is a growing body of research that suggests that connectedness is a powerful predictor of adolescent health and academic outcomes.
- **According to the study of Griffith, J. (2002)** has also observed a relationship between school learning and social environment one hand and academic achievement on other in elementary schools.
- **According to the study of Blum, et.al., Osterman, (2002)** in a subsequent study confirmed the earlier findings that Safe, caring, participatory and responsive school climate tends to foster academic learning. One of the fundamentally important dimensions of school climate is relational and how “connected” people feel to one another in school.

2.3 TO SUM-UP

By studying the above research studies it gets clear that there are many researches which have been conducted to see the relationship between classroom climate and academic achievement of the students. Hence above mentioned researches were the bases for the present study. All the researches which had been conducted in the field of classroom climate had shown the positive effect of classroom climate on the academic achievement of the students. The gap which I had found after review of these studies that very few studies were conducted in high school level therefore I had decided to see the relationship between classroom climate and academic achievement on students of class IX.