

Correlates of Achievement

P. S. BALASUBRAMANIAN

Arora, Reeta. 1988. **Role of parent-child relationship and teacher-student relationship in the academic achievement of higher secondary school students of both sexes.** Ph.D., Psy. Agra Univ.

Problem : The study investigates the role of parent-child and the teacher-student relationship in the academic achievement of higher secondary students.

Objectives: (i) To study the relationship between educational standard and parent-child relationship, (ii) to study the relationship between the types of schools and backwardness, (iii) to study whether any difference exists in the educational achievement in different types of schools namely public schools, privately managed schools and centrally administered schools, (iv) to study whether there is any difference in the intellectual level of the three types of schools, namely public, private and central schools, and (v) to study the relationship between the teacher-student and educational standard.

Methodology: The sample comprised 450 students studying in different types of schools of Agra City. The tools used to collect data included PARQ by Jai Prakash and Bhargava, MGII by P.N. Mehrotra and SLS by S.P.Malhotra and B.K.Passi.

The collected data were treated with 't' test and coefficient of correlation.

Major Findings: (1) No significant relationship existed between educational achievement of students and parent-child relationship. (2) Educational standard of students and teacher-student relationship were found to be significantly related.[SS0801]

Arora, R.K. 1992. **Interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement.** *Indian Educational Review*, Vol.27 (4): 86-93.

Problem: The study deals with the relationship between creativity and intelligence and their interactional effect on emotional stability, personality adjustment and academic achievement.

Objective: To investigate into the interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement.

Methodology: In the study, 70 subjects studying in Standard XII were chosen from two boys' and two girls' intermediate colleges in Aligarh City by the random sampling technique. Tools used in collecting data included Creativity

Thinking Test of Kishore Girraj, Mixed Type Group Test of Intelligence of P.N. Mehrotra, Emotional Maturity Scale (EMS) of Yesvir Singh and Mahesh Bhargava, Adjustment Inventory of Quadri Jamal and the total marks secured of all the subjects in high school examination of the Uttar Pradesh Board of Secondary Education. To analyse the collected data, mean, SD and 't' tests were used.

Major Findings: (1) High creative/high intelligence group was significantly highest in emotional stability than the remaining three creative/intelligence groups. (2) Those possessing both high convergent and divergent abilities were by far the most accommodative persons among different creative-intelligence groups. (3) All the high intelligence groups performed better than the low ones. [HLS1902]

Awasthi, Bina. 1992. **A study of prolonged deprivation, self-concept and scholastic achievement.** Ph.D., Psy. Nagpur Univ.

Problem: This study aims at finding out the effect of prolonged deprivation, parental education and intellectual ability on self-concept, self-ideal discrepancy and scholastic achievement.

Objectives: (i) To study the main as well as interaction effects of influence of the level of parental education, degree of deprivation and intellectual ability of the students on their scholastic achievement, self-concept and self-ideal discrepancy, (ii) to find out interrelationships between the five important measures, namely prolonged deprivation, scholastic achievement, intellectual ability, self-concept and self-ideal discrepancy, and (iii) to search the possibility of predicting the score of one factor when the scores of other factor (s) are available.

Methodology: A stratified sample of 286 boys and 114 girls were selected from four schools, stratification being made on the basis of parental

educational level and deprivation and intelligence levels of students. The tools used included Raven's Progressive Matrices, Self-insight Test of B.N. Mukherji, and Self-concept Scale of Mishra and Tripathi. Percentage of marks obtained in the last two annual examinations was taken to be an index of scholastic achievement. A 2x2x2 factorial design was adopted with 50 students in each cell. Correlation, three-way ANOVA, Duncan's multiple range test and regression analysis were used for data analysis.

Major Findings: (1) The students coming from low parental education, non-deprived and high intellectual ability and the high parental education, non-deprived and high intellectual ability group were found having higher self-concept, showing the degree of deprivation, and intellectual ability as the most influential factor. (2) The self-ideal discrepancy was found to be unrelated to parental education, degree of deprivation and intellectual ability. (3) The eight group mean differences of self-concept measures, when treated by Duncan's New Multiple Range Test failed to show significant differences. Only nine out of twenty-eight comparisons showed differences. (4) The relationship between degree of deprivation and intellectual ability was found to be negative but significant. (5) There was significant correlation between degree of deprivation and self-ideal discrepancy and between intellectual ability and scholastic achievement. (6) Multiple regression analysis revealed that scholastic achievement could be predicted fairly well when the measures of prolonged deprivation, intellectual ability and self-concept were available but self-ideal discrepancy was difficult to predict on the basis of prolonged deprivation, intellectual ability and self-concept measure. [GPK 1585]

Ayishabi, T.C. 1990. **A study of group differences in certain achievement-related personality variables of college students.** Ph.D., Edu. Univ. of Calicut.

Problem: The study probes the possible group differences in certain achievement-related personality variables of college students.

Objectives: (i) To find out whether there will be significant difference in each of the selected personality variables among the groups formed on the basis of each of the fourteen criteria selected for the study, and (ii) to find out which group has an advantage for each of the personality variables that shows significant difference among the groups compared.

Methodology: The study was conducted on a representative sample of 632 second year degree students obtained using the stratified sampling procedure, with due representation given to factors like sex, subject of specialisation, type of institution and locale. The tools used to collect the required data included Kerala Socio-personal Adjustment Scale, The Kerala Introversion-extraversion Scale, The Kerala Masculinity-femininity Scale, Kerala Scale of Achievement-motivation, Kerala Self-concept Scale, Kerala General Anxiety Scale, the Kerala Manifest Anxiety Scale, Kerala Examination Anxiety Scale, The Kerala Socio-economic Status Scale, Kerala University Group Test of Intelligence for adults, and university examination marks. One-way ANOVA and Scheffe's test were used for data analysis.

Major Findings: (1) The men and women differed in eight of the nine personality variables selected i.e., social adjustment, introversion, masculinity, achievement-motivation, self-concept, general anxiety, manifest anxiety and examination anxiety. (2) Hindu, Christian, and Muslim students differed in social adjustment, introversion and self-concept, and differed in only two personality variables, viz., introversion and manifest anxiety. (3) Students of small, medium and large families differed in masculinity. (4) There were differences in personal adjustment, social adjustment, introversion and masculinity between the urban and rural students. (5) High, average and low socio-economic status groups

differed in personal adjustment, and general anxiety. (6) High, average and low groups based on parental education differed in masculinity. (7) Students of high, average and low parental occupations differed in parental adjustment, social adjustment, general anxiety and manifest anxiety. (8) Students belonging to high, average and low parental income groups differed in general anxiety and examination anxiety. (9) Students from different types of institutions differed in seven personality variables viz., social adjustment, introversion, masculinity, achievement-motivation, general anxiety, manifest anxiety and examination anxiety. (10) Science, arts and commerce students differed only in introversion. (11) Students with different intelligence levels differed in personal adjustment, introversion, masculinity, general anxiety, manifest anxiety and examination anxiety. (12) High, average and low groups in achievements differed in introversion. (13) Groups based on sex, type of institution and intelligence differed in five or more personality variables; groups based on locale, parental occupation and religion differed in three or four personality variables and groups based on other criteria differed in one or two personality variables. [KSP 0552]

Badhri, N. 1991. **An investigation into the causes for low achievement in government high schools in Chengalattu Educational District, Tamil Nadu.** Ph.D., Edu. Patna Univ.

Problem: The study attempts to find out causes of low educational achievement in Chengalattu.

Objectives: (i) To find out reasons for low achievement, and (ii) to find out differences, if any, in the reasons for boys and girls.

Methodology: Nine high schools were selected from a total of 45 high schools in the district by random sampling method. The study was based on a sample of 959 students of Class X from the sampled schools out of which 668 were boys and 291 were girls. The tools used included, Group

Test of Intelligence, Study Habits Inventory, School Information Blank, and Questionnaires. Statistical techniques used to treat the data included mean, SD, 't' test and critical ratio.

Major Finding: The causes of poor achievement were identified as low motivation, policy of liberal promotion to the next higher class, poor study habits, lack of parental involvement in education and poor teaching. [RPSi 0664]

Baskaran, K. 1991. **Achievement-motivation, attitude towards problem-solving and achievement in mathematics of Standard X students in Devakottai Educational District.** Ph.D., Edu. Alagappa Univ.

Problem: The study aims at finding out the relationship among achievement-motivation, attitude towards problem-solving and achievement in mathematics.

Objectives: (i) To identify the level of students' achievement-motivation, attitude towards problem-solving and achievement in mathematics, (ii) to identify the significant relationship if any between achievement-motivation and attitude towards problem-solving, achievement in mathematics and attitude towards problem-solving, achievement-motivation and achievement in mathematics, and (iii) to find out the significant difference, if any, between boys and girls, between rural and urban students and government and aided school students in achievement-motivation, attitude towards problem-solving and achievement in mathematics.

Methodology: Five urban and five rural schools were selected randomly. From each school 20 students were selected randomly. Among these 20 students, five students were top scorers and five students were low scorers and the remaining 10 students were average scorers. Among the total 200 students, 100 were boys and 100 were girls. The researcher prepared a tool with three parts in it having Achievement-

Motivation Inventory Test as the first part, Attitude Scale as the second part and Achievement Test in Mathematics at Standard X level as the final part. For data analysis 't' test and correlation were used.

Major Findings: (1) There was a significant relationship between achievement-motivation and (a) achievement in mathematics, and (b) attitude towards mathematics problem-solving. (2) There was a positive relationship between the attitude towards problem-solving and achievement in mathematics. (3) Urban and rural students did not differ in their (a) achievement-motivation (b) attitude towards mathematics. (4) Urban and rural students differed significantly in their mathematics achievement. (5) There was no difference between achievement-motivation of boys and girls. (6) There was a significant difference between boys and girls in their achievement in mathematics. Girls scored higher than boys. (7) There was no difference in the attitude of boys and girls towards mathematics. (8) Government school and aided school students did not differ in their attitude towards mathematics and achievement-motivation. [SM 1768]

Bhogayata, Chandrakant. 1989. **Locus of control and academic achievement: A quantitative synthesis.** *Indian Educational Review*. Vol. 24(3): 49-58.

Problem: The study is a meta-analysis of the results of the studies on the relation between the measures of locus of control and academic achievement.

Objectives: (i) To synthesise quantitatively the results of correlational studies on the relationship between locus of control and academic achievement, (ii) to study the typical correlation between the measures of locus of control and academic achievement, (iii) to study the student characteristics such as grade level, sex and socio-economic status (SES) that affect the relationship

between locus of control and academic achievement, (iv) to study the relationship between the format and domain of the measures of locus of control, and (v) to study some specific types of achievement measures that affect their relationship with locus of control measures.

Methodology: The sample contained 104 correlations between locus of control measures and academic achievement measures based on 20 studies of a total of 6,084 students. Techniques suggested by Glass, and McGrow to synthesise the correlational results of the studies selected were used. The collected data were analysed using means, standard deviations, correlations and chi-square statistics as analogous to analysis of variance.

Major Finding: The mean correlation between locus of control and academic achievement from the sample of the studies was 0.251 which indicated that locus of control measures on an average accounted for 6.30% of variance in achievement. [HLS 1440]

Bhusari, C.V. 1988. **Intelligence of Scheduled Castes and Scheduled Tribes students and its correlation with their scholastic achievement in Vidarbha.** Ph.D., Edu. Nagpur Univ.

Problem: This is a correlation study investigating the relationship between intelligence and scholastic achievement of Scheduled Castes (SC) and Scheduled Tribes (ST) students.

Objectives: (i) To find the level of achievement of Scheduled Castes and Scheduled Tribes students in Classes VII, VIII and IX, (ii) to measure the intelligence of these students, and (iii) to calculate the correlations between intelligence and achievements of SC, ST and general category students.

Methodology: The sample comprised 4,050 students belonging to SC/ST and other categories from 78 schools from 41 tehsils or towns out of a total number of 2,330 schools in Vidarbha, which were selected on random sampling basis. The

tools used to collect the data involved scholastic achievement of the students in their final examinations of the school, and Test of General Mental Ability developed by Mohanchandra Joshi. Product-moment correlation was used for data analysis.

Major Findings: (1) There was positive correlation between intelligence and scholastic achievement of ST students in almost all the subjects in all the districts. (2) The correlations between intelligence and mathematics and intelligence and science were at a higher level than the correlations between intelligence and language and between intelligence and social sciences. [GPK 1622]

Chadha, N.K. and Chandna, Sunanda. 1990. **Creativity, intelligence and scholastic achievement: A residual study.** *Indian Educational Review*, Vol. 25(3): 81-85.

Problem: This study deals with the correlation between creativity, intelligence and scholastic achievement.

Objective: To find out partial correlation between creativity, intelligence and scholastic achievement.

Methodology: The sample of the study consisted of 79 students (42 boys and 37 girls) of Grade XI under the 10+2+3 system from a reputed Delhi Administration School. The tools used to collect data included Torrance Test of Creative Thinking, and Raven's Advanced Progressive Matrices. Annual marks of Class XI result were taken from the school records as a measure of scholastic achievement. Correlation and partial correlation were used for data analysis.

Major Findings: (1) Correlations were positive and significant, between creativity and intelligence, creativity and scholastic achievement, and intelligence and scholastic achievement. (2) Intelligence Quotient correlated with creativity and scholastic achievement.

(3) There was positive and significant correlation between intelligence and scholastic achievement when the effect of creativity was partialled out. (4) There was negative and significant correlation between creativity and scholastic achievement when the effect of intelligence was partialled out. [SPr 1475]

Chand, S.K. 1992. **A study of personal values of adolescent boys and girls in relation to socio-economic status and academic achievement.** M.Phil., Edu. Utkal Univ.

Problem: It attempts to study personal values of adolescent boys and girls in relation to socio-economic status and academic achievement.

Objectives: (i) To find out the relationship of socio-economic status with each of the 10 personal values of Personal Values Questionnaire (PVQ), (ii) to find out the relationship of academic achievement with each of the 10 personal values of PVQ, (iii) to find out the differences if any between boys and girls in each of the 10 personal values of PVQ, and (iv) to find the differences if any between the government and private college students in each of the 10 personal values of PVQ.

Methodology: The population of this study covers all the students studying in Class XI in different colleges, in the academic year 1990-91 of Bhubaneswar City. The sample was selected using stratified random sampling technique. Employing the table of random numbers two colleges from each of the two categories (government and private) making a total of four colleges were selected. A random sample of 25 students from each college studying in Class XI (Arts) were selected which formed the sample. The tools used to collect data included, Personal Values Questionnaire, Socio-economic Status Scale. Statistical techniques used to analyse the collected data included, mean, SD, product moment coefficient of correlation, 't' test, and chi-square test.

Major Findings: (1) There was no significant

correlation between socio-economic status and religious, democratic, economic, knowledge, hedonistic, power and family prestige values, but there was significant relationship between socio-economic status and social, aesthetic and health values. The correlations were found to be positive but low for social and aesthetic values but it was found to be negative and low for health value. (2) There was no significant correlation between academic achievement and social, democratic, aesthetic, economic, family prestige and health values. The correlation values were found to be significant but low for religious knowledge and hedonistic values but it was found to be negative and low for power value. (3) Boys and girls did not differ in religious, social, democratic, aesthetic, knowledge, hedonistic, family prestige and health values; but differed in economic and power values significantly. Moreover boys were found to have scored significantly higher in economic and power values than girls. (4) Government and private schools did not differ in social, democratic, aesthetic, knowledge, hedonistic, family prestige; but differed in economic, religious, power and health values. Moreover, the government college students were found to have scored significantly higher in power and economic values than their private college counterparts. But the private college students scored significantly higher in health and religious values than the government college students. [KCP 0500]

Chandy, Sumi. 1991. **Application of certain pupil deficit models to differential achievement in English.** Ph.D., Edu. Univ. of Kerala.

Problem: The study attempts to identify the pupil related variables that result in poor achievement in English.

Objectives: (i) To measure the extent of relationship of each of the variables taken up for the study to achievement in English, (ii) to study the combined/partialled out influence of the variables on achievement in English, (iii) to

identify the factorial combinations of variables that differentiate between high and low achievers in English, (iv) to identify the position of each independent variable vis-a-vis the other variables on the basis of explained variance in achievement in English, and (v) to identify the combinations of variables related to low achievers in English to arrive at public deficit models.

Methodology: The total sample in the study was made up of 1,040 pupils (533 boys and 507 girls) drawn from 14 schools. The tools used for collecting the data included, Non-verbal Test of Intelligence, Socio-economic Status Scale, Family Climate Inventory, Punishment Inventory, Mathew Maladjustment Short Scale, Rating Scales to measure study habits (at home), Study Distractions (at home), Social Status Check-list, Questionnaire to obtain information on demographic details, physical study facilities, family stability, parental motivation in studies, parental motivation in the study of English and English achievement test. Means, SD, Pearson's product moment correlation, multiple correlation, partial correlation, step-wise multiple regression analysis and factor analysis were used for data analysis.

Major Findings: (1) The mean and SD values indicated that the sample exhibited values below and around the mid-point in a large number of variables. (2) The relationship between the independent variables, intelligence, socio-economic status, physical study facilities, family stability, parental motivation in studies, parental motivation in the study of English, family climate, punishment, social status, study habits, study distraction, maladjustment and the dependent variable achievement in English were positive and significant for total sample and sub-samples (boys and girls of forward and backward community groups). (3) The three models: intelligence only; intelligence plus socio-economic status; and intelligence plus socio-economic status plus physical facilities for study explained maximum variance in achievement for total sample and sub-samples. (4) The maximum

explained variance was 67.7%. (5) The influence of the independent variables after partialling out the influence of other variables ranged from 0.078 to 0.549. (6) The step-wise regression models I, (achievement and intelligence) and II, (achievement and intelligence plus socio-economic status) accounted for 48% of the variance in English achievement. The other variables together did not make any significant contribution to the explained variance. (7) High and/low achievers differed in the models for explanation of achievement in English. [VR 1660]

Cherian, Jacob. 1990. **A study of the association between certain basic language skills in English and achievement in pre-degree common examination.** Ph.D., Edu. Univ. of Kerala.

Problem: The study assesses the proficiency in English language skills of pre-degree students and relates their proficiency to achievement in the different academic subjects.

Objectives: (i) To estimate the degree of association between each of the four basic language skills in English and achievement in each of the eight scholastic subject areas offered for the pre-degree course, (ii) to compare the three subject-based achievement pairs (high-average, average-low and high-low) in respect of each of the four basic language skills in English, and (iii) to develop regression equations for predicting achievement in each of the eight scholastic subject areas for the pre-degree course using any two/three of the best predictors selected from among the four basic language skills in English.

Methodology: The study used a basal sample of 960 students undergoing the second year pre-degree course in representative colleges in Kerala selected by giving proportional representation to aspects like sex of subjects, place of residence, institutional types etc. The study used a series of standardised tests for measuring different variables and a specially designed General Data Sheet for collecting

additional quantitative and/or qualitative data needed for the study. The statistical techniques used to treat the data included, product-moment coefficient of correlation, partial coefficients correlation and multiple-R, coefficient of correlation, analyses of variance (one-way classification), test of significance of difference between means for large independent samples, and multiple regression equation.

Major Findings: (1) The correlations obtained between the basic study skills in English and achievement in different scholastic subjects were significant. The magnitude of the product-moment coefficients were inflated by two intervening variables namely intelligence and socio-economic status. (2) The four language skills in English put together discriminated between the three subject based achievement groups (high-average, average-low and high-low) in achievement in the eight scholastic areas. (3) It was possible to predict achievement in different scholastic subjects using proficiency in language skills at a reasonable level of dependability. [VR 1667]

Cherian, V. 1990. **Relationship between punishment of pupils and their academic achievement.** *Indian Educational Review*, Vol. 25 (1): 13-20.

Problem: The study aims at examining the relationship between the frequency of parental punishment experienced by children and their academic achievement.

Objective: To find out the effect of parental punishment on students' academic achievement.

Methodology: A random sample of 369 boys and 652 girls in the age-range of 13 to 17 years with a mean age of 15.6, selected from 14,765 boys and 26,109 girls who represented the total Standard VII population of urban and rural Transkei in 1984 was taken. Instruments used to collect data included a questionnaire, and the marks obtained by the pupils at the Standard VII examination. Analysis of variance was

used to study the relationship between parental punishment and students' academic performance.

Major Finding: There was a significant relationship between the frequency of punishment experienced by pupils and their academic achievement. [SPr 1485]

Chhaganlal, Nandani Mansukhbhai. 1992. **A study of the value, adjustment, attitude towards the teaching profession and academic achievement of teachers' children as compared to non-teachers' children.** Ph.D., Edu. Saurashtra Univ.

Problem: This study compares the teachers' children and non-teachers' children in four selected variables.

Objectives: (i) To study the value, adjustment, attitude towards the teaching profession and academic achievement of teachers' children in comparison with non-teachers' children, (ii) to compare primary teachers' children, secondary teachers' children and college teachers' children on the basis of the dependent variables, (iii) to construct a value scale in Gujarati language for the students of Grades VIII to X, and (iv) to construct a Likert type attitude scale in Gujarati language for the students of Grades VIII to X to study the attitude towards the teaching profession.

Methodology: Stratified, purposive sampling technique was followed in the study. In the sampling process first of all three districts of Saurashtra region were selected. Then four taluks were selected randomly from the three districts. It was decided to select high schools situated at districts and talukas. Only those schools were selected from which it was possible to get greater number of children of teachers teaching at different levels. Thus twenty-four schools were selected. From these schools 591 teachers' children (266 boys and 325 girls) were selected. Correspondingly same number of non-teachers' children were taken

from the same school, same grade and of the same sex. The tools used for measuring the dependent variables included Value Scale constructed by the researcher, Adjustment Inventory of K.G. Desai, Attitude Scale constructed by the researcher, and result sheets of annual examination of schools for obtaining the measures of academic achievement. The collected data were treated with mean, SD and 't' tests.

Major Findings: (1) Non-teachers' children were significantly better than teachers' children in social value, whereas teachers' children and non-teachers' children were found equal in power value, religious value, aesthetic value, theoretical value and economic value. (2) Primary teachers' children were at a higher level than college teachers' children in power value and religious value, whereas college teachers' children were at a higher level than the primary teachers' children in theoretical and social values. (3) Teachers' children were better adjusted than non-teachers' children. (4) Primary, secondary and college teachers' children did not differ significantly in adjustment. (5) Teachers' children and non-teachers' children did not differ significantly in their attitude towards teaching profession. (6) Primary teachers' children, secondary teachers' children and college teachers' children did not differ significantly in their attitude towards the teaching profession. (7) Non-teachers' children were at a higher level than teachers' children in academic achievement. [DAU 0015]

Deb, Madhu and Grewal, Hirdai Pal. 1990. **Relationship between study habits and academic achievement of undergraduate home science final year students.** *Indian Educational Review*, Vol. 25(3): 71-74.

Problem: This study attempts to determine the relationship between the selected study habits and academic achievement of the final year B.Sc. (Home Science) students of the Punjab Agricultural University, Ludhiana.

Objective: To find out the relationship between selected study habits and academic achievement.

Methodology: The present study was conducted on randomly selected 90 final year 1985-86 B.Sc. (Home Science) students of the College of Home Science. The Study Habit Inventory developed by Bhai Lal Bhai and Patel was used as a tool to collect the data. Coefficient of correlation was used in the treatment of the data.

Major Findings: (1) Home environment of the students and planning of schedule was significantly related to their academic achievements. (2) Suggestions and comments were related to academic achievement. (3) The relationship between concentration for examination and academic achievement was significant. (4) Significant relationship between study habits and academic achievement was found. (5) Students' habits and interests also influenced their academic achievement. (6) College environment was related to study habits. [SPR 1473]

Despande, Shashikala and Saraswathi, R. 1989. **Relationship between homework and achievement.** *Indian Educational Review*. Vol. 24 (3): 18-32.

Problem: This study tries to determine the effect of varying amounts of homework as well as delay in correction on achievement as also interaction between homework, socio-economic status and intelligence on the achievement of students.

Objective: To study the relationship between homework and achievement.

Methodology: The sample comprised 180, Standard IX students, 60 each classified under above average, average and below average in intelligence. The tools used to collect data included The Chinnamma Satyananda Group Test of Intelligence of Long and Mehta,

Kuppuswamy's weightages for different occupations were used in determining the socio-economic status of the students, and the investigator's standardised achievement tests (parallel form) in biology. Two-way analysis of variance by the technique of unweighted means using gain scores was used for data analysis.

Major Findings: (1) Amount of homework and delay in evaluation of homework were not significantly related to the achievement of the students. (2) Intelligence in the 3 x 3 x 2 factorial experiment (with three levels of intelligence, three levels of socio-economic status and two levels of homework—its presence and absence) was found to be significantly related to achievement. (3) Upper and middle socio-economic status students scored significantly higher than the low socio-economic status students. (4) The trend of the relationship between homework and achievement indicated that students given homework performed better than students not given homework. [SPr 1438]

Devanesan, Paul P. 1990. **Socio-economic status, achievement-motivation and scholastic achievement of higher secondary students in Pasumpon Thevar Thirumagan District.** M.Phil., Edu. *Alagappa Univ.*

Problem: This is a study on socio-economic status, achievement-motivation and scholastic achievement of higher secondary students.

Objectives: (i) To find out the relationship between socio-economic status, achievement-motivation and scholastic achievement of higher secondary students, and (ii) to find out the difference among various groups of higher secondary students in socio-economic status, achievement-motivation and scholastic achievement.

Methodology: Simple random sampling was adopted in this study. The data for the present study were collected from the students of Standard XI (+1) studying in the higher secondary schools of P.T.T. District. Among these 300

students, 150 were boys and 150 were girls. Ten schools were selected randomly, five schools from rural areas and the remaining five schools from urban areas. From each school 30 students were selected randomly; of these 30 students, 10 students (5 boys + 5 girls) were from mathematics group and 10 students from science group and 10 students from arts group. The tools used in collecting data included Prayag Mehta's Achievement-Motivation Inventory Test and Kuppuswamy's Socio-economic Status Scale. Collected data were analysed using correlation.

Major Findings: (1) There was significant and positive relationship between the achievement-motivation and scholastic achievement of higher secondary students. (2) There was significant and positive relationship between the achievement-motivation and scholastic achievement of higher secondary mathematics group students. (3) There was a significant and positive relationship between the achievement-motivation and scholastic achievement of higher secondary science group students. (4) There was a significant relationship between socio-economic status and scholastic achievement. [SM 1763]

Devi, Ujwala A. 1990. **Pupils' academic achievement in relationship to their intelligence, neuroticism and locus of control.** M.Phil., Edu. *Annamalai Univ.*

Problem: This study deals with the effects of intelligence, neuroticism, and locus of control on academic achievement.

Objectives: To study the relationship among (i) academic achievement, neuroticism, intelligence and locus of control, (ii) intelligence and neuroticism, and locus of control, (iii) neuroticism and locus of control, and (iv) sex and intelligence, neuroticism and locus of control of Standard IX students.

Methodology: The sample consisted of 495 students of Standard IX selected by random sampling from 10 English medium schools in and around the town of Chidambaram, South Arcot

District of Tamil Nadu. The tools used to collect the data included Locus of Control Questionnaire designed and standardised by the investigator, Kundu's Neurotic Personality Inventory, Mehrotra's Mixed Type Group Test of Intelligence, the school marks, and personal data sheet. Students 't' test and correlations were used for data analysis.

Major Findings: (1) Girls had a significantly higher academic achievement than boys. (2) There was no significant difference in the intelligence levels of boys and girls. (3) Boys showed a higher neurotic tendency than girls. (4) There was no difference between boys and girls in the locus of control. (5) Academic achievement showed a positive and significant correlation with intelligence. (6) Academic achievement was negatively correlated with neuroticism. (7) Intelligence showed a negative relationship with neuroticism and a positive relationship with locus of control. [MDa 1378]

⑦ Dhar, Dubey R.N. 1989. **Effect of school environment and approval motive on memory and achievement.** Ph.D., Edu. Univ. of Gorakhpur.

Problem: The study aims to examine the relationship between school environment, approval motive and achievement.

Objectives: (i) To develop a tool to measure school environment, (ii) to compare the achievement of students belonging to schools with different environment, and (iii) to observe the variability of achievement of high approval seekers and low approval seekers coming from different institutions.

Methodology: The sample consisted of 490 students including science and arts from sixteen colleges of Gorakhpur and Varanasi regions selected through stratified random method. The tools used to collect data included School Environment Scale (SES), Recall Test of Memory prepared by the researcher, Approval Motive Scale (A.M.S.) of L.B. Tripathi and N.K.M.

Tripathi, Intelligence Test of Jalota and Socio-economic Status Scale (SESS) of Kulshrestha. The data were analysed using SD, correlation coefficients and three-way analysis of variance.

Major Findings: (1) The means of arts students in academic achievement and in Hindi were found to be below 50% of the aggregate marks. (2) The mean performance of science students in academic achievement as well as in Hindi were found to be satisfactory. The majority of science students secured 50% of the aggregate marks. (3) The mean performance of arts students on recall tests of memory was above 50% of the aggregate marks. (4) The mean performance of science students on recall memory was above the average. (5) The distribution of scores of students in four selected variables, i.e. school environment, approval motive, academic achievement and memory scores on different recall tests were found to be approximately normally distributed. (6) The main effects of all the three treatments, i.e. school location, school environment and approval motive were found to be significant on academic achievements of arts students. (7) In the case of science students also the main effects of all the three variables were significant. [BKS 1723]

Dhotia, N.C. 1990. **A study of factors affecting job satisfaction of commerce teachers of Rajasthan and its impact on educational achievement of their pupils.** Ph.D., Edu. Univ. of Rajasthan.

Problem: It attempts to study the job satisfaction among commerce teachers.

Objectives: (i) To study the factors affecting job satisfaction of commerce teachers, and (ii) to study the relationship between job satisfaction of teachers and educational achievement of pupils.

Methodology: The study was conducted using commerce teachers and students. The tools used to collect the required data involved, Job Satisfaction Interview Schedule developed by the

investigator, Cattell's 16 Personality Factors Questionnaire, and students' achievement scores. Mean, SD, biserial correlation and 't' tests were used for data analysis.

Major Findings: (1) Job security, pay, awareness and academic freedom were positively related to job satisfaction. (2) Teaching experience was not related to job satisfaction. (3) Attitudes towards interpersonal relationship were related to job satisfaction. (4) Outgoingness, intelligence, emotional stability and sobriety were related to job satisfaction. (5) Principal's leadership influenced job satisfaction of teachers. (6) Job satisfaction did not have any significant impact on the achievement of pupils. [JKS 0695]

Diwan, Denesh Kumar. 1991. **A study of the predictors of academic achievement of student-teachers in terms of aptitude, attitude, participation and human values.** Ph.D., Edu. *Maharshi Dayanand Univ.*

Problem: The study aims at investigating the predictive nature of aptitude, attitude, participation and human values on academic achievement.

Objectives: (i) To determine the relationship between the academic achievement and student-teachers' aptitude, attitude, participation, cooperation, dedication, nationalism, scientific outlook, tolerance and their entry level, (ii) to compare the academic achievement of male and female student-teachers, (iii) to compare the academic achievement of rural and urban student-teachers, and (iv) to study the factors relating to the academic achievement of student-teachers.

Methodology: It is a normative survey in which 400 student-teachers (B.Ed students) were used as the sample for the study. The tools used included Personal Information Blank, Teaching Aptitude Test of Jai Prakash and R.P. Srivastava, Teaching Aptitude Inventory of S.P. Ahluwalia, and Human Value Test constructed by the

investigator. Pearson's product-moment correlation, 't' test, and multiple regression were used to analyse the data.

Major Findings: (1) Academic achievement of student-teachers was related to teaching aptitude, attitude, co-operation, dedication, nationalism, scientific outlook, tolerance and entry level. (2) Female student-teachers were found significantly higher in comparison to male student-teachers in all the eleven variables, viz. academic achievement in total, theory and practical, aptitude, co-operation, dedication, nationalism, scientific outlook, tolerance and entry level. (3) Student-teachers of urban background were found significantly better as compared to student-teachers of rural background in all the eleven variables, viz. academic achievement in total, theory and practical, aptitude, attitude, co-operation, dedication, nationalism, scientific outlook, tolerance and entry level. (4) Academic achievement, in total, of student-teachers has been predicted successfully on the basis of their attitude, entry level, aptitude and co-operation. [DKC 0104]

Dixit, Santosh Kumar. 1989. **The effect of personality factors and self-concept on educational achievement.** Ph.D., Edu. *Agra Univ.*

Problem: It attempts to study the effect of personality factors and self-concept on educational achievement as well as to see the interaction among these variables.

Objectives: (i) To study the effect of personality factors on educational achievement, (ii) to study the effect of intelligence on educational achievement, (iii) to study the effect of self-concept on educational achievement, (iv) to see the interaction of personality factors and self-concept on educational achievement, (v) to see the interaction of intelligence and self-concept on educational achievement, (vi) to see the interaction of personality factors and

intelligence on educational achievement, and (vii) to see the interaction pattern of personality factors, intelligence and self-concept on educational achievement.

Methodology: The sample comprised 500 undergraduate students of B.A. Part I of Agra City who were selected randomly. Tools used for data collection were Cattell's 16 PF Questionnaire, translation by S.D. Kapoor, Group Test of Intelligence, and Self-concept Test of Dixit and Srivastava. Mean, SD, 't' test and analysis of variance were used to analyse the data.

Major Findings: (1) Personality factors significantly influenced the educational achievement. (2) Intelligence was related to educational achievement. (3) Self-concept was not related to educational achievement. [SS 0804]

Dube. R.A. 1989. **Academic attainment and morale of students taught by teachers using direct and indirect influence.** Ph.D., Edu. Univ. of Gorakhpur.

Problem: The study examines the relationship between pupils' achievement and their morale.

Objectives: (i) To compare and contrast the academic attainment of high school students in English taught by teachers using direct and indirect influence in the classroom, (ii) to compare and contrast the morale of Class X English students taught by these two types of teachers, (iii) to construct an achievement test in English for high school students, and (iv) to prepare a morale-scale for measuring morale of high school English students.

Methodology: The sample consisted of 100 teachers drawn at random from schools in developed, developing and underdeveloped districts (classification based on literacy percentage and per capita income) in eastern Uttar Pradesh and 1,000 students taught by them. The tools used to collect data included Achievement Test in English and Morale Scale.

Data were analysed with the help of mean, SD, percentile, correlation and critical ratio. Directness and indirectness of teachers were decided on the basis of their high and low I/D ratios.

Major Findings: (1) Higher secondary schools of eastern Uttar Pradesh were dominated by teachers who used direct influence in their classrooms. (2) Achievement of students taught by teachers who used indirect teacher influence in the classroom was better than the achievement of students who were taught by teachers who used direct influence in the classroom. (3) The morale of students who were taught by indirect influence teachers was better than the morale of students who were taught by direct influence teachers. (4) Achievement of high school students was significantly correlated with the morale of these students. [BKS 1777]

Flory, Christal J.W. 1988. **A study of underachievement in mathematics of university entrants with a view to developing a guidance profile.** Ph.D., Edu. Univ. of Kerala.

Problem: The research attempts to study certain factors in relation to underachievement in mathematics of university entrants of Kerala, and develop a guidance profile based on the findings of the study.

Objectives: (i) To compare the three groups, viz. underachievers, normal achievers and over-achievers in pairs with respect to each of the variables under study, (ii) to find out if there is a significant difference in the proportion of underachievement or any of the other related achievement levels, if two contrasted groups are formed on the basis of the variables 'sex' and 'residence', (iii) to compare the factor patterns of the four groups viz., total group underachievers, normal achievers and over-achievers, and (iv) to develop a set of profiles, on the basis of the mean scores of the different groups of university entrants for the eighteen variables under study, which can be used for the purpose of guidance.

Methodology: A sample of 681 students, covering 206 male and 475 female, 463 urban and 218 rural, drawn from nine colleges on the basis of stratified random sampling served as subjects. The tools used to collect data included Raven's Progressive Matrices, Test of Achievement in Mathematics for pre-degree course, Personality Factor Questionnaire, Attitude Scales, Students' Activity Inventory and the Kerala Socio-economic Scales. Regression equation, test of significance for mean difference and difference between proportions and factor analysis were used for data analysis.

Major Findings: (1) Normal and underachievers; and overachievers and underachievers showed significant differences with respect to eight variables studied: emotionally stable, dominative, conscientious, venturesome, imaginative, attitude towards academic work, attitude towards parental authority and involvement in politics. (2) Over and normal achievers showed significant differences with respect to four variables studied: dominative, conscientious, attitude towards academic work, and involvement in politics. (3) The variables could be classified as most effective and somewhat effective in terms of discrimination of normal, over, and low achievers. (4) The proportion of girls was significantly higher than the proportion of boys among the underachievers and normal achievers. No sex difference was seen among overachievers. (5) The proportion of rural students as compared to urban students was higher among underachievers, equal among lower achiever, and lower among underachievers. (6) Total and normal achievers did not differ in their factor structure. The factor patterns were different for total group and lower achievers, total group and underachievers, overachievers and underachievers. Certain personality factors were associated with over achievement, and underachievement. Sex and locale differences were present in under and overachievement. [VR 1755]

Ganguly, Malabika. 1989. **Socio-economic**

status and scholastic achievement. *Indian Educational Review*, Vol. 24 (1): 84-94.

Problem: The study addresses the problem of establishing the relationship between socio-economic status (SES) and scholastic achievement of students in a particular setting.

Objectives: (i) To investigate whether there is any appreciable difference in the scholastic achievement of upper, middle and lower socio-economic groups of students, and (ii) to enquire whether different SES groups of students in urban areas differ in their achievement scores from those in rural areas.

Methodology: The sample comprised 400 students of Class VIII of different secondary schools, both urban and rural, in the district of Birbhum, in West Bengal. The schools were selected through stratified random sampling on the basis of their results in Madhyamik Examinations for three successive years. The tools used included Socio-economic Status Scale for urban and rural areas, and Achievement Tests in three groups of subjects, viz. language, science and humanities. Critical ratios were calculated to study the significance of difference between means.

Major Findings: (1) The mean achievement scores of the upper SES group of urban areas in all the three groups of subjects differed significantly from those of the lower groups. The upper SES groups had done better in all the three groups of subjects. (2) In rural areas also the upper socio-economic status group differed significantly in its achievement scores from the lower socio-economic status group in all three groups of subjects and all these were found to be significant. (3) The upper and lower socio-economic status groups of urban areas differed significantly in their mean scores in the three areas of achievement from those of the upper socio-economic status and lower socio-economic status of rural areas. The difference between the means in all the areas of achievement were found to be significant. [MSG 1518]

Ganguly, Malabika. 1989. **A study of the determinants of scholastic achievement in rural and urban areas.** Ph.D., Edu. Visva-Bharati.

Problem: This study seeks to make a scientific investigation of the determinants of scholastic achievement. The study has tried to understand the problem of low achievement and the undesired environmental factors related to it.

Objectives: (i) To identify a set of probable determinants of scholastic achievements of students of both rural and urban areas, (ii) to investigate the nature of the relationship of these determinants to scholastic achievement, and (iii) to assess the relative importance of these determinants.

Methodology: The population of the study comprised students of the secondary schools in the district of Birbhum, West Bengal. Using stratified random sampling method—on the basis of their results in Madhyamik Examination for three successive years—six high, five average and six low achieving schools were selected. The tools used in the study included Achievement Tests, a test of selection of determinants, Socio-economic Status Scales (urban and rural), Interest Inventory, Rating Scales, Questionnaires, Opinionnaire and Attitude Scale. The collected data were treated with correlation coefficients and multiple regression.

Major Findings: (1) Parental care about child's education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living condition at home had a negative correlation with the scholastic achievement of students of both urban and rural areas. (2) Library facilities, teachers' training, teachers' classroom behaviour and attitude towards teaching had a positive correlation and student-teacher ratio had a negative correlation with scholastic achievement of students. (3) Peer influence had significant and positive influence of movies, and the distance between home and

school had significant negative correlations with achievement of students. (4) Attentiveness to study, school attendance, health, and interest in study had a positive correlation with students' achievement. (5) Regression equations for predicting achievement scores from home-related, school-related, society-related and student-related variables were constructed separately for urban and rural students. [AS 1650]

Garg, Chitra. 1992. **A study of family relations, socio-economic status, intelligence and adjustment of failed high school students.** Ph.D., Edu. Hemwati Nandan Bahuguna Garhwal Univ.

Problem: The study attempts to investigate certain attributes of failed students.

Objectives: (i) To examine family relations, socio-economic status, intelligence and adjustment of the failed students, (ii) to compare the failed and passed students in relation to family relations, socio-economic status, intelligence and adjustment, and (iii) to compare the failed and passed students on the above variables with respect to their sex and locality.

Methodology: The sample consisted of 200 failed and 200 passed students randomly selected from 27 randomly selected schools of the five districts of the Garhwal region.

Major Findings: (1) The passed students were more intelligent, accepted better by parents, better adjusted socially and economically, more advanced than the failed students. (2) The failed students were more avoided by their parents than the passed students. (3) The urban passed and failed students did not differ in their intelligence. (4) The rural passed students were more intelligent than rural failed students. (5) The urban failed girls were more accepted by their parents than the passed girls. (6) The rural failed boys were at a higher level in their socio-economic status than the rural passed boys. [KBB 0545]

Garg, V.P. and Chaturvedi, Seema. 1992. **Intelligence and socio-economic status as correlates of academic performance: Some field evidences.** *Indian Educational Review*, Vol. 27(3): 107-10.

Problem: This study attempts to measure the contribution of intelligence (IQ) and socio-economic status (SES) in determining academic achievement.

Objectives: (i) To measure intelligence and academic achievement among rural and urban higher secondary students, and (ii) to assess the relationship of IQ and socio-economic status with academic achievement.

Methodology: A sample of 535 students, 179 from two higher secondary schools of tribal blocks of Harrai and Amarwara in district Chhindwara (M.P.) and the rest from 14 higher secondary schools in Bhopal City were selected for the study. The tools used included Jalota's Intelligence Test, and S.P. Kulshrestha's Socio-economic Status Scale, apart from Class X examination results of the M.P. Board (1987-88). Statistical techniques used in treating the data included multivariate analysis and regression analysis.

Major Findings: (1) There appeared to be a linear relationship between IQ and academic performance which held good both for rural and urban students. (2) Academic performance is related to socio-economic status and also has a linear correspondence. This position also held good for both rural and urban students. (3) Rural students (for all socio-economic status categories) had a higher mean of IQ scores as compared to urban students. (4) The mean academic score of rural students was lower than the mean academic score of urban students. [SPr 1542]

Gautam, Sheilja. 1992. **A study of intelligence, adjustment, personal values and educational achievement of drug-takers.** Ph.D., Edu. Aligarh Muslim Univ.

Problem: It attempts to study the psycho-social characteristics of drug-takers.

Objectives: (i) To study the intelligence, adjustment, personal values and educational achievement of drug-takers, (ii) to see whether drug-takers differed from normal persons in intelligence, adjustment, personal values and educational achievement, and (iii) to see whether intelligence, achievement, personal values and educational achievement were correlated with each other in the case of drug-takers.

Methodology: The sample comprised 300 normal boys and girls of science and arts faculty and 100 drug-takers. Tools used included, S.S.Jalota's Intelligence Test, Asthana's Adjustment Inventory, Personal Value Questionnaire of Sherry and Varma, and Kuppaswamy's Socio-economic Status Scale. Mean, SD, CR and correlation were used for data analysis.

Major Findings : (1) Drug-users had lack of adjustment. (2) Drug-takers were from the lower socio-economic status as compared to non-drug-takers. (3) Normal students and drug-users did not differ significantly in their values. [SS 1364]

Gawande, E.N. 1988. **A study of the relationship between achievement motivation and scholastic achievement of higher secondary students of Class XI of Amaravati district of Maharashtra state.** M.Phil., Edu. Univ. of Poona.

Problem: The study attempts to analyse the relationship between achievement-motivation and scholastic achievement.

Objectives: (i) To study the difference in correlation of achievement-motivation and scholastic achievement in urban and rural population, (ii) to find out the difference in correlation of achievement-motivation and scholastic achievement of non-backward and backward students, and (iii) to study the difference in correlation of achievement-motivation and scholastic achievement of boys and girls.

Methodology: The data were collected from six junior colleges attached to schools in Amaravati District of Maharashtra. The tools used included Rao's Achievement Motivation Test and Scholastic Achievement Tests. Collected data were treated with mean, SD, correlation and z-value.

Major Findings: (1) The correlation between achievement-motivation and scholastic achievement of urban students was at a higher level than that of rural students. (2) There was no significant difference in the coefficient of correlation of achievement-motivation and scholastic achievement of non-backward and backward students. (3) Boys were more achievement-motivated than girls. (4) The mean difference in the scores of scholastic achievement in boys and girls was not significant. [ASB 0043]

Gupta, Beena. 1992. **A comparative study of self-concept, level of aspiration, anxiety and scholastic achievement of isolated and non-isolated adolescents.** Ph.D., Edu. Agra Univ.

Problem: The focus of the study is to compare isolated and non-isolated adolescents regarding their self-concept, level of aspiration, anxiety and scholastic achievement.

Objectives: (i) To identify isolates and non-isolates, and (ii) to compare the self-concept, level of aspiration, anxiety and scholastic achievement of isolated and non-isolated adolescents.

Methodology: The sample comprised 925 students of Standard XI of eight intermediate colleges of Agra City selected at random. The tools used in the study included Self Concept Test of R.P. Bhatnagar, LOA test developed by Shah and Bhargava, Indian Adaptation of Sarason's General Anxiety Scale of A. Kumar, and a Sociometric Test developed by the investigator. The data thus collected were treated with mean, SD, and 't' test.

Major Findings: (1) Isolated and non-isolated boys differed in feeling of inadequacy and

emotional instability. (2) Isolated boys and isolated girls differed in feeling of inadequacy. (3) Non-isolated boys and girls differed in withdrawing tendency and emotional instability. [SS 0745]

Gupta, Deoyani. 1990. **A study of frustration in relation to adjustment and achievement of adolescents in Lucknow City.** Ph.D., Edu. Univ. of Lucknow.

Problem: It attempts to study the influence of frustration, adjustment and achievement among adolescents.

Objectives: (i) To find out the influence of sex difference on the level of frustration among adolescents, (ii) to study frustration level in relation to the level of adjustment and its various dimensions, (iii) to determine the relationship between frustration level and intelligence level of adolescents, (iv) to see the relationship of frustration with the level of academic achievement, and (v) to see the contribution of different independent variables (i.e. adjustment, intelligence and academic achievement) to the variation of dependent variable of frustration.

Methodology: The sample for this study comprised 453 students of intermediate classes (215 boys and 238 girls) drawn from six institutions of which three were for boys and three for girls. The institutions were selected by using stratified random sampling method giving equal representation to good, average and poor quality institutions. One section from each institution was included in the sample. The tools used for data collection were *Naihashya Mapi* by Chauhan and Tiwari, Adjustment Inventory by Sinha and Singh, and Raven's Progressive Matrices. The examination marks were taken to serve as the index of academic achievement. The statistical techniques used for the analysis of data included 't' test, Pearson's product-moment correlation and step-wise multiple regression analysis.

Major Findings: (1) Both boys and girls had incidence of frustration to a considerable extent.

This was true not only for the total frustration scores but also for its various dimensions, i.e. regression, fixation, resignation and aggression. (2) Girls were significantly more frustrated than boys. (3) Significant negative correlation was found between frustration and (a) adjustment, (b) intelligence and (c) academic achievement. [RJS 0689]

Gupta, Poonam. 1989. **A comparative study between male and female adolescent school-going students on emotional maturity and achievement in co- and curricular activities.** Ph.D., Psy. Agra Univ.

Problem: The study compares boys and girls on their emotional maturity and achievement in co-curricular and curricular activities.

Objectives: (i) To compare male and female adolescent school-going students on emotional maturity, (ii) to compare male and female adolescent school-going students on co-curricular and curricular activities, and (iii) to compare behaviour of boys and girls due to age level.

Methodology: The sample comprised 200 girls and 200 boys studying in high school and intermediate classes of Agra City who were selected on the basis of the random number table. The tools used in the study were Emotional Maturity Scale developed by Yashvir Singh and Mahendra Bhargava and Curricular and Co-curricular Activities Questionnaire developed by the investigator. Statistical techniques used for data analysis were chi-square, F-ratio and 't' ratio.

Major Findings: (1) The girls were more sober and well-behaved as compared to boys of this age. The characteristic behaviour of the girls was shy, reserved and more sober as compared to boys. (2) Boys behaved more openly and were more interested in bold activities. (3) Boys were more interested in cricket and hockey while girls preferred the activities like painting, reading magazines, singing and decoration. [SS 0780]

Haq, Najmul. 1988. **A study of certain personality correlates of over- under-achievement in different school subjects.** Ph.D., Edu. Aligarh Muslim Univ.

Problem: The study investigates certain personality correlates of over- and under-achievement.

Objectives: (i) To identify the differential personality factors going with over and under-achievement in each of the four subjects selected for the study—Hindi, English, mathematics and science, among the male and female subjects separately, (ii) to investigate the sex differences within the groups of over and underachievers in individual subject areas along different personality dimensions, and (iii) to determine whether over- and underachievement is a general phenomenon or a specific one with reference to different school subjects.

Methodology: The study was conducted on 437 Class VIII and Class IX students including both boys and girls who were selected from schools managed by the Aligarh Muslim University. Cattell's Culture Fair Intelligence Test and Cattell's High School Personality Questionnaire (HSPQ), were administered to the subjects, and examination marks in Hindi, English, mathematics and science were taken from school records. 'Z' and 't' tests were used for data analysis.

Major Findings: (1) Male overachievers in Hindi were more enthusiastic, less excitable and less tough-minded than male underachievers, while female over- and underachievers did not differ on any of the 14 personality factors. (2) Male overachievers in Hindi had higher intelligence, emotional stability, adventurousness and circumspect individualism than female overachievers, while female overachievers were higher on excitability, apprehensiveness and tension. (3) Male overachievers in English were more obedient, submissive and accommodating than underachievers who were more assertive, competitive and aggressive. On the other hand,

female overachievers in English were found to be more assertive, enthusiastic, tough-minded and self-sufficient, but less prone to circumspect individualism than female underachievers. (4) Male underachievers in English were more emotionally stable, excitable, assertive, sober, tough-minded, apprehensive, dependent, but less tense than underachieving females. (5) Male overachievers in mathematics were more intelligent, emotionally stable, enthusiastic, relaxed and adventurous than female overachievers. On the other hand, female overachievers were more apprehensive, self-sufficient, tense and assertive than their male counterparts. (6) Male underachievers in mathematics were higher on reservedness, intelligence, emotional stability, adventurousness, tough-mindedness, security and self-control than female underachievers. On the other hand, female underachievers were more assertive and tense than male counterparts who were more obedient and relaxed. (7) Male over-achievers in science were more intelligent, emotionally stable, more adventurous than the females group while female over-achievers were more assertive, apprehensive, self-sufficient and tense than their male counterparts. Male underachievers were more reserved, emotionally stable, tough-minded, relaxed and self-assured than female subjects who were more tense. [CPSC 0085]

Harikrishnan, M. 1992. **A study of academic achievement of the students of the higher secondary stage in relation to achievement-motivation and socio-economic status.** M.Phil., Edu. Annamalai Univ.

Problem: The study examines academic achievement in relation to achievement-motivation and socio-economic status of students.

Objective: To find out the relationship between academic achievement, achievement-motivation and socio-economic status among students.

Methodology: A sample of 300 students was selected at random. The tools used in the

study were school marks, the Achievement-Motivation Inventory of Prayag Mehta, and Socio-economic Status Scale developed by the researcher. For data analysis 't' tests and correlation coefficients were used.

Major Findings: (1) Girls obtained a higher mean in achievement than boys. (2) Socio-economic status was significantly related to academic achievement. (3) Achievement was not related to achievement-motivation. [MDa 0989]

Indra. 1991. **A study of the relation of social class, religion, family-size and birth order to academic achievement of high school students.** Ph.D., Edu. Agra Univ.

Problem: The study investigates the relationship of socio-economic status and certain demographic factors and religion with the academic achievement.

Objectives: (i) To compare the academic achievement scores of the students having different social class, (ii) to compare the academic achievement scores of the students having different religions, (iii) to compare the academic achievement scores of the students having different family size, and (iv) to compare the academic achievement of the students having different birth order.

Methodology: The sample consisted of 700 male and female students studying in Class XI of different schools of Agra City. For the selection of the sample stratified random sampling procedure was used. The tools used in the study were Socio-economic Status Scale developed by G.P. Srivastava, Demographic Information Sheet developed by the investigator and High School marks. Mean, SD and 't' test were used to study group differences.

Major Findings: (1) Students belonging to different social classes differed in their academic achievement. (2) Hindu, Muslim and Christian students differed in their academic achievement scores. (3) Family size of the students had its

effect on the academic achievement of the students. (4) Birth order of students had its effect on their academic achievement. [SS 0793]

Irudayaraj, M. 1989. **A study of creativity and scholastic achievement in science of Standard X students in Devakottai Educational District.** M.Phil., Edu. *Alagappa Univ.*

Problem: This study investigates the relationship between creativity and scholastic achievement among Class X students.

Objectives: (1) To identify the level of creativity of the students, (ii) to find the achievement level of students in the subject of science, and (iii) to identify the association between creativity and achievement scores of students.

Methodology: The sample size was limited to 307 students, i.e. 8% of the population from 10 high and higher secondary schools in Devakottai Educational District for final study. The schools were stratified into government aided and minority institutions. Due consideration was also given to urban, rural, boys, girls and co-education schools while selecting samples. The tools adopted in the study were Wallach and Kogan Battery of instruments which were used to measure the creativity level of the students, and a Scholastic Achievement Test in Science was constructed and validated by the investigator. Chi-square and 't' tests were used for data analysis.

Major Finding: There was no significant relationship between science achievement and creativity of high school students. [SM 1739]

Jain, Shikha. 1991. **Child-rearing practices, adolescence, cognitive ability and achievement.** Ph.D., Psy. *Univ. of Lucknow.*

Problem: The study is concerned with child-rearing practices and their effect on the cognitive ability and achievement of adolescents.

Objective: To investigate how different types

of parental rearings contribute to the adolescents' cognitive ability and their academic achievement.

Methodology: The sample drawn from the city of Lucknow consisted of 108 adolescents and their mothers. These adolescents (both boys and girls) were taken from Class VIII (age 13 years), Class IX (age 14 years) and Class X (age 15 years). Maternal child-rearing was measured with the help of Sears Interview Schedule whereas cognitive abilities were measured on two dimensions, perceptual and conceptual, and for measuring them, block design, object assembly and concept formation tests were used. Academic achievement was measured on the basis of student's performance in school tests. Factor analysis and regression analysis were used for data analysis.

Major Findings: (1) Ten factors on child-rearing were obtained through factor analysis. The regression analysis revealed that punishment, discipline by others and aggression in the context of fight were significantly but negatively related with all the three cognitive measures. (2) Parental responsiveness was the only factor which was positively and significantly related with academic achievement. (3) Restrictiveness was found to be negatively and significantly related with the scores on the object assembly only. Similarly, dependency was found to be negatively and significantly related with the concept formation test scores. [RJS 0676]

Jayaraman, V. 1989. **Some correlates of students' achievement in mathematics at Standard X level in Devakottai Educational District.** M.Phil., Edu. *Alagappa Univ.*

Problem: It attempts to study some correlates of students' achievement in mathematics.

Objectives: (i) To identify the relationship between attitude and achievement in mathematics, (ii) to identify the relationship between attitude towards learning mathematics and hindrances for learning mathematics, and

(iii) to identify the relationship between achievement in mathematics and hindrances for learning mathematics.

Methodology: The sample size was limited to 383 (10% of the population) students from 16 high schools and higher secondary schools in Devakottai Educational District for final study. The schools were stratified into government, aided and minority institutions. Due consideration was given to urban, rural, boys, girls and co-education schools while selecting samples. A Likert type five-point scale developed by Quilter, was used to measure the students' attitude towards mathematics. Hindrances for Achievement in Mathematics Scale was used. Achievement Test was used to measure the level of achievement. Mean, SD, 't' test and chi-square test were used to analyse data.

Major Findings: (1) There was an association between attitude towards mathematics and achievement in mathematics. (2) There was a negative association between hindrances for students' learning mathematics and their attitude towards mathematics. (3) There was a negative association between hindrances for students' learning mathematics and their achievement in mathematics. [SM 1738]

Kaile, Harnek Singh. 1988. **Intelligence and creativity as predictors of scholastic achievement in mother tongue and foreign language at different levels of socio-economic status.** Ph.D., Edu. Panjab Univ.

Problem: The study attempts to predict scholastic achievement of students at Class X level.

Objectives: (i) To study and compare the relationship of intelligence and creativity and to determine the relationship of both, independent of each other, with scholastic achievement in mother tongue and foreign language, (ii) to examine the relative potential of intelligence and creativity and the conjoint effect of both on the prediction of scholastic achievement in mother

tongue and foreign language, and (iii) to identify over- and underachievers in mother tongue and foreign language on the basis of intelligence and compare their scholastic achievement with over- and underachievers (in both languages) as identified on the basis of creativity.

Methodology: The sample for the study comprised 712 Class X students drawn from six out of 12 district headquarters of Punjab by employing multistage stratified randomisation technique. The tools used were Jalota and Singh's Group Test of General Mental Ability, Torrance's Test of Creative Thinking, Verbal Form A, and Kuppuswamy's Socio-economic Status Scale, Form B. For achievement data, marks obtained by students in Panjabi (mother tongue and English (foreign language) in matric examination were obtained from school records. The collected data were treated using mean, median, SD, skewness, kurtosis, F-ratios, Pearson's coefficient of correlation, critical ratios, step-up regression equation technique and factor analysis (principal axes method) and Varimax rotation of factors.

Major Findings: (1) The measures of intelligence and creativity (taken as such and as independent of each other) had more or less identical relationship with scholastic achievement in mother tongue and foreign language for the total sample as well as the three SES groups, i.e. high, average and low. (2) Intelligence and creativity predicted scholastic achievement in mother tongue (Panjabi) and foreign language (English) for the total sample and the three SES groups except for high socio-economic status groups in case of intelligence for scholastic achievement in foreign language. (3) Besides the commonness which intelligence and creativity shared with each other, there were certain elements which they shared with scholastic achievement in mother tongue and foreign language but not with each other. (4) The factor structure underlying the measures of intelligence, creativity and scholastic achievement in mother tongue and foreign language did not vary significantly at different socio-economic status

levels. (5) Significant differences did not exist between the means of achievement scores in mother tongue and foreign language of over-achievers and underachievers as identified on the basis of intelligence and creativity. [JNJ 0280]

Kanakarajan, R. 1992. **Effect of non-directive teaching on some selected personality characteristics and academic achievement of lower secondary students.** Ph.D., Edu. Bharathidasan Univ.

Problem: This study deals with the effects of a teaching technique, i.e. non-directive teaching technique and its effects on some selected personality characteristics, namely self-concept, autonomy, personal integration, creativity and academic achievement.

Objectives: (i) To expose a group of students of Standard IX to non-directive teaching, and (ii) to measure the effect of non-directive teaching on self-concept, autonomy, personal integration, creativity and academic achievement of the students.

Methodology: The experimental and the control groups consisted of 44 and 42 students, respectively. Equated group technique was adopted. Academic achievement and intelligence were taken as the basis for equation of the groups. The tools used were Don-Dinkmeyer's Self-concept Scale (Indian adaptation), Omnibus Personality Inventory, B.K. Passi's Test of Creativity, Raven's Advanced Progressive Matricess, Set I and II and Achievement Tests. Statistical techniques used were mean, SD, 't' test and ANOVA.

Major Finding: (1) Non-directive teaching technique significantly increased the following characteristics of personality: self-concept, autonomy, personal integration, creativity. (2) Mean gain scores of students taught through non-directive teaching were significantly higher than those of students taught through directive teaching in the following characteristics: self-

concept, autonomy, personal integration and creativity. (3) Under non-directive technique (a) girls achieved better than boys in self-concept, (b) boys achieved better than girls in autonomy, (c) no significant difference was seen between boys and girls in personal integration, and (d) boys achieved better than girls in creativity. (4) Under non-directive teaching there was no interaction of levels of achievement and sex on gain scores for the following characteristics: self-concept, autonomy, personal integration, and creativity. (5) The mean achievement score of students taught through non-directive teaching was higher than that of the students taught through directive teaching. [SP 1810]

Kaur, Parvinder. 1992. **Relationship among creativity, intelligence and academic achievement in different subjects of X Graders.** Ph.D., Edu. Punjabi Univ.

Problem: Prediction of achievement in different school subjects on the basis of different dimensions of creativity, composite creativity and intelligence.

Objectives: (i) To determine the relationship of composite creativity and its dimensions with intelligence and subject-wise academic achievement of male and female students, (ii) to determine the common effect of intelligence on the relationship between creativity and subject-wise academic achievement of males and females, (iii) to explore the relationship of intelligence with subject-wise academic achievement of males and females, (iv) to study the common effect of creativity on the relationship between intelligence and subject-wise academic achievement of males and females, (v) to determine the relative efficiency of creativity and intelligence as predictors of subject-wise academic achievement of males and females, and (vi) to study the conjoint effect of creativity and intelligence towards the prediction of subject-wise academic achievement of males and females.

Methodology: The sample comprised 600 Class X students, 300 boys (150 rural, 150 urban), 300 girls (150 rural, 150 urban) selected through stratified random sampling technique from 30 high/higher secondary schools of Patiala District of Punjab. The tools used were Torrance Tests of Creative Thinking (Verbal Form A), and *Samoochik Mansik Yogyata Pariksha* by R.K. Tandon, apart from the marks of students in the Class IX annual examination conducted by Punjab School Education Board. Product-moment correlation, partial correlation, multiple correlation, coefficients of determination for relative predictive efficiency, F-ratios for level of significance of R values were the statistics used for data analysis.

Major Findings: (1) For males intelligence was positively correlated with fluency, flexibility, originality and composite creativity. (2) (a) For males fluency, flexibility, originality and composite creativity were positively related with achievement in Punjabi, Hindi, English, mathematics and general science and originality and composite creativity were also related with achievement in social studies. (b) For females as well as the total sample, fluency, flexibility, originality, and composite creativity were positively and significantly related with achievement in each of the five subjects. (3) For males when intelligence was partialled out (a) fluency was positively related with achievement in Punjabi but negatively with social studies but not with the other subjects. (b) flexibility was not related with achievement in any of the six subjects, (c) originality was positively related with achievement in Punjabi, and mathematics, (d) composite creativity was related with achievement in Punjabi and mathematics but not with the other four subjects. (4) For females when intelligence was partialled out (a) fluency was positively related with achievement in all the subjects, except general science, (b) flexibility was related with achievement in the three languages but not with the other three subjects, (c) originality as well as composite creativity were related with

achievement in all the six subjects. (5) For the total sample when intelligence was partialled out fluency was related with achievement in Hindi, and English originality was related with achievement in the three languages and general science, composite creativity was related with achievement in all subjects (r from 0.11 to 0.16) except social studies. (6) For males as well as females intelligence was positively related with achievement in all the subjects; the same was true for the total sample, (7) For both males and females, when the effect of creativity or its dimensions was partialled out all the inter-correlations between intelligence and achievement ranged from 0.16 to 0.61 and from 0.28 to 0.50 for the total sample. (8) Intelligence was found to be a better predictor than fluency, flexibility and originality of achievement in all subjects. Intelligence was also a better predictor of achievement in all subjects than the total creativity except in the case of females where achievement in English and Hindi was slightly better predicted by composite creativity. (9) The prediction of achievement in school subjects when made on the basis of conjoint effect of creativity and intelligence was higher than if made on the basis of each variable separately. [AK 1670]

Kolwadkar, V. 1980. **Study of gifted children in relation to their personality variables, level of adjustment and scholastic achievement.** Ph.D., Home Sc. Nagpur Univ.

Problem: This study attempts to identify gifted children and study them in relation to their personality variables, level of adjustment and scholastic achievement.

Objectives: (i) To identify gifted children and study their level of scholastic achievement, (ii) to find out correlation between IQ and scholastic achievement and adjustment, and (iii) to study personality variables and adjustment level and correlate it with personality traits.

Methodology: The sample comprised 160 boys and 80 girls belonging to the age-group 12-13

from ten English medium schools. They were the children who obtained 90th percentile rank and above or 120 IQ and above in the intelligence test irrespective of scholastic achievement. The tools used included Test of Intelligence by C.G. Sinha, High School Personality Questionnaire by Raymond B. Cattell, Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh, and school records. Means and standard deviations for all the values were calculated and coefficients of correlations for different factors and 't' values for different pairs of groups were calculated.

Major Findings: (1) The variables such as socio-economic status (both high and low), father's education, occupation, mother's education, size of the family, ordinal position, health status were significantly related to scholastic achievement. (2) Gifted children were found to be engaged in a great variety of hobbies. (3) The correlation between emotional adjustment and academic achievement was found to be significant. (4) More boys were found to be gifted than girls, the ratio was found to be 3:1. (5) There were 28.33% underachievers and none of the parents thought that their children would be so. [GPK 1594]

Koteswara, Narayana M. 1991. **A comparative study of the characteristics of high achievers and low achievers in reading of Class VIII pupils with special reference to school and home factors.** M.Phil., Edu. Sri Venkateswara Univ.

Problem: The study is concerned with the characteristics of students with high and low reading ability.

Objectives: (i) To identify the specific characteristics of high and low achievers in reading in Standard VIII, (ii) to identify the specific characteristics of high and low achievers in vocabulary and comprehension separately and in the composite reading score, (iii) to compare the performance in the reading achievement,

(iv) to compare the study habits of pupils in urban and rural areas, (v) to identify the relationships between the reading achievement, study habits and socio-economic status, (vi) to find out the relationships between the reading achievement of pupils and other variables, viz. personal, school, home conditions and socio-economic conditions of their family, and (vii) to suggest some remedial measures to improve their reading achievement of low achievers.

Methodology: The sample comprised 380 pupils of Class VIII in Tirupati and surrounding mandals. The sample was selected by a stratified random sampling procedure. The tools used included a Study Habits Inventory, a Questionnaire, a Socio-economic Status Scale, and a Reading Achievement Test. Mean, SD, chi-square and 't' test were used to analyse the data.

Major Findings: (1) Urban students had a higher achievement in comprehension, vocabulary and composite reading ability than the rural students. (2) Girls had a higher achievement in comprehension than boys but did not differ in vocabulary and composite reading abilities. (3) High scoring boys and high scoring girls did not differ in their mean scores on vocabulary, comprehension and composite achievement. (4) Low scoring boys and low scoring girls also did not differ in these reading abilities. (5) Girls had better study habits than boys. (6) Urban students had better study habits than rural students. (7) High scorers on reading achievement had better study habits than low scorers. (8) There was no significant difference between the study habits of high achieving boys and high achieving girls on the reading achievement test. (9) Low achieving girls had better study habits than low achieving boys. [AVRR 1606]

Kulshrestha, Pradeep Kumar. 1992. **The effect of school environment on adjustment, study habits and achievement of high school students.** Ph.D., Edu. Agra Univ.

Problem: The study focuses around the role of school environment on adjustment, study habits and achievement.

Objective: To study the effect of school environment on adjustment, study habits and achievement.

Methodology: The sample comprised 509 students of Class XI of different institutions of Agra City selected adopting stratified random sampling procedure. The tools used in the study included School Environment Inventory by K.S. Misra, Adjustment Inventory by H.M. Singh, and Study Habit Test by B.V. Patel, apart from considering high school marks as academic achievement indicator. Mean, SD and 't' test were used for data analysis.

Major Findings: (1) Different groups formed on the basis of cognitive encouragement, acceptance and rejection did not differ significantly in their scores on home adjustment. (2) Regarding health adjustment, groups formed on the basis of rejection differed significantly. (3) Low and average groups formed on the basis of acceptance and high and average group formed on the basis of creative stimulation differed significantly in their scores of social adjustment. (4) No difference was found in emotional and total adjustment scores of various groups formed on the basis of rejection control. (5) Regarding home environment, reading and note-taking planning of subject and habit of concentration, various groups formed on the basis of acceptance and rejection did not differ significantly. (6) Groups formed on the basis of high permissiveness and control did not differ significantly in their scores of preparation for examination. (7) Groups formed on the basis of cognitive encouragement, acceptance and rejection differed significantly in their achievement. [SS 1351]

Kumar, Rajeev. 1989. **Children's curiosity, intelligence and scholastic achievement.** Ph.D., Edu. Agra Univ.

Problem: It attempts to study children's curiosity, intelligence and achievement.

Objectives: (i) To identify pupils with high and low curiosity, (ii) to find out the relationship between the variables curiosity and intelligence, curiosity and scholastic achievement and intelligence and scholastic achievement, (iii) to find out sex and rural, urban difference with regard to curiosity, (iv) to find out the differences in the scholastic achievement among groups of high and low curiosity pupils based on sex as well as rural, urban background, and (v) to find out how far the combination of the variables curiosity and intelligence contribute to the prediction of scholastic achievement.

Methodology: A sample of 1,024 secondary school students of the age-group 10 to 12 in secondary schools in Aligarh District formed the sample. The tools used in the study were A Test of Curiosity, General Intelligence Test by R.K. Tandon and marks in school subjects. i.e. Hindi, English, mathematics, science and social studies were also considered. Mean, median, mode, SD, skewness, kurtosis, 't' test, and multiple correlations were used for data analysis.

Major Findings: (1) The distribution of curiosity, intelligence and scholastic achievement scores were found almost normal. (2) The correlation between curiosity and scholastic achievement was significant. (3) Partial correlation between curiosity and scholastic achievement partialling out intelligence was found to be significant. (4) Correlation between intelligence and scholastic achievement was found to be significant. (5) The mean score of curiosity for boys was found significantly higher than that for girls. (6) Significant differences was found between the means of scholastic achievement score of high and low curiosity groups. (7) No difference was found in the scholastic achievement of the students of rural and urban background. (8) Scholastic achievement was predicted by treating curiosity and intelligence as independent variable through multiple linear regression equation. [SS 0814]

Madhu Bala. 1990. **Classroom learning behaviour of students of different intelligence levels and their problems related to achievement in economics at 10+2 stage.** Ph.D., Edu. Maharishi Dayanand Univ.

Problem: The study is about the learning behaviour of students of different intelligence levels and their problems.

Objectives: (i) To study the learning behaviour of students with different levels of intelligence, (ii) to study the problems relating to achievement of students with different levels of intelligence, (iii) to study the teaching behaviour of the teacher in the classroom, and (iv) to study the relationships between students' learning behaviour and teachers' teaching behaviour and between learning behaviour and achievement of students.

Methodology: The sample of 750 students of Class XI of economics subject was selected for study. The tools used included Cattell's Culture Fair Test of General Intelligence, Classroom Learning Behaviour Observation System, Achievement Test in economics constructed by the researcher, and Student Problem Questionnaire constructed by the researcher. Correlation and 't' tests were used for data analysis.

Major Findings: (1) Different classroom behaviour of students like listening attentively, discussing points, accepting help and teacher behaviour responding to students' questions and management of teacher directed activities were positively related to the achievement of the students. (2) High intelligence group students had more problems of learning related to studies at home and library facilities than low intelligence group students. [DKC 0101]

Manral, Bheema. 1988. **The impact of emotional maturity and prolonged deprivation on indisciplined behaviour among university students in relation to their academic achievement.** Ph.D., Edu. Kumaun Univ.

Problem: The study investigated the impact of several factors like emotional maturity and prolonged deprivation on university students' indisciplined behaviour in relation to their academic achievement.

Objectives: (i) To study whether emotional maturity (EM) and academic achievement (Ach) are related to indisciplined behaviour (IB) tendency, (ii) to study whether the variables of prolonged deprivation (PD) and Ach. of students are related to IB, (iii) to study whether the EM and PD of three groups of students differentiated on the basis of Ach. are related to IB, and (iv) to study whether the two groups of students selected on the basis of sex, PD, EM, and Ach. differ significantly on IB tendency.

Methodology: The descriptive survey method was used in this study. Stratified random sampling procedure was used to select 472 students. The tools used were Emotional Maturity Scale of Y. Singh and M. Bhargava, Prolonged Deprivation Scale developed by Mishra and Tripathi, and Disciplined-indisciplined Scale developed by J.B.S. Manral. Achievement was indicated by the score obtained in the previous annual examination. Mean, median, standard deviation, skewness and kurtosis, Pearson's product-moment correlation followed by factor analysis using Hotelling's principal axis method and varimax axis rotation method, multiple correlation, F test and 't' tests were used in the study.

Major Findings: (1) EM was related to IB. Out of five dimensions of EM, emotional instability was related to behaviour in classroom, student union activities and behaviour in miscellaneous situations. Emotional regression was related to student union activities. Indisciplined behaviour was also related to PD. The emotional instability was related to home environment, economic sufficiency, rearing experience, parental characteristics, interaction with parents, motivational experiences, emotional experiences and total score of PD. (2) All the dimensions of IB were highly related to Ach. (3) EM and PD contributed

towards IB when differentiated on the basis of Ach. (4) There was no significant difference between male and female students on EM, behaviour in classroom and library, behaviour related to sports and cultural activities and miscellaneous situations. But males and females differed on PD, Ach., behaviour in hostel, behaviour related to students' union activities and IB. (5) High maturity group differed significantly on PD, Ach., behaviour in hostel, behaviour-related cultural activities and sports and IB when compared with low maturity group. (6) High deprived students differed from low deprived students on EM, behaviour in library, behaviour in examination and TB. (7) High achievers differed from low achievers on EM and all variables of IB. (8) High indisciplined students differed significantly on PD, EM and Ach., from low indisciplined students. [AB 1825]

Mathur, Madhu. 1992. **A study of spontaneous art of high and low achievers.** Ph.D., Edu. Banasthali Vidyapith.

Problem: The study aims at exploring the differential characteristics in spontaneous art of high and low achievers.

Objectives: (i) To explore specific art-patterns associated with the spontaneous art of high and low achievers, (ii) to find out differences in characteristics of spontaneous drawing of boys and girls with respect to (a) level of achievement, (b) sex, (c) area of academic study, (d) social background, and (iii) to develop a tool for evaluating spontaneous drawings (including a suitable scoring blank).

Methodology: The sample comprised top 30 boys and 30 girls from each subject area—science, arts, commerce—were selected as high achievers, and the same number from failed candidates—low achievers from the merit list of the Ajmer Board of Secondary Examination, 1987. Thus, 360 boys and girls from the age-group of 15+ to 16+ years constituted the

sample. The subjects were provided with drawing material, 10 drawing sheets (size 6" x 6"), and H.B. lead pencils and erasers and instructed to draw figures/sketches, etc. freely. Personal data record blank, analysis blank for scoring spontaneous drawings involving theme, proportions, dimension effect, rendering technique, space, strokes were used. The collected data were treated using percentage, bar diagram and chi-square.

Major Findings: (1) High achieving boys had drawn more humorous playful figures, portraits and human figures in the social context with movement associated with human figures as compared to low achievers. (2) Low achieving boys had drawn more animal figures as compared to high achieving ones. (3) High and low achieving boys irrespective of their category avoided drawing marine animals. (4) High achieving boys had drawn more organised proportionate figures as compared to low achievers. (5) High achieving boys had drawn more centrally placed figures as compared to low achieving ones. (6) Correct orientation of figures may be taken as a characteristic feature of drawing of high achievers while incorrect orientation may be expected in the drawing of low achievers. (a) More girls than boys tended to concentrate on portraits, social interaction, humorous figures and expression of ambition. (b) Girls selected themes related to market scene, marriage, birthday party, working together, father, *behenji*, etc. (c) Boys selected themes related to the common man, lawyer, doctor, Netaji, Panditji, electioneering, etc. (d) Boys drew buildings, machines, articles of furniture and play objects. (e) Girls drew objects like hand-fan, purse, earthenware, flowerpots, decorative designs. (f) High achieving boys and girls made use of the whole of the drawing space and orientations were also correct. (7) Science students tended to concentrate on drawings of human figures in context more than art and commerce students. (8) Comparatively the largest number of drawings of man-made objects were from the commerce group. The items included

bat, ball, balloons, cars, locomotives, etc. (9) Arts students drew huts, *sarota*, plough, sickle, etc. [RPS 0464]

Mazumdar, Angira. 1992. **A study of the relationship between attitude towards and achievement in English of Standard IX students in Guwahati City.** M.Phil., Edu. *North-Eastern Hill Univ.*

Problem: The study attempts to survey the levels of achievement in English of Class IX students and also their attitude towards English.

Objectives: (i) To construct an achievement test in English for Standard IX students in Guwahati City, (ii) to construct an attitude scale for measuring the attitude of Standard IX students towards English, and (iii) to find out the relationship between attitude towards and achievement in English of Standard IX students in Guwahati City.

Methodology: The sample selected for the study was 500 students of Standard IX selected from 10 high schools of Guwahati City using stratified random sampling technique. The tools used were an Achievement Test in English for Class IX students prepared by the investigator, and an Attitude Scale. The collected data were treated using descriptive statistics, 't' test and Pearson's product-moment correlation.

Major Findings: (1) There were statistically significant differences between the achievement scores as well as attitude scores of students attending government and private schools with the latter category of students showing higher scores. (2) There were no significant differences between boys and girls in respect of their achievement and attitude scores. (3) The coefficient of correlation between achievement in English and attitude towards English for the entire sample was positive. [PPG 0178]

Menon, G.S. 1990. **A study of the relationship**

among certain environmental factors, personality characteristics and school performance of Standard I students. Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: This study aims at revealing the relationship among the environmental factors, personality characteristics and school performance of Standard I students.

Objectives: (i) To find out the relationships between home environment, personality characteristics and school performance, and (ii) to find out the relevant processes and interactions in the social environmental context which influence the responses of the Standard I urban child of the lower middle class.

Methodology: The sample comprised 56 children (15 girls and 41 boys) from Sayaji High School of Vadodara City. The tools used included a scale to measure the Education Environment at Home, the Home Interaction Pattern Scale, the Piagetian Cognitive Development Tasks, the Social Competence Scale, and Behavioural Adjustment to School Inventory. Collected data were converted into Z scores. The score distributions were then analysed to derive their intercorrelations. The path coefficient corresponding to each path in the hypothetical path model was estimated by computing the corresponding partial regression coefficient. Qualitative data were analysed through an idiographic approach.

Major Findings: (1) The educational environment at home was found to be an anchor variable which had direct influence on the developmental characteristics of the child, viz. social competence and cognitive development. (2) The educational environment at home also influenced child's adjustment to school. (3) Mother's education emerged to be the most important exogenous variable directly influencing the educational environment at home. [MSY 0931]

Mohan, Anand. 1988. **Scholastic achievement as related to self-esteem, feelings of security, depression and test anxiety.** Ph.D., Psy. Agra Univ.

Problem: The study is concerned with the relationship between scholastic achievement and certain selected psychological variables.

Objectives: (i) To study the relationship between self-esteem, feeling of security, depression, test-anxiety and scholastic achievement, (ii) to study the relationship between the feeling of security with self-esteem, depression and test anxiety, and (iii) to study the relationship between self-esteem with depression and test anxiety.

Methodology : The sample consisted of 300 students of both sexes (150 boys 150 girls) studying in graduate and post-graduate colleges of Jhansi selected adopting purposive non-probability technique. The tools used included Dymond's Self-concept Scale translated in Hindi by S.P. Sinha, Maslow's Security Insecurity Inventory, Test Anxiety Scale by V.P. Sharma and Anxiety Scale by A.K.P. Sinha and N.K. Sinha. The collected data were treated using mean, SD, 't' test, ANOVA and correlation.

Major Findings : (1) A relationship existed between scholastic achievement and self-esteem. (2) No significant relationship was found between scholastic achievement and feeling of security. (3) Scholastic achievement and depression was not significantly correlated but scholastic achievement and test anxiety were correlated. (4) No significant correlation existed between feeling of security and depression and feeling of security and test anxiety. (5) Self-esteem and depression were not significantly correlated. [SS 0799]

Mohanty, S. 1992. **Causes of academic underachievement at the primary stage as viewed by teachers and parents of Puri Town.** M.Phil., Edu. Utkal Univ.

Problem: The study addresses the causes of academic underachievement at primary stage.

Objective: To find out the causes of academic underachievement at primary stage as viewed by teachers and parents.

Methodology: The sample included 50 primary school teachers and 50 parents. These 50 primary school teachers were drawn from five government primary schools situated in Puri Town. A sample of 50 parents was also drawn from Puri Town. The parents were at least graduates and had one or more of the children studying at primary level. A questionnaire prepared by the investigator was used as a tool. Method of paired comparisons was used to treat the data.

Major Findings: (1) Student's personal factors have been viewed by the teachers as the most important cause of academic underachievement among the primary school children. This was followed by teacher factors, school factors, psychological factors, home and family factors, social and economic factors and miscellaneous factors. Educational factors have been considered to be the least important cause of academic underachievement. (2) School factors have been viewed by the parents as the most important causes of academic underachievement among the primary school children. This was followed by teacher factors, student's personal factors, educational factors, psychological factors, home and family factors and miscellaneous factors. Social and economic factors have been considered to be the least important cause of academic underachievement. [KCP 0487]

Mukhopadhyaya, Dilip Kumar. 1988. **Identification of school climate and study of its effect on the scholastic achievement and development of certain personality characteristics of students of secondary schools.** Ph.D., Edu. Visva-Bharati.

Problem: The present study addresses the problem of identification of school climate and its impact on scholastic achievement of students and their personality development.

Objectives: (i) To identify the determinants of school climate, and (ii) to examine the effect of school climate on scholastic achievement of students.

Methodology: All the secondary-aided schools of districts Birbhum and Burdwan constitute the population. The sample consisted of 51 schools which is 10% of the population. Stratified random selection was made with subdivision-wise distribution, sex and location as the bases for stratification. School-Climate Description Questionnaire constructed by the investigator was used as a tool. That apart, results of *Madhyamik Pariksha* conducted by the Board of Secondary Education, West Bengal and ratings from the teachers on the development of selected personality characteristics were also used in the study. Correlation, cluster-analysis, profile for a cluster, significance of difference in the mean determinant measure between cluster of schools and chi-square test to measure the effect of school climate on the development of personality characteristic were used to analyse the data.

Major Findings: (1) Six distinct organisational climate types were identified on the basis of nine determinants. (2) Out of the nine determinants of school climate 'headmaster-staff relationship', administrative capacity of the headmaster, teachers' 'job satisfaction' and 'physical facility of the school' were found to contribute significantly. The other determinants, viz. close supervision by the headmaster, teacher-student relationship, teacher-teacher relationship, dutifulness and punctuality of teachers and student-student relationship were not found to be statistically significant. [AS 1648]

Mukhopadhyaya, Swapan. 1991. **A study of attitude towards school in relation to interest pattern, self-concept, adjustment and scholastic achievement.** Ph.D., Edu. Univ. of Kalyani.

Problem: The study is about the relationship between attitude towards school and interest

pattern, self-concept, adjustment and scholastic achievement of students.

Objective: To find out the relationship between attitude toward school (the criterion variable) and variables like interest pattern, self-concept, adjustment and scholastic achievement (the predictor variables).

Methodology: The sample comprised 400 pupils of Class IX of urban and rural areas of 24 Parganas and Nadia Districts of West Bengal. The tools used were Chatterjee's Non-language Preference Record, Self-concept Scale, Bells Adjustment Inventory, Attitude Toward School Scale, and an achievement test for Class IX. Descriptive statistics, regression analysis, and factor analysis were used to treat the data.

Major Findings: (1) There was a significant relationship between interest patterns, self-concept, adjustment behaviour and scholastic achievement and attitude towards school of students. (2) The four variables — interest, self-concept, adjustment and achievement — combined together served as a good predictor of attitude towards school. [PDR 1403]

Muthumanickam, R. 1992. **A study of academic achievement of students of higher secondary commerce group in relation to their reasoning ability, socio-economic status and interest in commerce.** M.Phil., Edu. Annamalai Univ.

Problem: The study addresses the problem of the relationship between the academic achievement of students and their reasoning ability, interest in commerce and socio-economic status.

Objectives : (i) To find out the levels of commerce achievement of plus-two students, (ii) to study the reasoning ability, socio-economic status and interest in commerce of plus-two commerce students, (iii) to find out the relationship, if any, among commerce achievement, reasoning ability, socio-economic status and interest in commerce, and (iv) to find out the

difference, if any, between boys and girls, urban and rural students and among the students belonging to different types of management of schools with regard to their mean commerce achievement scores.

Methodology: The sample comprised 377 plus-two commerce students (195 boys and 182 girls) belonging to the academic stream of the 14 higher secondary schools (eight urban and six rural) who were selected as subjects. The random sampling technique was used in the selection of the sample. The relevant data were collected using school marks register, the Verbal Reasoning Test developed and used as a part of Intelligence Test by Kumaraswamy Pillai, the Socio-economic Status Scale prepared by the investigator and the Commerce Interest Questionnaire developed by the investigator. Descriptive analysis, differential analysis, correlational analysis and multi-variate analysis were used to treat the data.

Major Findings: (1) Boys and girls did not differ in their achievement in commerce. Sex was not found to be an influencing factor of achievement in commerce. (2) There was a positive, significant correlation between achievement in commerce and reasoning ability, socio-economic status and interest in commerce. (3) In the case of high achievers, the variable reasoning ability alone had the linear influence on commerce achievement. (4) In the case of low achievers, the variable interest in commerce alone had the linear influence on commerce achievement. [MDa 1329]

Nair, Sankaran C.K. 1984. **Factors related to underachievement in biology of secondary school students.** Ph.D., Edu. Univ. of Calicut.

Problem: The study deals with the factors related to underachievement in biology among secondary school students.

Objectives: (i) To find out whether significant differences exist in the mean scores of eight personality variables among over, normal and

underachievers in biology, (ii) to find out whether significant differences exist in the proportion of over, normal and underachievers in biology between two extreme groups formed on the basis of intelligence, and (iii) to find out whether significant differences exist in the proportion of over, normal, and underachievers in biology between extreme groups formed on the basis of each of the select personal/social variables, namely sex, age, caste, family size, ordinal position, school category, rural-urban locale, parental (father and mother separately) income, education and profession and siblings' education.

Methodology: The sample consisted of 1,200 students of Standard IX from 31 schools of Ernakulam District of Kerala using proportionate stratified sampling technique. Relevant data were collected using Achievement Test in Biology, the Kerala University Verbal Group Test of Intelligence, Kerala Non-verbal Test of Intelligence, Scale of Attitude towards Science, Scale of Attitude towards Scientists, Scale of Attitude towards Problem-solving, Scale of Attitude towards Academic Work, Calicut University Adjustment Inventory, and General Data Sheet. Statistics used included regression analysis, significant differences between means and between proportions.

Major Findings: (1) All the eight variables belonging to attitudinal and adjustment factors (attitude towards science, scientist, problem-solving and academic works and health, home, social and emotional adjustment) significantly discriminated between over, normal and underachievers in biology. (2) There were a significantly greater number of overachievers in the high-intelligence group; and a greater number of underachievers in the low-intelligence group. (3) Significantly greater number of underachievers in biology was noted among (a) boys, (b) high-age group (subjects above mean age of the sample), (c) the backward class, (d) large family, (e) government schools, (f) rural subjects, (g) low parental (both mother and father)

education group, (h) low parental occupational group, and (i) low parental income group. [KSP 0551]

Nair, Viswanadhan P. 1987. **A comparative study of certain cognitive, affective and social variables which discriminate between high-creative and low-creative underachievers in secondary school science.** Ph.D., Edu. Univ. of Calicut.

Problem: The study is on high and low creative underachievers with reference to certain cognitive, affective and social variables.

Methodology: The sample comprised 1,200 secondary school students of Kerala who were selected using stratified random sampling technique. The researcher used 15 tools. The collected data were analysed using one-way ANOVA, and two-tailed test of significance of difference between means and principle axes method of factor analysis.

Major Findings: (1) All the cognitive variables selected for the study were positively related to both creative behaviour and underachievement in science. (2) Out of the seven affective variables covered by the study, five variables, namely, achievement-motivation, social adjustment, personal adjustment, introversion-extraversion and masculinity-femininity were found to discriminate between high-creative and low-creative underachievers in science. (3) Seven out of eight social variables were seen to have the ability to discriminate between the contrasted levels of creativity within the group of underachievers in science. (4) Two affective variables (general anxiety and examination anxiety) and one social variable (home learning facility) were not associated with creativity. [KSP 0556]

Nambiar, Appanu M.P. 1989. **A comparative study of the educational performance of secondary school children of educationally**

forward and backward areas of Kerala. Ph.D., Edu. Univ. of Calicut.

Problem: It attempts to study the performance of students in educationally forward and backward areas.

Objectives: (i) To study whether pupils belonging to the educationally forward area (EF) and educationally backward area (EB) differ significantly in their performance in the subject areas in the school curriculum, (ii) to study whether two subsamples of EF and EB obtained separately by equating for intelligence, socio-economic status, and age differ significantly in their performance in the subject areas of the school curriculum, (iii) to study whether the proportions of high achievers in each subject area present in unselected EF and EB groups differ significantly, and (iv) to study whether the proportion of low-achievers in each subject area present in the unselected EF and EB groups differ significantly.

Methodology: A sample of 1,931 pupils of Standard IX attending the schools of Kottayam District (EF) and Palghat (EB) was selected using proportionate stratified sampling procedure for the study. The tools used were Calicut University Test of Achievement in school subjects (Standard IX), Kerala University Verbal Group Test of Intelligence, and the Kerala Socio-economic Scale of A.S. Nair. The data were analysed using 't' test for a large independent sample.

Major Findings: (1) Unselected sample of EF and EB groups differed significantly in mean scores of all the ten subject areas (Malayalam, Hindi, English, physics, chemistry, biology, mathematics, history, geography and total school achievement). (2) EF and EB groups equated for intelligence differed in mean achievement of physics and Malayalam. (3) EF and EB groups equated for socio-economic status differed in mean achievement of physics, chemistry, total school achievement, Malayalam, Hindi, biology

and mathematics. (4) EF and EB groups equated for age differed significantly in the means of all the selected ten subjects. (5) EF and EB groups equated for intelligence, socio-economic status, age, sex and locale showed significant mean difference only in English. (6) Proportions of high achievers between EF and EB were significant in each subject, viz., history and civics, physics, Malayalam, chemistry, Hindi, biology, geography and total achievement. (7) Proportions of low achievers in EF and EB in respect of all the ten subject areas were significantly different. [KSP 0555]

Nambiar, Balakrishnan C.N. 1990. **A comparative study of the relation between some psychological variables and academic achievement of institutionalised juvenile delinquents and normal children.** M.Phil., Edu. Univ. of Calicut.

Problem: This study is an attempt to compare the institutionalised juvenile delinquents and normal children with respect to some psychological variables as related to their academic achievement.

Objectives: (i) To test whether significant difference exists in academic achievement and psychological variables between juvenile delinquents and normal children, (ii) to estimate the degree of relationship between academic achievement and each of the psychological variables of the whole sample and sub-samples of juvenile delinquents and normal children, and (iii) to compare the extent of relationship between academic achievement of each of the psychological variables between juvenile delinquents and normal children.

Methodology: The researcher used standardised tests for measuring psychological variables on institutionalised juvenile delinquents and normal children/non delinquents. The collected data were treated using two-tailed test of significance of difference between means of large independent samples, and product moment coefficient of correlation.

Major Findings: (1) The mean achievement scores of first language, social studies and biology were significantly different for juvenile delinquents and normal children. No significant difference was found between the mean achievement scores of English, Hindi, physics, chemistry and mathematics. (2) Difference between the mean scores of verbal intelligence, achievement-motivation, self-concept and intervention-contraversion, was found for juvenile delinquents and normals. The groups were identified with respect to socio-personal adjustment, attitude towards education, manifest anxiety, examination anxiety and general anxiety. (3) The relationship between academic achievement and verbal intelligence was found to be significant with respect to juvenile delinquents. Four psychological variables, viz, verbal intelligence, achievement-motivation, introversion-extraversion and manifest anxiety were found to be significantly related to academic achievement, in the case of normal children. [KSP 1633]

Namrata. 1992. **The relationship of personality traits, situational stress and anxiety factors to student achievement.** Ph.D., Edu. Univ. of Lucknow.

Problem: The study is about the relationship between personality traits, stress, anxiety and achievement.

Objective: The present investigation was designed to study the relationship of academic achievement with anxiety, personality characteristics and four different types of stress.

Methodology: The sample for this study consisted of 201 boys and 203 girls randomly selected from four boys' and four girls' institutions in Lucknow. The tools used for data collection included Cattell's 16 PF Questionnaire and Kumar's Hindi adaptation of Sarason's General Anxiety Scale, and a self-constructed scale measuring stress. High school examination marks were taken as a measure of academic

achievement. The mean, SD and CR were computed to treat the data.

Major Findings: (1) There was an inverse relationship between academic achievement and level of stress as a whole. (2) The students having lower level of anxiety tended to score higher in the High School Examination. (3) High achievers tended to be outgoing, intellectually superior, emotionally stable, enthusiastic and unfrustrated whereas low achievers tended to be reserved, intellectually inferior, emotionally less stable, assertive, tense and frustrated. [RJS 0673]

Narasimhan, G. and Pillai, Swaminatha S. 1988. **A study of the relationship between medium of instruction and achievement.** Independent study. *Madras: Technical Teachers' Training Institute.*

Problem: It attempts to study the influence of mother tongue as medium of instruction on the achievement of students.

Objectives: (i) To find out the mean achievement of students in the secondary school and final Diploma in Commercial and Computer Practice (DCCP) examination, and (ii) to identify the degree of relationship between their secondary school and polytechnic achievements.

Methodology: A total of 128 students—64 each who passed the DCCP course in two different years from the Central Institute of Commerce, Secunderabad—formed the sample for the study. Of these, 61 (48%) did their course in Telugu medium and the remaining 67 (52%) in English medium. There were 31 students who studied in Telugu medium in the first group and 30 students in the second group.

Major Findings: (1) Both in the school final and polytechnic diploma examinations the English medium students performed better as compared to their Telugu medium counterparts. (2) The correlation coefficient between their scores in school final and diploma examinations were significant. (3) The obtained values of correlation

coefficient for Telugu medium students of the two different batches was significant at 5% level only in the case of one batch of students. For the second batch it was not significant. [SSP 1752]

Natarajan, R. 1992. **School organisational climate and its relation to job-satisfaction of teachers and the achievement of pupils.** M.Phil., Edu. *Annamalai Univ.*

Problem: The study examines the influence of different types of school climate on teachers' satisfaction and the achievement of the pupils.

Objectives: (i) To study the organisational climate of higher secondary schools of Tiruppattur Educational District, (ii) to investigate the relationship between the organisational climate and the job satisfaction of teachers, (iii) to study the level of job-satisfaction of teachers in different organisational climate, (iv) to find out the relationship between the organisational climate and the academic achievement of pupils, and (v) to study the general achievement level in six types of climate of schools.

Methodology: Thirty out of 42 higher secondary schools in Tiruppattur Educational District constituted the sample for the study. Twenty-two belonged to the urban area and eight to the rural area. Again fifteen schools were under government management and the remaining fifteen were managed by private agencies. More than 75% of post-graduate teachers numbering 256 participated in the study. The tools used were the School Organisational Climate Description Questionnaire (OCDQ) developed by Sharma, Job Satisfaction Scale constructed by the investigator, and the pass percentages of the schools in the public examination were taken as the achievement of the pupils. The statistical techniques used to test the hypotheses were mean, SD, 't' test, chi-square test, ANOVA and product-moment correlation.

Major Findings: (1) The higher secondary schools of Thiruppattur Educational District were

found to have all the six types of climates. Out of thirty schools there were seven schools with open climate, two schools with autonomous, seven with familiar, two with controlled, six with paternal and six with closed climates. (2) No rural school was found to have autonomous and controlled climate. (3) There existed a significant sex difference in the job satisfaction of teachers. (4) Job satisfaction of teachers was not found to be influenced by the difference caused by the place of work, viz. rural, urban school and type of school, viz. boys, girls and mixed schools or by the type of management, viz. government and private schools and the subjects they taught. (5) Teachers' age and their experience were not related to their job satisfaction. (6) The teachers of open climate schools had very high level of job satisfaction. No other group was found to have such a high level of job satisfaction. (7) There was no difference in the achievement of students in schools having different organisational climate. [MDa 1394]

Nayal, Shanti; Nayal, Gopal Singh and Pathani, Rajendra Singh. 1989. **Self-concept and class adjustment of adolescents in relation to their sex, school discipline, income group and academic achievement.** *Indian Educational Review*, Vol.24(2): 105-14.

Problem: It attempts to study the self-concept and class adjustment of adolescents as related to their sex, school discipline, income group and academic achievement.

Objectives: (i) To compare the self-concept and class adjustment of (a) male and female adolescents, and (b) arts and science students, (ii) to determine whether there are significant differences in self-concept and class adjustment of first divisioners, second divisioners and third divisioners, and (iii) to find out the effect of socio-economic status upon self-concept and class adjustment.

Methodology: A stratified random sample of educational institutions was drawn from the high

schools and intermediate colleges of Lucknow City. Four hundred students were randomly selected with the help of the selected college register records. Tools used included Self-concept Scale by A.R Bisht and R.S. Pathani, and Class Adjustment Inventory by M.P. Uniyal, A.R. Bisht and Leela Pathani. Mean, SD and 't' values were computed to treat the data.

Major Findings: (1) Males and females did not differ significantly in their self-concept. (2) Science students had superior self-concept in comparison to arts students. (3) The higher income group adolescents were superior in their self-concept than the average and low income groups. (4) First divisioners and second divisioners did not differ significantly, whereas first divisioners and third divisioners as well as second and third divisioners differed significantly on certain measures of self-concept. (5) High as well as average achievers had superior self-concept than low-achievers. (6) Arts adolescents were found better adjusted in comparison to science adolescents. (7) Parental income did not affect the class adjustment of adolescents. (8) Class adjustment and academic achievement were not related to each other. [SPr 1433]

Ngailiankim, Caroline. 1988. **An investigation into the attitude and study habits related to achievement in mathematics of Class IX students in Shillong.** M.Phil., Edu. North-Eastern Hill Univ.

Problem: The study attempts to find out the attitude of the students towards mathematics and study habits of the students and their relationship with achievement in mathematics.

Objectives: (i) To find out differences in attitude towards mathematics of students with high, average and low mathematics achievement, and (ii) to find out differences in study habits of students with high, average and low mathematics achievement.

Methodology: All the students studying in

Class IX of ten high schools in Shillong, selected randomly, provided the sample of 326 students for the study. The tools used were a Likert type attitude scale meant to measure the attitude of students towards mathematics, an Achievement Test for mathematics of Class IX students, and Rao's Study Habit Inventory. Descriptive statistics and analysis of variance were used to treat the data.

Major Findings: (1) No significant difference was found in the attitude toward mathematics of students grouped high, average and low on mathematics achievement. (2) No significant differences were found in the study habit scores of high, average and low achievers in mathematics. (3) Male and female students belonging to high, average and low scores on mathematics achievement did not show significant difference in their attitude as well as study habit scores. (4) Non-tribal students showed significantly higher attitude scores as well as higher achievement score on mathematics, but did not show significant difference in their study habit scores as compared to the tribal students. [PPG 0171]

Ngailiankim, Caroline. 1991. **A study of selected variables associated with achievement in mathematics.** Ph.D., Edu. North-Eastern Hill Univ.

Problem: The study attempts to identify variables associated with achievement in mathematics.

Objectives: To find out the association between (i) attitude toward mathematics and achievement in mathematics, (ii) educational and occupational aspiration and achievement in mathematics, (iii) numerical ability, abstract reasoning, space relations and achievement in mathematics, and (iv) the various personality factors and achievement in mathematics.

Methodology: From the population of all Class X students studying in the Central schools located in the states of Nagaland, Meghalaya and

Manipur, 303 students covering 163 boys and 140 girls were selected as sample for the study. The tools used were, Achievement Test in Mathematics, Attitude Scale to measure attitude towards mathematics, Educational Aspiration Scale of Sharma and Gupta, Occupational Aspiration Scale of Grewal, Differential Aptitude Test, and Cattell's 14 High School Personality Questionnaire (HSPQ). Descriptive statistical techniques together with chi-square test and contingency coefficient were used to treat the data.

Major Findings: (1) There was a significant association between (a) attitude towards mathematics, (b) educational aspiration, (c) numerical ability, (d) abstract reasoning, (e) personality factor A, and (f) personality factor G and achievement in mathematics. (2) None of the other variables studied showed association with achievement in mathematics. [PPG 0185]

Nisha, 1991. **A study of adolescent alienation in relation to personality, values, adjustment, self-esteem, locus of control and academic achievement.** Ph.D., Psy. Panjab Univ.

Problem: It attempts to study alienation of adolescents in relation to certain selected variables.

Objectives: (i) To study the interaction of sex and age on alienation, (ii) to study the correlation between adolescent alienation and variables of personality, values, adjustment, self-esteem, locus of control and academic achievement, (iii) to compare male adolescents and female adolescents of both the age-groups on the variables of alienation, personality, values, adjustment, self-esteem, locus of control and academic achievement, (iv) to study the significant inter-correlations among all the selected independent variables of all the groups under study, and (v) to know how adolescents who are high on alienation or low on alienation (of both sexes and age groups) differ in their mean scores on the variables selected for the study.

Methodology: A total sample of 400 subjects was divided into two groups. Each age-group sample of 200 included 100 males and 100 females. The tools used included Dean's Alienation Scale, (Public Opinion Questionnaire), Eysenck Personality Questionnaire, Study of Values by Allport, Vernon and Lindzey, Bell's Adjustment Inventory, Rosenberg's Self-esteem Scale, and Rotter's Internal/External Locus of Control Scale. Mean, SD, 't' ratio, analysis of variance, factor analysis and inter-correlation matrices were used to analyse the data.

Major Findings: (1) Females and adolescents of 13 to 14 years of age scored significantly higher on total alienation as well as on social isolation, powerlessness and normlessness. (2) Adolescents high on alienation differed significantly from those who were low on alienation on the scores of all the dimensions of personality, aesthetic values, home, social, emotional and total adjustment and self-esteem. (3) Males high on alienation differed significantly from males low on alienation on neuroticism, lie-scale, aesthetic values, home, emotional and total adjustment as well as self-esteem. (4) Females high on alienation differed significantly on psychoticism, extraversion, neuroticism, home, social and total adjustment and self-esteem from females low on alienation. (5) Adolescents of 13 to 14 years of age high on alienation differed significantly from those low on alienation on extraversion, home, social, emotional and total adjustment, self-esteem and locus of control. (6) Adolescents of 16 to 17 years high on alienation differed significantly from those low on alienation on neuroticism, aesthetic values, home adjustment and self-esteem. (7) All the four dimensions of alienation were found to be positively correlated with each other for all the sub-groups and for the total sample. [JNJ 0277]

Obiedat, Abdulmajeed Ahmed Sultan. 1992. **A study of mathematics achievement of Grade XII students on GSCE in Irbid, Jordan in relation to their gender, intelligence,**

mathematical thinking and socio-economic status. Ph.D., Edu. *Bangalore Univ.*

Problem: The study focuses on achievement in mathematics in relation to certain selected variables.

Objectives: To find out (i) whether the differences in gender, IQ, mathematical thinking and socio-economic status would account for significant differences in mathematics achievement of Grade XII students on GSCE, (ii) the first-order interaction, i.e. gender x IQ, gender x MT, gender x socio-economic status, IQ x MT, IQ x socio-economic status and MT x socio-economic status would result in significant differences in mathematics achievement of Grade XII students on GSCE, (iii) the second-order interaction i.e. gender x IQ x MT, gender x IQ, socio-economic status, gender x MT x socio-economic status, and IQ x MT x socio-economic status would result in significant differences in mathematics achievement of Grade XII students on GSCE, and (iv) the third-order interaction, i.e. gender x IQ x MT x socio-economic status would also account for significant differences in mathematics achievement of Grade XII students on GSCE.

Methodology: A multi-stage randomisation of stratification-cluster technique was used for sample selection in which the classroom was considered as the unit of the sampling. The sample consisted of 671 (364 males, 307 females) students from XII Graders in Irbid Governorate, Jordan, of 1988-89. Tools used included Cattell's Culture Fair Test to measure the IQ of the subjects, Shatnawi's Mathematical Thinking Scale, Socio-economic Status Scale developed by the researcher and the marks on mathematics achievement in the General Secondary Certificate Examination (GSCE) conducted by the Ministry of Education in Jordan. A four-way analysis of variance, and Newman-Kuels test were used to treat the data.

Major Findings: (1) As regards the main effects, there was no significant mean difference

between male and female students in mathematics achievement. (2) There was significant difference between high-IQ and low-IQ Grade XII students in mathematics achievement. (3) The differences between high-MT and low-MT Grade XII students in mathematics achievement was significant. (4) The observed differences among the three levels of socio-economic status in mathematics achievement were not significant. (5) As regards the findings of first order interaction there was no interaction of (a) sex and MT and (b) sex and socio-economic status on achievement in mathematics but there was interaction of sex and IQ on mathematics achievement. (6) There was no interaction of (a) IQ and MT (b) IQ and socio-economic status and (c) MT and socio-economic status. (7) As regards the second order interaction, there was interaction of sex, IQ and socio-economic status on mathematics achievement. There was no other group (Sex, IQ, MT, or sex, MT socio-economic status; or IQ, MT, socio-economic status) interaction. The findings also revealed that the interaction effect of the levels of gender, MT and socio-economic status was not significant. (8) The third order interaction of IQ, MT, socio-economic status and sex was also not significant. [MKh 0323]

Padhan, G. 1990. **A study of creative thinking in relation to socio-economic status and scholastic achievement of the higher secondary students of Baroda City.** M.Phil., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The study attempts to identify various levels of creative thinking of students and the dominant factors related to it.

Objectives: (i) To find out the various levels of creative thinking, (ii) to identify the dominant factors related to creative thinking, (iii) to study the relationship between creative thinking and socio-economic status, and (iv) to study the relationship between creative thinking and scholastic achievement.

Methodology: The sample of the study comprised 201 students of Standard XI of three English medium schools of Baroda City selected through random sampling technique. The tools used for collecting the data were three sub-tests of the Passi Test of Creativity (verbal), and Socio-economic Status Scale by Rao. The collected data were treated using quartile deviations, and correlation coefficient.

Major Findings: (1) Sensitivity, fluency, flexibility and originality were identified as the main factors linked with creative thinking. (2) There was no significant relationship between creative thinking and socio-economic status. However, it was found that there was significant and positive relationship between creative thinking and scholastic achievement. (3) Relationship of fluency and originality with socio-economic status was found significant while relationship between flexibility and socio-economic status was found to be insignificant. However, it was found that there was a positive and significant relationship between fluency, flexibility originality and scholastic achievement. [MSY 0934]

Padhi, J.S. 1991. **The effects of creativity and classroom environment on pupil academic self-concept and academic achievement.** Ph.D., Edu. *Barkatullah Vishwavidyalaya.*

Problem: This study relates to the effects of psychological characteristics of classroom environment and creative ability of the students on their subject-wise academic self-concept and academic achievement.

Objectives: (i) To determine the relationship among the measures of creativity (CR), classroom environment (CE) academic self-concept (ASC) and academic achievement (AA) of the students, (ii) to study the effects of CE and CR components on ASC and AA components as a group of predictors and criteria, (iii) to study the main and interactional effects of sex, locale, management,

CR and CE on ASC and AA, and (iv) to study the effects of family size, birth order, parental occupation and education on CR, CE, ASC and AA.

Methodology: The sample comprised 636 Class IX (379 boys, 257 girls) students who were randomly selected from rural and urban population. Government and private managed schools were also randomly selected for the purpose. The tools used were, Acharyulu's Think Creatively (ATC), Individualised Classroom Environment Questionnaire (ICEQ) — long form developed by Rentoul and Fraser — Academic Self-concept Scale (ASCS) developed by the investigator, and school marks were considered as the academic achievement in different school subjects (AA). Statistical techniques used for treating the data included product-moment coefficient of correlation, partial and multiple correlations, canonical correlational analysis, three-way ANOVA (unequal N), Omega square (W^2), 't' tests, one-way ANOVA, and Duncan's new multiple range test.

Major Findings: (1) The correlation between CE and AA was not significant, CR and AA was significant, ASC and AA in different school subjects was significant, CR and CE was non-significant, CE and CR with ASC were significant. (2) The partial correlations did not differ more from the linear correlations. (3) For boys' sample, the ASC composite was chiefly predicted by the component-investigation and for the girls', participation and personalisation. (4) The main effects of CR and CE and AA were significant. The main effects of CR and CE on ASC were significant. The interaction effects of CR x CE on AA was found to be non-significant. (5) Family size had differential effects on AA, there were no differences in CE, CR, ASC and AA attributable to birth order. Fathers' occupation had influence on the ASC of their children. Educational qualification of the father had significant influences on the AA, ASC and CR of their children. The same result was also found with the mothers' education. [JSP 0558]

Pande, G.C. 1985. **A factorial study of cognitive factors associated with the achievement in social sciences and commerce at high school level.** Ph.D., Edu. Hemwati Nandan Bahuguna Garhwal Univ.

Problem: The study aimed at investigating the cognitive factors that contribute to achievement in social sciences and commerce subjects.

Objective: To study the cognitive factors that contribute to achievement in social science and commerce subjects at high school level.

Methodology: In the study descriptive correlational methodology was employed. The sample consisted of 500 students of Class XI belonging to the Kumaun and Garhwal regions of Uttar Pradesh. A battery of seventeen tests was developed. Tests were administered to 200 students from commerce group A, 100 students from social sciences (history) group B and 200 students from social science (economics) group C. All these tests had multiple choice items. The number of items in all these tests ranged from 30 to 36. Data were analysed by employing product-moment correlation, Thurstone's centroid method of factor analysis and oblique rotation with the method of extended vectors.

Major Findings: As regards the commerce group A: (1) General mathematical factor had high loading on all the three tests of mathematics. (2) Commerce factor had significant loading on all the four tests of commerce. (3) Verbal comprehension factor had high loading on both Hindi tests. As regards social science group B: (4) General mathematical factor had high loading on all the three tests of mathematics. (5) Verbal comprehension factor had high loading of both Hindi tests, principles of civics test and history tests. (6) Social science factors had significant loading on history tests and civics tests. (7) General reasoning factor had high loading on arithmetic test, algebra test, principles of civics test and Indian Constitution test. As regards social science group C: (8) General mathematical factor had high loading on all the three tests of

mathematics. (9) Social science factor had high loading on economics tests and geography test. (10) Verbal comprehension factor had high loading on both Hindi tests. (11) General reasoning factor had high loading on arithmetic test, algebra test and principles of economics test. (12) Space factor had significant loading on geometry test and both geography tests. [KBB 1582]

Pande, S.K. 1992. **Effect of the parent-child relationship perception upon the academic achievement of delta-class pupils.** Ph.D., Edu. Hemwati Nandan Bahuguna Garhwal Univ.

Problem: The study focuses on the relationship between the perception of parent-child relationship and achievement.

Objectives: (i) To analyse the perception of parent-child relationship, (ii) to identify the degree of parent-child relationship, and (iii) to find out the effect of parent-child relationship upon the achievement of delta class pupils.

Methodology: The present study was delimited to the Class VIII pupils studying in the institutions (Hindi medium) located in urban and rural areas of district Tehri and Uttarkashi, Uttar Pradesh hills. The procedure for selecting the sample was stratified random sampling. The strength of the original sample was 930 pupils, comprising 572 of district Tehri and 358 of district Uttarkashi which was however reduced to 756 for the main study. The data gathering instruments employed were Group Test of General Mental Ability (Hindi) by Jalota, and Parent-Child Relationship Questionnaire of R.A. Singh. The collected data were analysed using statistical techniques such as 't' test and coefficient of correlation.

Major Findings: (1) In an urban set up: both the parents were perceived equally acceptable and helpful to the child, father's share of help was perceived as slightly more than mother's, parent of opposite sex was perceived as preferred parent, girls did not appreciate life controlling

measures of their mothers, whereas father's controlling measures were appreciated, boys did not like infantile care behaviour from their fathers though they did not disapprove father's controlling measures. (2) In a rural set up: mother was perceived as more helpful in comparison to father, children did not perceive the controlling measures of fathers as positive, mother's controlling measures were perceived as positive, and mother was perceived as the preferred parent. [KBB 0544]

Patel, M.M. 1992. **An enquiry into the scholastic achievement in the context of intellectual ability, creativity, personality traits, family background and other personal variables of talent search scholars of Gujarat.** Ph.D., Edu. Gujarat Univ.

Problem: This study centres upon an inquiry into the scholastic achievement (SA) in the context of socio-psychological and personal variables of talent search scholars (TSS).

Objectives: (i) To study the individual as well as joint contribution of intelligence, originality, fluency, flexibility, total creativity, socio-economic status, the factors of personality and study habits in predicting scholastic achievement of TSS of Gujarat, (ii) to study all above-mentioned variables of top students of Gujarat, as rated high by their teachers, (iii) to find out the relationship among intellectual ability, creativity, personality traits, socio-economic status, study habits and SA of TSS of Gujarat as well as of top students of Gujarat as rated high by their teachers, (iv) to compare: SA of TSS belonging to first, second and above second birth order by taking intelligence and creativity as covariates; and also that of top students as rated high by their teachers, (v) to compare: SA and each factor of personality of TSS varying with their father's and mother's educational qualifications, taking intelligence and creativity as covariates; as well as that of top students' as rated high by their teachers, (vi) to compare the scholastic

achievement of TSS and top students as rated high by their teachers, and (vii) to study the difference between those two groups in respect of intelligence, creativity, personality traits, socio-economic status and study habits separately.

Methodology: Out of the total 188 Gujarati medium school pupils of 1987 and 1988 whose names were recommended by the Gujarat State Examination Board for the national talent search examination, the data could be collected for 111 pupils out of which 11 pupils were dropped out as the data gathered was incomplete. Thus the sample consisted of 100 pupils from eleven different places of Gujarat and another group of 100 pupils who were studying in the same schools from which TSS were taken up and rated as top students by the teachers. Thus the sample was purposive, spread over the whole of Gujarat. The tools utilised for data collection were, General Ability Test (GAT) developed by Pallavi Patel, Creative Ability Test (CAT) developed by Lilaben Devda, High School Personality Questionnaire (HSPQ) developed by R. Thakur, Socio-economic Status Scale developed by Patel and Vora and Study Habits Inventory (SHI) developed by B. Patel. Multiple regression and multiple coefficient of correlational analyses as well as ANOVA and 't' tests were utilised for the analysis of data.

Major Findings: (1) In group A (TSS), the joint contribution of intelligence, originality, fluency, flexibility, creativity, personality traits, socio-economic status and study habits in the prediction of SA was 39.70%; the same for group B (pupils rated as top) was 24.63%. (2) The respective contribution of intelligence, creativity, factor G and factor J was 6.04, 16.59, 9.11 and 4.11 percentages in group A while in group B, the maximum contribution was of creativity (6.83%) followed by intelligence (6.65%). In group A, the contribution of fluency was 11.62%, that is fluency seemed to cause a hindrance in the SA of pupils; in group B, the contribution of fluency was 3.69% in the prediction of SA. (3) In group A, correlations of intelligence, originality, fluency,

flexibility, creativity, factors G and J, socio-economic status, study habits with SA were 0.281, 0.072, 0.204, 0.258, 0.228, 0.239, 0.215, 0.161, while the respective values for group B were 0.28, 0.091, 0.298, 0.250, and 0.32; personality traits G and J, socio-economic status (0.15) and study habits (0.17) had non-significant correlation. (4) It was found that in groups A and B, the birth order, father's and mother's education did not influence SA; in group A only, factor G was found to be an influence on SA; SA of group A was higher than that of group B; group A excelled group B in intelligence, fluency, flexibility and creativity; in factor B, group B excelled group A, while in factor G, group A excelled group B. Pupils selected for talent search examination were found to be superior to top pupils rated by teachers in many variables such as intelligence, originality, creativity, flexibility, fluency, factor G, etc. [JHS 1052]

Pokharia, T.S. 1990. **An investigation into rearing up practices as determinants of aspiration, self-concept and extraversion among adolescents of Kumaun region in relation to their academic achievement.** Ph.D., Edu. Kumaun Univ.

Problem: The study investigates the rearing up practices followed by students' parents of adolescents and analyses as to how these practices are related with self-concept, aspiration, extraversion and academic achievement of adolescents.

Objectives: (i) To find out whether rearing up practices are associated with sex, achievement, educational aspiration, extraversion and self-concept, (ii) to compare low and high achievers on their self-concept, extraversion, and aspiration, and (iii) to find out the interaction of sex, achievement and rearing up practices on self-concept, aspiration and extraversion.

Methodology: A sample of 400 students was selected by employing a multi-stage randomisation of clusters from three districts of

Kumaun region. The tools used included, RUP Questionnaire (RUPQ) developed by the investigator, Educational Aspiration Scale by V.P. Sharma, Introversiion-Extraversiion Inventory by Aziz and Agnihotry, and Self-Disclosure Inventory by Sinha. The data were analysed by using mean, SD, 't' test, Pearson's correlation and ANOVA.

Major Findings: (1) The girls were significantly reared better than the boys (2) Rural boys scored higher on RUPQ than urban boys but rural girls were not significantly different from urban girls on RUPQ scores. (3) No significant difference appeared between the RUP of rural boys and rural girls but urban girls were found to be reared better than urban boys. (4) Among educational aspiration, self-concept and extraversion only the self-concept was a significant correlate of RUP, but self-concept was not a correlate of RUP in rural population. (5) Self-concept and extraversion were significant correlates of RUP of middle and late adolescent groups. (6) Academic achievement was not related with RUP. (7) High achievers were extraverts and more aspiring than low acheivers. (8) The sex, achievement and RUP did not have interactive effects on either self-concept or aspiration of extraversion. [AB 0063]

Pradhan, S.K. 1989. **A study of the relationship between educational backgrounds and academic performance of B.Ed. students.** M.Phil., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: This study was an attempt to find out the relationship of educational background factors such as past acheivement, medium of instruction and levels of qualification with the academic performance of B.Ed students.

Objectives: (i) To find out the effect of past achievement, (ii) to find out the effect of medium of instruction, (iii) to find out the effect of medium of instruction, levels of qualification, and (iv) to find out the effect of medium of instruction, stream of education on the overall academic

performance of the students at the B.Ed. level.

Methodology: The sample consisted of 906 B.Ed students of five successive academic years from 1984-85 to 1988-89 of the Department of Education, M.S. University of Baroda, Baroda. Information schedules were used to collect the relevant data. The obtained data were analysed quantitatively by using chi-square test and contingency coefficient methods of non-parametric statistics.

Major Finding: Past achievement, medium of instruction, levels of qualification and stream of education as background factors were significantly related to the academic performance of the B.Ed students. [MSY 0909]

Rajaram, S. 1992. **An investigation into the relationship between certain variables and achievement in history of the higher secondary students in South Arcot District.** M.Phil., Edu. *Annamalai Univ.*

Problem: This study analyses the relationship between higher secondary history students' attitude, interests and personaltiy patterns with their achievement in history.

Objectives: (i) To study the relationship between higher secondary students' (a) attitude towards the study of history, (b) interests in the study of history and their achievement in history, and (c) their extravert and introvert behaviour and their achievement in history (sample-wise), and (ii) to study the difference between students having (a) favourable and unfavourable attitude, (b) high and low levels of interests, and (c) extravert and introvert behaviours in their achievement in history (sample-wise).

Methodology: The sample comprised 20 higher secondary schools which were selected from 96 schools in South Arcot District. Three hundred and sixty students were selected from these 20 schools using stratified random sampling technique. The tools used included, Attitude Towards the Study of History, Scale of

Sundarajan and Krishnamoorthy, Interests in the Study of History Inventory by Sundararajan and Krishnamoorthy, and Personality Inventory by Singh and Singh. The collected data were treated using descriptive statistics, correlational analysis, phi-coefficient, and chi-square.

Major Findings: (1) There was a significant relationship between (a) the attitude towards the study of history, (b) interests in the study of history, (c) extravert and introvert behaviour of higher secondary students and their achievement in history. (2) Favourable attitude, high level of interest and extravert behaviour had influence on the students' achievement. (3) Favourable attitude group, high level interests group and extravert group students' achievements were higher than those of their counterparts in all categories of sub-samples. [MDa 1395]

Rajyaguru, Mahesh S. 1991. **A comparative study of over- and underachievers in mathematics.** Ph.D., Edu. Bhavnagar Univ.

Problem: This study intends to compare the achievement in mathematics, personal characteristics and environmental characteristics of overachievers (OA) and underachievers (UA) in mathematics.

Objectives: (i) To find out overachievers and underachievers in the subject of mathematics, (ii) to compare the personality, environment and cognitive aspects of overachievers and underachievers in mathematics, (iii) to find out characteristics of overachievers in mathematics, (iv) to find out the characteristics of underachievers in mathematics, and (v) to develop an achievement test for mathematics.

Methodology: Stratified, proportionate, cluster sampling method was employed. The sample consisted of a total number of 1,093 subjects out of which 706 were boys and 387 were girls. The subjects were selected from six urban, six semi-urban and thirteen rural schools. The classes were randomly selected. The total number of OA was 133, out of which 92 were

boys and 41 were girls. The total number of UA were 114, out of which 79 were boys and 35 were girls. The tools used included, Desai-Bhatt Group Test of Intelligence, Bhavsar Numerical Aptitude Test, Mathematics Achievement Test developed by the researcher, Mathematics Anxiety Scale by Patel J.Z., Study Habit Inventory by Patel B.V., Mathematics Aptitude Scale by Desai H.G., Interview Schedule and Rotter's Locus of Control Scale adopted by Bhogayata (in Gujarati). Various statistical techniques used included, mean, median, SD, multiple regression, partial and multiple correlation, CR and chi-square test.

Major Findings: (1) There was positive and significant correlation between (a) intelligence test and achievement in mathematics, (b) achievement in mathematics and numerical aptitude, (c) intelligence and numerical aptitude. (2) Overachievers and underachievers did not differ in (a) intelligence, (b) numerical aptitude, and (c) locus of control. (3) Overachievers had (a) better study habits, (b) more positive attitude towards mathematics, and (c) less mathematics anxiety. (4) There was no association between achievement in mathematics and (a) sex, (b) existence or otherwise of father or mother, (c) birth order of the students, (d) social status, (e) professional status of fathers, (f) income of fathers, and (g) locality. (5) Students' achievement in mathematics and (a) fathers' academic achievement, and (b) their receiving external help or not were associated. [DJM 0335]

Ramachandran, R. 1990. **A study on the relationship between performance and other psychological variables — reasoning, anxiety and adjustment.** M.Phil., Edu. Annamalai Univ.

Problem: The study investigates the influence of anxiety and adjustment on performance.

Objectives: (i) To study the relationship between academic performance and reasoning, anxiety and adjustment, and (ii) to study the variables influencing academic performance, reasoning, anxiety and adjustment.

Methodology: The sample comprised 500 pupils of Standard XI who were selected from eight schools in Chidambaram Town. Tools used included, Taylor's Manifest Anxiety Scale, Verbal and Numerical Reasoning Test — Part of the Intelligence Test standardised by K.K. Pillai, Adjustment Inventory of Tiwari and Srivatsava, and school marks register. The collected data were treated using mean SD, 't' test and coefficient of correlation.

Major Findings: (1) Academic performance was better among (a) girls than boys, (b) children of forward communities than those of backward community, and (c) children of educated parents than uneducated parents. (2) There was a positive and significant correlation between academic performance and total reasoning and numerical reasoning. (3) There was a low negative correlation between academic performance and anxiety. (4) There was no significant relationship between academic reasoning and numerical reasoning. (5) There was a low positive correlation between academic performance and adjustment. [MDa 1396]

Ramakrishna, A. 1991. **Achievement of first and non-first generation pupils.** *Indian Educational Review*, Vol.26(4): 124-35.

Problem: To study the disparity between first generation (FG) and non-first generation (NFG) learners' achievement with respect to parental education, socio-economic status, nature of subjects, exposures, etc.

Objectives: (i) To study differences in overall achievement and language achievement between first and non-first generation learners, (ii) to study the achievement of language and non-language subjects amongst first generation learners, and (iii) to study the difference in achievement between two terms (quarterly and half yearly examinations).

Methodology: The sample comprised 50 pupils (10FG and 40NFG) of Classes VI to VIII (age-group 9-13 years) from Vivekananda

Residential School, Karim Nagar. Relevant data were collected using Questionnaire and Socio-economic Status Scale. That apart, the achievement of pupils in quarterly and half yearly examinations from official records were also used in the study. Mean, standard deviation and 't' test were used to treat the data.

Major Findings: (1) The overall achievement was greater for FG than NFG. (2) The achievements of FG and NFG in language and non-language were the same. (3) The achievement of language was greater among FG than the NFG. (4) Parents' education did not have much influence on pupils' achievement in language. (5) The achievement in half yearly examination was higher than in the quarterly examination. The mean value for FG increased from 67.5 in quarterly examination to 74.0 in half yearly examination. The corresponding figures for NFG were 57.5 and 65.8. The 't' value was significant in favour of NFG. (6) In quarterly and half yearly examinations the achievement of FG with low socio-economic status was higher than those of high socio-economic status. [KCN 1919]

Ramasamy, R. 1988. **An inquiry into the correlates of achievement.** Ph.D., Edu. South Gujarat Univ.

Problem: The study aims at analysing factors that are responsible for the scholastic performance of Class X students.

Objectives: (i) To investigate the relationship between academic achievement and personality, achievement-motivation, self-concept, study habits and socio-economic status in high achievers, (ii) to investigate the relationship between academic achievement and personality of low achievers, (iii) to investigate the relationship between academic achievement and personality, achievement-motivation, self-concept, study habits and socio-economic status in both high and low achievers combined, and (iv) to investigate the significance of difference between high and low achievers with regard to

their personality, achievement-motivation, self-concept, study habits and socio-economic status.

Methodology: Using stratified random sampling method, 72 students of Class X from 20 schools in Madurai Revenue District were selected as the sample. Relevant data were collected from SSLC Public Examination, Personality Adjustment Inventory of Sharma, C.P., Rao's Achievement Motivation Test, Self-concept Scale of Mukta Rani, Study Habit Inventory of Patel, B.V. and Socio-economic Status Scale by Singh, R.A. and Saxena, S.K. (Tamil version). The collected data were treated using correlation, multiple regression analysis, and 't' ratio.

Major Findings: (1) Academic achievement was found positively related to personality, achievement-motivation, self-concept, study habits, and socio-economic status among high and low achieving boys and girls. (2) Significant difference was found between high and low achievers in personality, achievement-motivation, self-concept, study habits and socio-economic status. [US 1848]

Ramasamy, V. 1992. **Problems of adolescents and their achievement in mathematics.** M.Phil., Edu. Madurai Kamaraj Univ.

Problem: It attempts to study whether the problems of adolescents in different areas like physical, school, social, personal and vocational interest related to their achievement in mathematics.

Objectives: (i) To study the problems of adolescents in physical, school, social, personal and vocational areas, and (ii) to study the difference between high and low problem groups of adolescents in their achievement in mathematics.

Methodology: The sample of the study was 300 adolescent students from various higher secondary schools in Anna District, in Tamil

Nadu. Relevant data were collected using Adolescent's Problems Questionnaire (APQ), annual examination marks. Percentage analysis, chi-square and the 't' test were used to treat the data.

Major Findings: (1) Adolescent boys and girls in the urban areas differed with respect to their physical problems. (2) Adolescent boys and girls in the urban areas had problems in social relationships. (3) Adolescent boys and girls in the rural areas faced similar problems regarding physical, school and social areas. (4) Both urban and rural adolescents faced problems in their vocational choice. [MKU 1089]

Rangappa, K. T. 1992. **A study of self-concept, reading ability in relation to achievement in mathematics of students of Standard VII.** Ph.D., Edu. Bangalore Univ.

Problem: This is an investigation into the relationship between self-concept, reading ability and achievement in mathematics.

Objectives: (i) To study self-concept and reading ability in relation to achievement in mathematics of students of Standard VII, (ii) to identify the gender and local differences in the achievement in mathematics of Standard VII students, and (iii) to determine the combined effect of independent variables on the dependent variable.

Methodology: This study was conducted on a sample of 1,000 students of Standard VII drawn from 25 schools of Bangalore rural and urban districts using stratified random sampling technique. Of these 600 were from urban schools consisting of 332 boys and 268 girls and 400 from rural schools of which 255 were boys and 145 girls. Various tools used for the collection of data were Self-concept Inventory developed by the researcher, a standardised Reading Test by Deve Gowda and Shivananda, and Achievement Test in mathematics. Statistics used included analysis of variance and 't' test.

Major Findings: (1) There was no significant difference in the achievement of students having different levels of self-concept. (2) There was a significant difference in the achievement in mathematics of students having different levels of reading ability. (3) There was a significant difference in the performance of the students of Standard VII in mathematics studying in rural and urban schools. (4) There was no significant difference between boys and girls of Standard VII in their achievement in mathematics. (5) There was a significant interaction of: self-concept and reading ability on achievement of students of Standard VII in mathematics; self-concept and location of schools on achievement of students of Standard VII in mathematics; reading ability and location of schools on achievement of students of Standard VII in mathematics; self-concept, reading ability and location of schools on achievement of students of Standard VII in mathematics; and reading ability, location of schools and gender on achievement of students of Standard VII in mathematics. [MKh 1828]

Rani, Meena. 1992. **A study of locus of control, self-esteem, academic responsibility, academic motivation and scholastic achievement of advantaged and disadvantaged students.** Ph.D., Edu. Univ. of Allahabad.

Problem: This study examines the scholastic achievement of advantaged and disadvantaged students with respect to different variables, i.e. study of locus of control, self-esteem and academic responsibility.

Objectives: (i) To compare locus of control, self-esteem, academic responsibility, academic motivation and scholastic achievement of advantaged and disadvantaged students, and (ii) to find out the difference in scholastic achievement of advantaged and disadvantaged students having differential levels of: (a) locus of control, (b) self-esteem, (c) academic responsibility, and (d) academic motivation.

Methodology: The study was limited to girl students studying in Class XI of intermediate colleges located in Allahabad City. The sample of 500 girls was drawn following the method of cluster sampling. One section from each of ten intermediate colleges were selected randomly. Tools used were, Rotter's Internal-External Control Scale, Self-esteem Scale of Stanley, Kapur and Smith, Academic Responsibility Scale by the researcher, Academic Motivation by Srivastava and Maheshwari, Socio-economic Status Scale by Varma E. Saxena, and High School (total) marks—as an index of achievement. Top 27% on the socio-economic status scores formed the advantaged group whereas the bottom 27% constituted the disadvantaged group.

Major Findings: (1) Advantaged and disadvantaged groups differed significantly with respect to their locus of control, self-esteem, academic responsibility, academic motivation and scholastic achievement. (2) Advantaged girls as compared to the disadvantaged had better internal locus-of-control, self-esteem (higher score on general, social, home and school sub-areas of self-esteem scale), academic responsibility (towards self and school), academic motivation, good study habits, positive attitude towards school, high educational aspirations and higher scholastic achievement. At three different levels (high, average and low) of locus of control, self-esteem, academic responsibility and academic motivation, the subjects identified as advantaged and disadvantaged when compared to their scholastic achievement, showed a uniform pattern of results. [PCS 1932]

Rani, Radha. 1992. **A study of intelligence, socio-economic status, achievement-motivation and academic achievement with reference to pupil's behaviour in classroom.** Ph.D., Edu. Agra Univ.

Problem: The study is about some personality variables of the students in relation to their achievement and behaviour in the classroom.

Objectives: (i) To find out the differences in pupils' behaviour in classroom, (ii) to find out the relationship between socio-economic status and academic achievement (AA), (iii) to find out the significance of differences in AA based on socio-economic status, (iv) to find out the relationship between intelligence and pupil's behaviour in classroom, (v) to find out the significance of differences in achievement-motivation based on socio-economic status, and (vi) to find out the relationship between AA and achievement motivation.

Methodology: The sample comprised 500 boys and girls of science and arts groups using random purposive sampling technique. The tools used included Pupils' Behaviour Inventory of Wade, Socio-economic Status Scale by R.L. Bharadwaj, Achievement Motivation Test by D.G. Rao, Group Test of General Intelligence of S.S. Jalota and achievement marks of high school examination. Mean, SD, critical ratio and correlation were used to treat the data.

Major Findings: (1) Sex difference existed in AA. (2) Girls were higher than boys in achievement-motivation. (3) Boys and girls of science and arts differed in their socio-economic status. (4) Students differed in their classroom behaviour. (5) Girls showed greater work activity (WA) than boys. (6) Girls showed a non-significant relationship between socio-economic status and AA while this relationship was negative and significant for boys. (7) All the groups showed a significant positive relationship between AA and achievement-motivation. (8) Socio-economic status had a direct influence on AA. (9) Boys and girls showed a non-significant positive relationship between intelligence and work activity. (10) Socio-economic status, intelligence, achievement-motivation and WA were the variables which contributed positively to AA in all the groups. [SS 1358]

Rawat, G.S. 1987. **A study of absenteeism in junior high school students in relation to**

school climate, social development, socio-economic status and academic achievement. Ph.D., Edu. Kumaun Univ.

Problem: The study investigates the problem of absenteeism in the junior high school students and its relation with some social variables and academic achievement.

Objectives: (i) To find out the relationship of absenteeism with social climate (SC), social development (SD), socio-economic status (SES) and academic achievement (ACH), and (ii) to study the relationship of absenteeism (AT) with SC, SD, SES, and ACH in terms of dimensions, sub-dimensions, and indices.

Methodology: Using the incidental sampling, 867 students (347 males and 520 females) of ten junior high schools were selected as a sample. In this sample 433 students were absentees and 434 regulars. The tools used were, School Climate Scale by M.P. Uniyal and A.R. Bisht, Social Development Scale developed by A.R. Bisht and the investigator, and Socio-economic Status Scale by M.P. Uniyal and A. R. Bisht. The academic achievement was measured by total marks of students in schools examinations. The students whose attendance percentage was below the median of total students' attendance percentage, were treated as absentees and those whose attendance were above the median were treated as regulars. The data were analysed by mean, SD, and 't' test.

Major Findings: (1) The regular students perceived SC and its dimensions more satisfactorily than absentees. (2) Significant differences appeared in absentees and regulars in SD, SES, and achievement. The regular students of age-groups 10-12 and 12-14, male and female, and Classes VI to VIII were higher in their mean scores on SC and its dimensions, than the absentees of age-groups 10-12 and 12-14, male and female and Classes VI to VIII respectively. (3) The regular students of age-group 10-12 and 12-14 male and female Classes VI to VIII were higher in social development, its

dimensions and indices, than their absentee counterparts. But the absentees and regulars of Class VIII were similar on SD. By age, sex and class, very rare differences appeared between absentees and regulars in their socio-economic status and achievement. (4) The absentees of age-group 10-12 and 12-14 years were slightly different on socio-economic status but not different on SC, SD and achievement. The male and female absentees were different on achievement and slightly different on socio-economic status but similar on SD. The absentee males perceived better cooperative orientation than females, whereas the absentee females had better perception in liberal orientation than males. (5) The absentees of Class VIII perceived SC better than absentees of Class VI and VII. The absentees of Class VI and VII did not differ on SC except in order orientation dimension of SC. The classwise absentees were not different on SD and socio-economic status. (6) The absentees of Class VI were different on achievement from absentees of Classes VII and VIII. (7) The absentees of Class VII and VIII were not different in achievement. (8) The regulars of age-group 10-12 and 12-14 years were not different on SC, SD and its dimensions but slightly different on socio-economic status and significantly different on achievement. The male and female regulars were different on achievement and socio-economic status but similar on SC and SD. (9) The regulars of Class VI, VII and VIII were not different on SD but slightly different on socio-economic status and significantly different from each other in achievement. Regarding the SC the regulars of Classes VI, VII and VIII were different but the regulars of Classes VI and VII were not different on SC except in one or two sub-dimensions. [AB 1823]

Ray, Prativa. 1990. **A study of students' attitude towards studies and health as related to their scholastic achievement.** M.Phil., Edu. Univ. of Poona.

Problem: The study concentrates on two factors, viz. attitude towards studies and mental health as influencing factors of scholastic achievement.

Objectives: (i) To study how academic achievement is related with attitude towards studies among boys and girls, and (ii) to study whether the status of mental health of boys and girls has any influence on their academic performance.

Methodology: The sample consisted of the students of Standard IX from high-schools of Cuttack City. Two stage sampling method was adopted, in which the first sample comprised schools and the second sample comprised the students. Out of 28 Oriya medium schools in Cuttack City, 25% of them i.e., seven schools were selected randomly as sample of schools. Out of 1,276 students in Class IX of those selected schools, 25% of them i.e. 320 (160 boys and 160 girls were selected). The tools used included Survey Schedule and Questions, and RCE Mental Health Scale by S.P.Anand. The collected data were treated using mean, SD and 't' test.

Major Findings: (1) The mean scores on attitude towards studies of all students was quite high, suggesting thereby that the students had a favourable attitude towards studies. (2) Boys and girls did not differ on their attitudes. (3) All students possessed stable mental health, but boys were better than girls. [LHB 0074]

Reddy, Ramana I.V. 1974. **Academic adjustment in relation to scholastic achievement of secondary school pupils: A longitudinal study.** Ph.D., Psy. Sri Venkateswara Univ.

Problem: This study is designed to find the relation of academic adjustment to scholastic performance of pupils during the terminal stage of their secondary school education.

Objectives: (i) To find out the relation of academic adjustment to scholastic performance, and (ii) to find out the desirable patterns of

academic adjustment in pupils who obtain higher levels of scholastic performance.

Methodology: Using the repeated measurements design, subjects from the localities (rural, semi-urban and urban) were selected by a three-stage random sampling procedure. The three groups of subjects selected for the study were matched on three variables, namely age, number of years of schooling, and mental ability. Tools used included, Raven's Standard Progressive Matrices, Rao's Socio-economic Status Rating Scale, and adapted Telugu version of Rao's Academic Adjustment Inventory. The collected data were treated using Bartlett's Test of Homogeneity, means, standard deviations and coefficient of correlation.

Major Findings: (1) Academic adjustment was significantly related to the scholastic performance. (2) The mental ability and scholastic performance were only moderately related. (3) The scholastic performance and locality were unrelated. (4) The subjects from the three areas urban, semi-urban, and rural areas adjusted themselves comparably to the world of academic work. (5) There were no differences among the subjects from urban, semi-urban and rural localities with regard to scholastic performance as well as academic adjustment. (6) The attitudes to self-learning, achievement, parents and teachers and peers were found to be positively related to academic adjustment. (7) Socio-economic status, size of the family, aim of life did not have significant relation to scholastic performance. [PVD 0108]

Roy, Neelam. 1989. **Change in verbal behaviour of teachers and its effects on student achievement.** Ph.D., Edu. Patna Univ.

Problem: This study investigates the effects of training in interaction analysis on verbal behaviour of teachers and its effects on student achievement.

Objectives: (i) To examine the effect of training in interaction analysis on verbal behaviour of

teachers, and (ii) to find out the effect on achievement of students taught by so trained teachers.

Methodology: The sample of this study consisted of randomly selected 80 student-teachers from two randomly selected primary teacher education colleges, 40 each in the experimental group and the control group. The tools used were Flander's Interaction Analysis Categories, and an Achievement Test in Social Studies standardised by the investigator. The mean, SD, and 't' test were applied for testing the hypotheses.

Major Findings: (1) The student-teachers trained in interaction analysis were found to be significantly better in the use categories two through nine. (2) There was no significant difference in achievement among students who were taught by two sets of teachers. [RPSi 0662]

Rudramba, B. 1988. **Problems of teaching the new social studies syllabus of Standard VII in Andhra Pradesh and their impact on pupil achievement.** Ph.D., Edu. Sri Venkateswara Univ.

Problem: The present study evaluates the new social studies syllabus for Class VII in terms of its content and thereby identifies the problems and impact of these problems on pupil achievement in Andhra Pradesh.

Objectives: (i) To find out the problem of teaching the new Class VII social studies syllabus in Andhra Pradesh, and (ii) to find out the impact of these problems on pupils' achievement.

Methodology: The sample was conceptually designed to get a picture of the whole of Andhra Pradesh. To obtain a reasonable representation of all the three geographic regions, a district from each region was randomly selected at the first stage. In the second stage, from each of these districts seven mandals were selected randomly. All the teachers teaching Class VII social studies in all the schools in these mandals were taken

as a cluster. Three hundred Class VII teachers and 1,500 students were involved in the study. The tools used included, Rating Scale, Questionnaire, Check-list of problems faced by the teachers, and Achievement Test in Social Studies. Percentages, chi-square, 't' test, and analysis of variance were employed for statistical analysis.

Major Findings: (1) The mean score of Class VII pupils in new social studies achievement test was 52.91 which was neither high nor low. (2) Only a small number of sample of teachers (14.33%) encouraged the students themselves preparing the answers for essay type questions. (3) 46.34% of teachers liked to correct the answer after they were prepared by the students. (4) Twenty-five per cent teachers liked the objective type of questions to be answered by the students and corrected by themselves as the answers were dictated by the teachers, while half of the sample of teachers (50.33) got objective type questions answered first by the students followed by their correction. (5) Lack of audio-visual aids, lack of social studies laboratory, content being overloaded and lack of sufficient number of periods for teaching were found to be major problems, in the order of importance, faced by the teachers. (6) There was no significant difference between the mean scores of the students whose teachers felt that all the items in the textbook were difficult, slightly difficult and easy. (7) There was no significant influence of the difficulty level of the syllabus felt by the teachers on the whole on the achievement of their pupils. (8) There was no significant influence of the methods followed by the teachers in getting the exercises (two essay type, two short answer type and three objective type) done on their students' achievement. (9) There was no significant impact of the teachers' problems about the content and teaching methods on the achievement level of their students. (10) The mean achievement of the students whose teachers had attended in-service training programme was higher (38.4%) than the students whose teachers

had not undergone the in-service training programme. (11) There was no significant influence of the use of audio-visual aids in social studies on the achievement level of the pupils. [PVD 0135]

Sahay, N. 1991. **Familial correlates of academic achievement in rural Hindu school students.** Ph.D., Psy. Ranchi Univ.

Problem: It attempts to evaluate the relationship between parental variables and scholastic achievement of rural Hindu school students.

Objectives: (1) To examine the role of caste, status and parental support in the scholastic achievement of the students, (ii) to evaluate the relative effectiveness of intelligence and parental support on the academic achievement of the students, (iii) to study the relationship between age, grade, caste, sex, intelligence and parental support and academic achievement, and (iv) to examine the degree of relative effectiveness of intelligence, income, mother's parental support, father's parental support and the parental support of mother and father on academic achievement.

Methodology: The samples were selected randomly from rural schools of Lahordaga District. The sample was drawn at two stages. In the first stage 300 school students were selected from three grades, i.e. Grade I, VI and XI. In the second stage, the sample of two extreme groups, i.e. 30 high scorers and 30 low scorers were selected on the basis of median cut-off points of achievement test scorers. Thus, the student sample consisted of 300 cases and the high and low scores consisted of 60 cases. The parental sample consisted of 120, i.e. 60 fathers and 60 mothers. Various instruments used included, Scholastic Achievement Test, Porteus Maze Test (Intelligence Test), Parental Attitude Scale, and a Questionnaire. Product-moment correlation, 't' ratio, F-ratio and regression analysis were used for data analysis.

Major Findings: (1) The level of education, sex and caste had no independent effect on the development of scholastic achievement. (2) The level of intelligence remaining the same, students with higher level of parental support achieved more than the students with lower level of parental support. (3) Interaction effects between level of education and caste, level of education and sex, level of education and parental support, caste and sex, caste and parental support, caste and intelligence, sex and intelligence and parental support and intelligence were not statistically significant except the level of education and intelligence. But interaction effects of grade, caste, sex, parental support and intelligence were significant. (4) Regression analysis indicated that mother's contribution was more effective than father's. Intelligence and income did not contribute much (i.e. 14.45% and 27.98%, respectively) in comparison to the combined contribution of father and mother (56.27%). (5) Parental support was the most powerful correlate of academic achievement. [KCP 0387]

Salgiya, S. 1988. **A comparative study of retention and academic achievement of learners in formal schools and non-formal education centres.** Independent study. Udaipur: State Institute of Educational Research and Training.

Problem: This study addresses the problem of retention and academic achievements of learners in two different types of educational systems, i.e. formal and non-formal.

Objectives: (i) To find out the retention rate in formal schools and non-formal education centres, (ii) to identify the causes responsible for low retention, and (iii) to compare academic achievement and retention rate of formal with non-formal system of education.

Methodology: The study covered 3,900 learners of formal schools and non-formal education centres, 75 teachers and headmasters, 75 instructors, three assistant project officers,

six NFE supervisors, six sub-district education officers, two district education officers, two district adult education officers, 12 deputy district education officers, 150 parents and 75 people representatives were taken as the sample. The tools used included Questionnaire, Achievement Test, School Information Blank, and Interview Schedules.

Major Findings: (1) Retention in formal schools was more in comparison to non-formal centres. (2) Retention of children from SC and ST was less than children of other castes. (3) Average retention of boys in formal school and NFE was 58.6% whereas in the case of girls it was 23.2% in formal schools and 26.60% in NFE. It means retention of girls in NFE was more than in formal schools. (4) Major causes responsible for low retention were lack of interest in parents, their poverty, keeping children busy in agricultural and domestic activities, lack of proper teaching facilities and lack of interest in teachers. Whereas causes related to high retention were nearness of schools, great interest of parents regarding education, co-operation of panchayat samities and teachers' interest in teaching work. (5) Academic achievement of NFE learners was better in language and lower in mathematics than the students of formal schools. [JCV 1559]

Sam, Udaya Kumar. 1992. **The teaching of general science and the development of scientific attitude in secondary school students in relation to achievement in general science.** M.Phil., Edu. Annamalai Univ.

Problem: The study is about the influence of teaching of science on the development of scientific attitude in secondary school students and their achievement.

Objectives: (i) To find out the extent to which the secondary school students were having scientific attitudes, (ii) to find out whether there was any significant difference in the perception of teaching science and scientific attitudes of pupils of low effective group, and high effective

group and average effective group, and (iii) to find out the relationship between the scientific attitudes and achievement of the secondary school students in general science.

Methodology: The sample comprised 402 students selected randomly from eight schools in Cuddalore Educational District. Tools used included Scientific Attitude Test (SAT) of P.M. Phateed and Pupils' Perception of Teaching of Science by the researcher. Mean, standard deviation, correlation analysis, 't' test and chi-square test were used to treat the data.

Major Findings: (1) There was significant difference between mean perception scores of boys and girls in average effective group in respect of teaching of science. (2) The urban and rural pupils of average group differed in their perception of teaching of science. (3) There was no significant difference between the mean perception scores of boys and girls in the high group in respect of teaching of science. (4) There was no significant difference in perception of teaching of science by pupils of urban and rural schools in the high group. (5) The scientific attitude test scores of boys and girls of the average group differed significantly and there was no significant difference between the means of scientific attitude test scores of the pupils of urban and rural areas of the average group. (6) The mean scores of the scientific attitude test of boys and girls did not differ significantly in the high group and the mean scores of the scientific attitude test of the pupils of urban and rural areas in high group differed significantly. (7) The means of boys and girls in low group did not differ significantly in respect of scientific attitude. (8) There was significant difference between the means of the boys and girls in low group in respect of perception of teaching of science. (9) There was significant difference between means of the pupils of urban and rural areas in low group in respect of perception of teaching of science. [MDa 1577]

Samal, N. 1990. **Relationship between planning**

and academic achievement of boys and girls: Effect of home-environment variables. M.Phil., Psy. Utkal Univ.

Problem: The study centres upon the problem of home variable on the relationship between planning and academic achievement of boys and girls.

Objectives: (i) To examine the relationship between planning, sex and academic achievement, and (ii) to examine whether home variables can explain the observed relationship between planning, sex and academic achievement.

Methodology: The sample of this study consisted of 60 Grade IX children drawn from University High School, Bhubaneswar and selected on the basis of their planning behaviour and sex. All these subjects belonged to the middle socio-economic status (SES). The tools used in the study were Trial Making Test of Armitage, Academic Achievement measures from last examinations, and Home Environment Questionnaire of Jachuck and Khandai. Results were analysed using mean, SD, and analysis of variance.

Major Findings: (1) The academic performance of high planners were better than that of low planners. (2) There was no significant difference between boys and girls with regard to academic achievement. (3) The children belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from low planning ability. (4) The children from high socio-economic status had a better planning ability than that of the children from low socio-economic status. (5) Planning ability had no relationship with family size. [KCP 0432]

Saraswat, Anil. 1988. **A differential study of achievement-motivation, occupational aspiration and academic achievement of adolescents in different types of school climate in Aligarh District.** Ph.D., Edu. Agra Univ.

Problem: The study is on the effect of school climate on certain personality characteristics of the child.

Objectives: (i) To find out the occupational aspirations of adolescents, (ii) to find out the relationship between achievement-motivation and academic achievement of different groups, and (iii) to find out the significance of difference among achievement-motivation, occupational aspiration and academic-achievement of adolescents in different types of school climates.

Methodology: The sample comprised 1,000 male and female students of Class X studying science and arts in the schools of rural and urban areas of Aligarh District using random sampling procedure. The tools used were Occupational Aspiration Scale of Grewal, Organisational Climate Description Questionnaire of Halpin and Craft, and Achievement Motivation Test of Rao. Statistical measures used included mean, SD, and critical ratio.

Major Findings: (1) Boys-girls, rural-urban students, science-art students significantly differed in their academic achievement, occupational aspiration and achievement-motivation. (2) The coefficients of correlation among achievement-motivation, occupational aspiration and academic-achievement were significant. (3) All the correlations obtained on the basis of school climate were significant. [SS 0770]

Sardesai, Tanuja. 1991. **Causes of failure in Standard V: A study of some Marathi medium high-schools in Pune municipal corporation area.** M.Phil., Edu. Univ. of Poona.

Problem: It attempts to study the causal factors of failure at Standard V level in some selected Marathi medium high schools in Pune City.

Objectives: (i) To find out the relationship between scholastic achievement of students and their intelligence, and (ii) to identify causative

factors for failure at Standard V as perceived by students, parents and teachers.

Methodology: From among the Marathi medium schools, nine privately managed and two conducted by Pune corporation schools were selected randomly in the study. About 142 students who had failed in Standard V in these schools in April 1989 were covered for detailed investigation. Fifty teachers and 50 parents were also included in the sample. Relevant data were collected using Interview/questionnaire method, Nafde's Non-verbal Test of Intelligence (NVTI), and Achievement Test. Qualitative analysis of the information and some descriptive statistics like average and percentages were used to treat the data.

Major Findings: (1) Relationship between scholastic achievement of students and their intelligence was very low. (2) In the opinion of parents, the causal factors of failure were incorrect teaching methods, poor base of the students and heavy syllabus, etc. (3) Lack of individual attention by teachers in the school, and by parents at home was also an important factor for failure of the students. [LHB 0065]

Sarojamma, Y.H. 1990. **A comparative study of reading ability and social maturity of over, normal and underachievers of Standard VII.** Ph.D., Edu. Bangalore Univ.

Problem: The study is centred around under-, normal- and overachievers and their reading ability and social maturity.

Objective: To measure and compare the reading ability of under, normal and over-achievers and of the subgroups of these categories of students based on sex, type of schools, and social maturity.

Methodology: The study was conducted on a final sample of 1,000 Standard VII students whose medium of instruction was Kannada. This sample was drawn from the total population of 28,055 by giving proportionate representation to

categories like sex, government and private schools. The final sample comprised 476 boys and 524 girls. The tools used for collection of data were the Non-verbal Group Test of Intelligence by Premalatha, a standardised Achievement Test Battery by Aruna, Silent Test Battery by Shivananda and Deve Gowda, and Social Maturity Scale by Sathyannarayana and Sudha. The multiple classification analysis of variance and 't' test were used for testing the hypotheses.

Major Findings: (1) There was significant difference in the reading ability of (a) normal and underachievers, (b) over- and normal-achievers, (c) girls and boys, (d) students having high and normal social maturity, (e) students having high and low social maturity, and (f) students in private and government schools. (2) The interaction effects of the variables on reading ability, hypothesised were not significant. [MKh 0325]

Sati, B.D. 1991. **Comparative study of needs, values, aspirations and adjustments in relation to academic achievements of Scheduled Castes and other students of secondary schools of Kumaun.** Ph.D., Edu. Kumaun Univ.

Problem: The study compares the needs, values, aspirations, and adjustments of Scheduled Castes (SC) and Non-Scheduled Castes (NSC) secondary school students in relation to their academic achievements.

Objectives: (i) To find out the distribution of value pattern, level of educational aspiration, level of adjustment, need pattern and academic achievement of Scheduled and Non-Scheduled Castes students, (ii) to compare the value pattern, level of educational aspiration, level of adjustment, need pattern and academic achievement of Scheduled and Non-Scheduled Castes boys and girls, and (iii) to compare Scheduled Castes students on values, educational aspirations, adjustment, and need pattern when differentiated on the basis of academic achievement and sex.

Methodology: The descriptive method was employed in the study. Three-stage stratified random sampling procedure was used to select the sample of 200 SC and 200 NSC students from Kumaun region. The tools used were Values Test by R.K. Ojha, Educational Aspiration Scale (Form P) by V.P. Sharma and Anuradha Gupta, Adjustment Inventory by Sinha and Sinha, Tripathi's Personal Preference Schedule for Needs, and academic achievement of students was taken from school records. The data collected were analysed using mean, SD and 't' test.

Major Findings: (1) Scheduled Castes boys had more defence, succorance, emotional, educational and total adjustment than Scheduled Castes girls. (2) Scheduled Castes boys and girls did not differ in their values and educational aspirations. (3) High achieving Scheduled Castes boys had higher theoretical value than low achieving boys though low achieving boys had higher economic value. (4) High achieving Scheduled Castes boys had higher change need than high achieving girls and low achieving boys had more affiliation need than low achieving girls. (5) Low achieving girls had more autonomous and dominance needs than low achieving boys and more dominance than high achieving boys. (6) The NSC boys had higher theoretical value and more endurance need than NSC girls and girls of this category were at a higher level in social values, educational aspiration, deference, succorance and aggression than the boys. (7) In Non-Scheduled Castes group (a) high achieving girls had higher economic values than low achieving girls, (b) low achieving girls had higher religious values than high achieving girls and boys, (c) high achieving boys had higher succorance and heterosexuality needs than low achieving boys and higher nurturance needs than low achieving girls, (d) high achieving girls had more abasement and nurturance needs than low achieving girls, (e) low achieving boys had more endurance than high achieving boys and more nurturance and endurance than high achieving girls. (f) low

achieving girls had more heterosexuality and aggression than high achieving girls and more heterosexuality, aggression, order and succorance than low achieving boys. (8) Scheduled Castes students had higher theoretical, political values, order, autonomous, affiliation, nurturance and endurance needs than Non-Scheduled Castes students. (9) Non-Scheduled Castes students had higher economic and aesthetic values, educational aspiration, exhibition, change, heterosexuality and aggression needs than Scheduled Castes students. [AB 1566]

Saxena, Vandana. 1988. **A study of the impact of family relationship on adjustment, anxiety, achievement-motivation, self-concept and academic achievement of high school students.** Ph.D., Edu. Agra Univ.

Problem: The study is about the influence of family relationship on adjustment and achievement of students.

Objective: To compare the students having different family relationship with respect to (a) adjustment, (b) anxiety, (c) achievement-motivation, (d) self-concept and (e) achievement.

Methodology: The sample comprised 300 boys and 300 girls of Class XI of Agra City. The tools used were Parental Acceptance-Rejection Questionnaire of Jai Prakash and Bhargava, Adjustment Inventory for School Students of Sinha and Singh, Indian adaptation of Sarason's General Anxiety Scale of A. Kumar, Achievement Motivation Test of R.P. Bhargava, Self-Concept Test of R.P. Bhatnagar and academic achievement was considered using high school marks.

Major Findings: (1) Family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total, emotional, social and educational adjustment. (2) Boys had better educational adjustment than girls. (3) Anxiety and achievement-motivation was not signifi-

cantly influenced by family relationship. Girls were more anxious than boys. (4) No significant difference was observed between dimensions of self-concept and family relationship. (5) In academic achievement accepted and average students did not differ from rejected students. [SS 0834]

Seethamony, D. 1988. **Familial and social factors associated with underachievement in school subjects.** Ph.D., Edu. Univ. of Kerala.

Problem: The study identifies the familial and social factors associated with underachievement in school subjects.

Objectives: (i) To identify the familial and social variables which discriminate (a) normal and underachievers, (b) over- and underachievers, (c) over and normal achievers, and (ii) to find out if there is a significant difference in the proportion of underachievement or any of the other related achievement levels, if two contrasted groups are formed on the basis of certain socio-personal variables.

Methodology: The sample was made up of 680 students (365 boys and 315 girls) drawn from 19 schools of Trivandrum District. The tools used in the study were Kerala University Verbal Group Test of Intelligence of N.P. Pillai, A.S. Nair and J.G. Amma, Kerala University Non-verbal Group Test of Intelligence of A.S. Nair, Composite Test of Generalised Achievement of A.S. Nair, Abraham and Seethamony, Family Integration Inventory of Abraham and Fernandez, Scale of Parental Attitude towards Academic Work of Seethamony, the Kerala Socio-economic Scale of A.S. Nair, and General Data Sheet. Statistics used to treat the data were regression equations, two-tailed test of significance for difference between means for (a) dependent, (b) independent sample, and tests of significance for difference between proportions.

Major Findings: (1) The mean scores of normal achievers were significantly greater than the mean scores of underachievers with respect to the eleven familial and social factors. (2) The

was significant difference between the two achievement levels with regard to six of the familial and social variables, the difference being in favour of the normal achievers. (3) The mean scores of overachievers (equated groups) were significantly greater than the mean scores of underachievers for nine of the familial and social variables. (4) The mean scores of overachievers were found to be significantly greater than the mean scores of normal achievers for seven of the familial and social variables. (5) (a) The proportion of underachieving boys was greater than the proportion of underachieving girls, (b) the proportion of overachieving girls was significantly greater than the proportion of overachieving boys, (c) the proportion of underachievers among the high age-group was greater than that of the low age-group, (d) the proportion of overachievers in the low age-group was significantly greater than the proportion of overachievers in the high age-group, (e) the proportion of underachieving rural subjects was greater than that of the underachieving urban groups. (6) Proportion of overachievers of urban group was greater than that of the overachievers of rural group. (7) The proportion of underachievers was comparatively greater in the backward castes group. [VR 1665]

Selvaraj, Gnanaguru A. 1992. **A study of some factors related to reading achievement in Tamil in secondary schools of Tamil Nadu.** Ph.D., Edu. Annamalai Univ.

Problem: An attempt has been made to find out the relationship between reading achievement and some selected factors.

Objectives: (i) To determine the relationship that exists between the students' reading achievement in Tamil on the one hand and the following seven linguistic, psychological and demographic variables on the other, (a) Grammar (Tamil), (b) Vocabulary (Tamil), (c) Language Interest, (d) Study Habits, (e) Parental Educational Status, (f) Parental Income, (g) Parental Occupation, and (ii) to find out the standards of reading achievement in Tamil and the

grammatical knowledge, passive vocabulary, language interests, and study habits of the pupils (Standard IX) of secondary schools of Tamil Nadu.

Methodology: The actual sample taken up for analysis was 484 pupils. The basal sample was obtained from Standard IX pupils attending secondary schools in Tamil Nadu, using the random cluster sampling technique with due consideration given to sex, locality, and medium of instruction. The tools developed and used by the investigator were Silent Reading Comprehension Test, Speed Test, Cloze Test, Grammar Test, Vocabulary Test, and personal data sheet. The tools adapted and used were Language Interest Inventory of Abraham Mercy, and Study Habits Questionnaire of Kerala University. The collected data were treated using mean, SD, correlation, 't' test, partial correlations and regression analysis.

Major Findings: (1) All the seven independent variables, i.e. grammar, vocabulary, language interests, study habits, parental education, parental income and parental occupation were found to have significant correlations with the pupils' reading achievement in Tamil. Among them vocabulary had the highest correlation and language interest had the least. (2) Of the seven variables studied, study habits was found to be related most and parental occupation least to the pupils' reading achievement in Tamil when the effect of the other variables were partialled out. (3) Twenty-two per cent of the variance in pupils' reading achievement was attributed to factors such as grammar, vocabulary, language interest, study habits, parental education, parental income and parental occupation. [MDa 0990]

Sen, Barat Kalpana. 1992. **An investigation into the personality make-up, intelligence and study habit of high and low achievers.** Ph.D., Edu. Univ. of Calcutta.

Problem: The study attempts to focus on the personality make-up, intelligence and study habits of high and low achievers at secondary school stage.

Problem: This study investigates the relationship between self-concept (SC) and intelligence (IQ), SC and academic achievement (AA) and IQ and AA.

Objectives: (i) To study whether there were significant sex differences in SC, IQ and AA between semi-urban and rural area pupils of Grade X, and (ii) to study the relationship among SC, IQ and AA.

Methodology: Out of the total population of about 500 pupils of Grade X of Sihore Taluka, 305 pupils (61%) were selected randomly from eight schools out of which two were from semi-urban area. The sample from semi-urban area consisted of 60 boys and 67 girls. From six schools located in rural areas, 169 boys and 69 girls were selected. The sample was selected by stratified random cluster sampling method. The tools used were J.H. Shah's Self-concept Inventory, and Desai-Bhatt Group Intelligence Test. To evaluate pupils' AA, the marks obtained in academic subjects at the Gujarat State Secondary Education Board were taken into consideration and were converted into percentages. Mean, SD, 't' test, and Pearson's product-moment correlation were used to treat the data.

Major Findings: (1) There was no sex difference in SC either in semi-urban or rural areas. (2) There was no sex difference in DIQs (Deviation IQ) either in semi-urban or rural areas. (3) There was significant difference in AA, in favour of boys, in both semi-urban and rural areas. (4) There were positive and linear correlation among SC, DIQs and AA in both types of areas. (5) Intelligence was more related to AA than SC. [JHS 0721]

Sharma, A.P. 1988. **Poor achievement of secondary school pupils at O level in W.A.S.C. in Sokoto State, Nigeria: Administrative factors.** *Indian Educational Review*, Vol.23 (3): 27-40.

Problem: This study analyses the causes of poor achievement of school pupils.

Objective: To find out the causes for the poor achievement of students.

Methodology: The study was limited to 20 established secondary schools in Sokoto State in Nigeria. These schools were chosen out of a total of 24 old schools. One hundred and twenty questionnaires were distributed to these schools. Out of 17 Inspectors and Chief Inspectors, only 14 were available for interviewing. In addition to these, 65 students were interviewed from the State of Sokoto. Five tools were developed and used in the study; three interview schedules for principals, Chief Inspectors of Education (CIE) of the Ministry, a questionnaire for staff of the school and an observation schedule for the enlightenment of the researcher for the various aspects of school administration. Responses of the above were analysed through calculation of percentage and use of chi-square test.

Major Findings: (1) Role played by the principals was inadequate, so it affected schools results adversely. (2) The role played by the Inspectors and Chief Inspectors of Education in the Ministry was not effective, therefore, it did not help in improving the school environment, which in turn affected pupils' performance. (3) The attitude of the indigenous and expatriate staff towards work was not desirable. (4) The Ministry did not have a clear-cut policy regarding the intake of students from primary to secondary schools. (5) The evening study hours generally went waste in the urban as well as rural areas. (6) Schools did not have adequate physical facilities. (7) Regarding teachers' postings and transfers the Ministry did not have a definite policy. [TNSB 1406]

Sharma, Atmanand. 1987. **Development of criteria for electing a stream and course within a stream at the higher secondary stage (studies on prediction of academic achievement).** Independent study. *National Council of Educational Research and Training*. [ERIC funded]

Problem: It attempts to identify factors that could predict academic achievement of Class XI students.

Objectives: (i) To investigate the efficiency of 'g' scores as a predictor of achievement in SSC examination, (ii) to investigate the efficiency of SAT and DAT (VR+NA) as predictors of achievement in SSC examination, (iii) to investigate the efficiency of EPQ scores for predicting success in SSC examination, (iv) to investigate the efficiency of Rao's Adjustment Inventory as a predictor of success in SSC examination, and (v) to investigate the efficiency of interest scores as predictor of achievement in SSC examination.

Methodology: The sample consisted of about 400 students studying in Class XI in 1979-80. In the final analysis only those students were included for whom marks in the SSC examination 1981 were available. The sample included five schools of South Delhi District. The tools used were Raven's Standard Progressive Matrices Test (SPM-I), Differential Aptitude Test, Short form of NCERT's Scholastic Aptitude Test for Class XI.

Major Findings: (1) Marks (SSE) in science, English and aggregate percentage could meaningfully predict success in physics. (2) None of the predictors was found as an efficient predictor of commerce group subjects. (3) For accountancy and auditing group of courses, social studies marks at SSE proved useful for predicting success at the SSCE and marks in science (SSE) for predicting success in General Foundation Course (GFC). (4) 'G' measured by PM did not have any worthwhile efficiency for predicting success in SSC examination of the CBSE. (5) DAT (VR+NA) did not appear to be an effective predictor for any of the groups of subjects of the academic stream. But it could be used for predicting success in history (arts group) and economics (commerce group). (6) SAT appeared to be an efficient predictor of arts group (Academic Stream). (7) EPQ is an efficient predictor of success in Arts Group. (8) Scores on Rao's Inventory are not efficient predictors of success

for any of the streams, groups of courses and subjects within a group. (9) For predicting success in arts group, high scores in interest, factors D and G, and low scores in C and F can be relied upon. (10) In science group high scores in C (scientific) interest, coupled with low scores in G (outdoor) can be relied upon. (11) In commerce group, high scores in B (business) and D (aesthetic) interests may be relied upon. (12) High scores in B (business) interest factor could be relied upon for predicting success in the accountancy and auditing groups. [MSG 1155]

Sharma, Madhuri. 1988. **A study of factors in pupil academic achievement in different streams of courses of the higher secondary stage.** Ph.D., Edu. Agra Univ.

Problem: The study attempts to analyse various factors related to academic achievement.

Objectives: (i) To find out the association of different variables with the scholastic achievement, (ii) to find out the differences among students of different streams on the various variables (inter-stream differences), (iii) to find the inter-stream differences on the predictor variables after controlling the effect of control variables, and (iv) to find the independence of the choice of the courses and the interests of the students.

Methodology: The sample of the study comprised 1,200 students (200 from six streams) who were selected from different streams. The sample consisted of the students studying in Class XII. The tools used in the study were Verbal, Non-verbal, Mixed Type Group Test of Intelligence of P.N. Mehrotra, Educational Interest Record by S.P. Kulshrestha, Verbal Test of Creative Thinking by Baqer Mehdi, Study Habits Inventory by A.J. Qadri, Socio-economic Status Scale (Hindi) by S.P. Kulshrestha and U.P Board Examination marks of Class XII.

Major Findings (1) The verbal intelligence, non-verbal intelligence, intelligence and creativity were positively correlated with scholastic

achievement in case of all the six streams. (2) Socio-economic status and study habits were positively correlated with academic achievement of the six streams. (4) There was inter-stream differences with respect to non-verbal intelligence. (5) Science stream attracted the most intelligent students while the agriculture stream the least. (6) The students of different streams did differ with respect to their level of creativity. (8) The students of different streams did not differ significantly on the non-verbal intelligence, however, science students surpassed the students in all streams. (9) Science stream attracted the students of significantly higher socio-economic status while agriculture had the lowest socio-economic status. (10) The students of science stream possessed the best study habits while commerce students had the worst type of study habits. (11) The choice of the courses depended upon the interest. [SS 0831]

Shrivastava, Priyambada. 1992. **Cognitive style in relation to educational interest, learning style and academic achievement**. Ph.D., Psy. Rawishankar Univ.

Problem: It attempts to study whether cognitive style is related in any way with educational interest, learning style and academic achievement.

Objective: To study the relationship between cognitive style, educational interest, learning style and academic achievement.

Methodology: The sample of 600 students studying in Class X in different higher secondary schools of Raipur City were selected randomly for the present study. Instruments used in the present study were Group Embedded Figure Test (GEFT) by Oltman, Ruskin and Witkin, Educational Interest Record by Kulshrestha, Hindi adaptation of Inventory of Learning Processes (ILP) by Schmeek, Ribich and Ramnaiah, and scores obtained in the last Board Examinations at Grade X. Mean, SD, two-way ANOVA and Cochran's test were used to treat the data.

Major Findings: (1) Subjects showing high interest in science and fine arts tended to be more FI than those showing low interest. (2) Students showing high and low interest in agriculture, commerce, humanities, home science and technology did not show any significant difference in their FD-I cognitive style. (3) Students with high deep processing learning style tended to be more FI than those with low deep processing. (4) Students displaying methodical study, fact retention and elaborative processing learning style did not show any significant difference in their FD-I cognitive style. (5) More students achieving high in literature, mathematics, science, social studies and on overall achievement displayed FI cognitive style than those achieving low. [VPS 0867]

Shukla, Sneha Lata; Garg, V.P.; Rajput, Sarla; Jain, V.K. and Arora, O.P. 1992. **Attainments of children in primary schools in various states in the country**. Independent study. National Council of Educational Research and Training.

Problem: The study evaluates the attainment level of Class IV children in arithmetic and first language of the child as cumulative learning and examines the determinants of attainment related to home-background and school-related variables. It also studies some aspects of teacher related variables.

Objectives: To find out (i) whether opportunities to learn all that was expected to be learnt are available at home/school, (ii) whether achievements differ in different skills/competencies, (iii) whether there are inter-state and intra-state differences in students' achievement, and (iv) the correlates of achievement in primary classes.

Methodology: Multi-stage stratified random sampling design was adopted for selection of primary schools in each of 22 states and the Union Territory of Delhi. Pupils who were studying in Class IV in recognised schools were the population under consideration. The school

was the unit of sampling. A three-stage (district, city/block and school of a state) stratified random sampling was adopted to select the schools in various districts of a state. Broadly speaking, the sample as designed was self-weighted within the state. In all 65,861 pupils of Class IV from 4,583 schools were covered. Various tools used were a battery of seven tests covering Arithmetic, Reading Comprehension (Paragraph), Reading Comprehension (Sentences), Word Knowledge, Appropriate Word, Sentence Structure and Spellings. Besides these tests, information was collected covering student, home background, teachers' profile and basic data of the schools. Descriptive statistics and multiple regression analysis were used to analyse the data.

Major Findings: (1) The attainment level of students in various states varied from 32% to 57% in the aggregate (combined scores of all seven tests). Picture was similar for achievement in arithmetic or language. (2) The attainment level between urban and rural pupils differed except in the states of Arunachal Pradesh, Orissa, Punjab, Sikkim and Uttar Pradesh. (3) The gender differences in the attainment level existed in almost all the states except Jammu & Kashmir, Kerala and Tamil Nadu. (4) For the entire country, backward classes and others as a group did better than SC/ST pupils, but there was strong tendency for the most numerous groups in the state to have the highest average score as well. It was noted that there was evidence of deterioration in the achievement in Grade V. (5) Scores on Word Knowledge were taken as a surrogate for pupils' ability as it finds a place in tests of intelligence frequently. Pupil's ability had the maximum influence on his learning of school-related tasks, followed by home-background variables, facilities for learning and educational environment at home. (6) The variables related to school and teacher influencing achievement varied from state to state. (7) The proportion of SC/ST pupils, the age of the student, no-detention policy, P.T.A., facilities for teachers, availability of space for organising teaching, amount of time devoted to teaching (arithmetic) and Operation Blackboard

Scheme, were found to influence the achievement level. (8) In-service education was found to be a positive factor. (9) The graduate teacher did not seem to raise levels. [DMESDP 0570]

Sibia, Anjum. 1989. **Degree of prediction of achievement by field dependence, test anxiety and intelligence in females.** *Indian Educational Review*, Vol. 24(3): 116-24.

Problem: It attempts to study the degree of prediction of achievement by field dependence, test anxiety and intelligence in females.

Objective: To study the degree of prediction of achievement from field dependence, test anxiety and intelligence among Class IX students.

Methodology: Two hundred and eighty-seven Class IX girls of different Central schools of Delhi were chosen who belonged to the middle income group. The tools used included Kuppaswamy's Socio-economic Status Scale, Group Embedded Figure Test (GEFT), Raven's Progressive Matrices (RPM), General Mental Ability Test (GMAT) of P.S. Hundal, Hindi version of Test Anxiety Inventory of Sharma, Sud and Spielberger, and for academic achievement, the total marks obtained by the students in their annual examination were used. Multiple linear regression analyses were used to treat the data.

Major Findings: (1) Test anxiety was found to be the most important predictor followed by verbal intelligence. (2) In case of total academic achievement, English, Hindi and social science, test anxiety was the most important predictor, whereas in case of science, verbal intelligence was the most important predictor. (3) Non-verbal intelligence contributed significantly only in social science. In mathematics, all the independent variables were non-significant. [SPR 1445]

Singh, Manju. 1989. **A study of achievement in English in relation to intelligence, interest, socio-economic status and facilities available for learning the language at high school stage.** Ph.D., Edu. Univ. of Gorakhpur.

Problem: The study aims to know why students opt for English at high school level, how much interest they have and what facilities are provided to them for learning the language.

Objectives: (i) To find out the reasons for opting for English at high school stage, (ii) to know the reasons for unsatisfactory achievement of English, (iii) to find out the average level of performance of high school students in English, (iv) to make a comparative study of the average scores of boys and girls in various tests and questionnaires, (v) to find out the degree of relationship between English achievement and the correlates, and (vi) to find out which of the related variables play an effective role in the achievement of students in English.

Methodology: Using stratified random sampling method, 908 students of Class X from Eastern and Central Uttar Pradesh were selected as the sample. The tools used included Check-lists, Achievement Test in English, an Interest Inventory, Socio-economic Status Scale, a Questionnaire, and Mental Ability Test by A.C. Joshi. Mean, SD, correlation coefficient, multiple correlation and regression were used to analyse the data.

Major Findings: (1) The mean scores in the English achievement test of the high school students (boys and girls) indicated that the majority of the students secured marks near the central value 43; for boys the mean value was 43.08 and for the girls it was 42.88. (2) The distribution of the scores of boys and girls in the five selected variables, i.e. achievement in English language, intelligence, interest, socio-economic status and educational facilities were found to be positively skewed. (3) The difference in the mean scores of the boys and the girls in English achievement and facilities were found to be insignificant. For the mean scores of intelligence, interest and socio-economic status, it was significant. The girls were found to be enjoying better socio-economic status. They also showed more interest in studying this language. (4) Significant differences between the mean

scores of the rural and urban students (boys and girls) were observed in all the five tests and questionnaires, except for the interest scores of the boys of rural and urban areas. In all the tests, the urban students of both the sexes were found to be superior to the rural students. (5) Students who scored high on the English achievement test, also secured high marks on the intelligence test, interest inventory, socio-economic status scale and questionnaire on facility. The low scoring students secured low scores in all the tests. (6) English achievement of boys and girls was influenced by intelligence, interest, socio-economic status and facilities. (7) All the above-mentioned five variables, i.e. English achievement, intelligence, interest, socio-economic status and facilities showed positive relationship with each other and were significant. [BKS 1728]

Singh, Sunder. 1988. **An investigation into the interrelationship between achievement of certain concepts of physical chemistry and cognition and convergent production of semantic classes, relations and implications of the morphological model of structure of intellect.** Ph.D., Edu. *Jamia Millia Islamia.*

Problem: This is an experimental study to investigate the implications of the morphological model of structure of intellect for concept attainment in physical chemistry.

Objectives: (i) To study the relationships between (a) various reasoning ability tests providing measures of cognition and convergent production of semantic classes, relations and implications, and (b) various sub-tests of concept achievement in physical chemistry, (ii) to identify relationship between (a) concept achievement in physical chemistry, (b) reasoning ability, and (c) measures of cognition and convergent production of semantic classes, relations and implications, (iii) to identify factors that will explain the common variance in various tests of reasoning abilities, in various sub-tests of concept achievement in physical chemistry, in concept

achievement in physical chemistry and cognition and convergent production of semantic classes, relations and implications, and (iv) to identify (a) the contributions of cognition and convergent production of semantic classes, relations and implications to variance in concept achievement in physical chemistry, (b) the contributions of various measures of reasoning abilities to the variance in concept achievement in physical chemistry, and (c) the contributions of various measures of reasoning abilities to variance in various sub-tests of concept achievement in physical chemistry.

Methodology: The sample comprised 207 students. The tools used included Reasoning Ability Test by Girish Bala, and a Battery of Ten Achievement Tests — 'Concept Achievement Test Battery' developed by the investigator containing 251 test items. The collected data were treated using correlations and factor analysis.

Major Findings: (1) There was a significant relationship between concept attainment in physical chemistry and (a) reasoning ability, and (b) cognition and convergent production of semantic classes, relations and implications. (2) As a result of the factor analysis of the intercorrelation matrix of 19 reasoning ability tests, six factors were identified: (i) Factor A-R, education of categories and relations, (ii) Factor B-R, cognition of semantic implications, (iii) Factor C-R, deduction of relations and implications, (iv) Factor D-R: deduction of categories and relations, (v) Factor E-R, deduction of categories and implications, and (vi) Factor F-R, education of categories and implications. (3) As a result of factor analysis of the intercorrelation matrix of ten subtests of concept achievement test battery two factors were identified: (i) Factor G-A, chemical bonds and molecules concept achievement factor, (ii) H-A, atomic structure and periodic properties concept achievement factor. (4) As a result of the factor analysis of the intercorrelation matrix of six reasoning ability categories and composite

achievement one factor was identified: Factor I-SRR, general cognition and convergent production: achievement factor. [SPR 0600]

Sinha, Nirjharini. 1991. **A cross-sectional study of the impact of scientific attitude, motivation and self-concept in science upon the achievement of the students of science.** Ph.D., Edu. Univ. of Kalyani.

Problem: 'Scientific literacy' is the modern objective of teaching science in schools. It connotes emphasis on the nature and structure of science, and on the process of 'scientific enquiry'. There are some important factors in the affective 'domain in science' and 'motivation in science', which are predictive components of the achievement of the students in science. The present study attempts to analyse the achievement in science in relation to scientific attitude, motivation and self-concept against this backdrop.

Objectives: (i) To ascertain achievement of students in physical science, (ii) to appraise the extent of self-concept in science, and (iii) to find out the extent of motivation of the students in science and determine the relation among and between them.

Methodology: The sample comprised 594 students of Class IX in 12 schools distributed over all of South West Bengal. The tools used were a Self-concept in Science Questionnaire, a Motivation Science Questionnaire, and an Achievement Test in physical science. Descriptive statistics, ANOVA and regression analysis were used to treat the data.

Major Findings: (1) In physical science urban boys achieved higher than rural boys and urban girls, urban students achieved better than rural students. (2) There was no difference in the achievement in physical science of boys and girls. (3) There was no difference in the self-concept of science between urban and rural students. [PDR 0623]

Sodhi, Raman. 1989. **A comparative study of emotional problems in minority group and caste Hindu children and their level of achievement-motivation and scholastic achievements.** Ph.D., Psy. *Jamia Millia Islamia.*

Problem: The study deals with emotional problems, achievement-motivation and scholastic achievement among minority group and caste Hindu children.

Objectives: (i) To study the rate of emotional disturbance in the majority and the minority group children and compare the causes and patterns of emotional disturbance in the two groups, (ii) to study the impact of emotional disturbance on their scholastic achievement and n-Ach, and (iii) to study the relationship among emotional disturbance, scholastic achievement and need for achievement of these children.

Methodology: The sample consisted of 300 children in all with 150 from the minority group and another 150 as their matching majority group controls. These children were matched on the basis of sex, age and socio-economic status. They were in the age range of 9 to 12 years and were studying in Classes IV and V. Children from government as well as from the private public schools were equally distributed. Fifty children from each of the minority groups — Sikhs, Muslims and Scheduled Castes were taken. Tools used were Child Behaviour Inventory by Neki, Rao Achievement Motivation Test, Scholastic Achievement Test by the researcher and Controlled Projection Test. Mean, SD and 't' test were used to treat the data.

Major Findings: (1) The majority and minority group children did not differ significantly in the prevalence rate of emotional disturbance but had a significant difference in pattern of emotional disturbance. (2) Emotionally disturbed children did not indicate any evidence of difference in their n-Ach or socio-economic status as compared to the normal children. (3) Emotional disturbance was negatively correlated to achievement to a significant degree. (4) A positive correlation

between the n-Ach and scholastic achievement was observed. (5) Socio-economic status factors had positive correlations with the n-Ach and scholastic achievements of the children. (6) No significant difference was found in (a) the n-Ach, and (b) scholastic achievements of the minority and the majority group children. [SPR 0603]

Sood, Manjula. 1990. **A study of the impact of certain teaching skills on the achievement of underachievers at the primary stage.** Ph.D., Edu. *Himachal Pradesh Univ.*

Problem: It attempts to study the impact of teaching skills on underachievers.

Objective: To compare the performance of three groups of underachievers — one following instruction with the effective use of, and other two without the effective use of the selected teaching skills — in Hindi, arithmetic, social studies and aggregate.

Methodology: The subjects for the present study were drawn from three Hindi medium government primary schools situated in rural areas of Shimla District of Himachal Pradesh. The total number of the students studying in all the three schools was 96. On the basis of achievement tests 84 students were identified as underachievers and three groups were formed with 20 subjects in each by matching the subjects on the variable of non-verbal intelligence. The tools used in the study included norm-referenced and criterion-referenced achievement tests, unit tests, SPIM and rating scale developed by the investigator. ANCOVA was used to analyse the data.

Major Findings: (1) The underachievers who were taught with the use of teaching skills achieved higher in the subjects of Hindi, arithmetic, social studies and in aggregate in comparison with those taught without the use of teaching skills. (2) The underachievers who were taught without the use of teaching skills exhibited more or less same performance in the subjects of Hindi, arithmetic, social studies and in aggregate. [LK 0243]

Sood, Ramana. 1991. **Academic achievement of pre-engineering students in relation to their socio-economic status.** *Indian Educational Review*, Vol. 26(2): 102-06.

Problem: The present study is an attempt to find out the difference in academic achievement at different levels of socio-economic status of pre-engineering students.

Objective: To find out whether there is any difference in academic achievement at different levels of socio-economic status of pre-engineering students.

Methodology: The sample consisted of 120 students picked up incidentally from pre-engineering class from four colleges of Ambala. The marks obtained by the subjects in their final pre-university/higher secondary examination were taken as academic achievement. Kuppaswamy's Socio-economic Status Scale (Urban) Form B for measuring socio-economic status was used as a tool. Mean, median, mode, standard deviation, Pearson's product-moment correlation and 't' test were used to treat the data.

Major Findings: (1) There was no significant relationship between academic achievement and socio-economic status. (2) There was no significant difference in the achievement of the subjects at different levels of socio-economic status (high, average and below). [SPr 1502]

Srivastava, N.C. 1985. **A comparative study of predictive values of psychological tests and school subject marks for achievement in high school examination.** Ph.D., Edu. Univ. of Gorakhpur.

Problem: The problem was to estimate the predictive value of psychological tests and school subject marks scored in Class VIII for the achievement in the high school examination.

Objectives: (i) To determine the degree of relationship between the variables selected for the study, and (ii) to study the forecasting efficiency of the selected psychological tests and

tests in Class VIII subjects as predictors of achievement in high school examination.

Methodology: The sample was chosen randomly by lottery system. Six hundred and forty-five students were selected from the schools of six districts of Uttar Pradesh. The tools used included Psychological Tests, Bureau of Psychology Test-23, a diagnostic test in algebra for Class VIII, Bureau of Psychology Test-13 measuring the general level of intelligence and verbal ability of Class VIII students in U.P., scores in various subjects at Class VIII were also considered. Mean, SD, linear coefficients of correlation, regression coefficients and multiple correlation coefficients were used to treat the data.

Major Findings: (1) The scores of urban girls in Minnesota Paper Form Board Test scored in Class VIII and science at the high school stage were correlated. Similarly the scores in BPT-13 were also significantly related with the marks in Hindi at the high school examination. (2) The scores of urban boys in BPT-23 scored in Class VIII and mathematics, science, English and Hindi at the high school stage were correlated. (3) The scores of rural boys in BPT-23 and BPT-13 at Class VIII appeared to be correlated with Sanskrit at the high school level. (4) Marks of rural boys in science at Class VIII showed remarkable correlation with the marks in biology, Sanskrit and mathematics at the high school examination. (5) The values of regression coefficients, multiple correlations and standard error of estimates revealed that psychological tests given at Class VIII proved to be better predictors than school subject marks for estimating achievement in the High School Examination. [Author 1819]

Srivastava, Namita. 1990. **Self-efficacy and achievement as a function of attributional feedback in eighth graders.** Ph.D., Psy. Univ. of Lucknow.

Problem: It attempts to study self-efficacy and achievement as a function of attributional feedback among Grade VIII students.

Objective: (i) To investigate the effect of attributional feedback on self-efficacy, judgements and mathematical achievements, and (ii) to see the mediating role of self-esteem on self-efficacy and achievement in the context of attributional feedback.

Methodology: The sample of the present study consisted of 192 Grade VIII children from middle class schools of Lakhimpur Kheri (U.P.) ranging in age from 12 to 14 years. The tools used for data collection included Self-efficacy Scale by Bandura and Schunk, and Self-esteem Scale by Ziller et al. The statistical techniques used for analysing the data included two-way analysis of variance and Duncan's multiple range test.

Major Findings: (1) Two-way analysis of variance showed significant main effect of attributional feedback with regard to self-efficacy judgements and mathematical achievement. (2) All the three attributional feedback conditions differed significantly from no attributional feedback conditions. (3) When different feedback conditions were compared, it was found that the effort feedback affected self-efficacy judgements the most. (4) High and medium self-esteem groups judged their efficacy as higher and performed better as compared to low self-esteem groups. [RJS 0430]

Sujata, 1989. **Occupational choices of rural and urban youth as related to intelligence, personality, need for achievement, locus of control and academic achievement.** Ph.D., Psy. Panjab Univ.

Problem: It attempts to study the occupational choices of rural and urban youth as related to intelligence, personality need for achievement, locus of control and academic achievement.

Objectives: (i) To bring out the degree of relationship of the variables (intelligence, personality, n-Ach, I-E locus of control, socio-economic status and academic achievement) to different vocational choices, (ii) to find out some

cluster of these correlates which go together in formation of different vocational choices, and (iii) to provide an answer to the question whether or not these variables contribute towards the prediction of various vocational choices.

Methodology: The total sample consisted of 600 students which included 300 male and 300 female, which were further divided into 150 urban and 150 rural male and female. Age ranged between 17 to 24 years. The sample was drawn using stratified random sampling technique. The tools used were Standard Progressive Matrices, Psychoticism, Extraversion, Neuroticism Scale of Eysenck, the Internal-External Locus of Control of Rotter, Achievement Values and Anxiety Inventory of Prayag Mehta, Socio-economic Status Scale of Singh, and Semantic Differential Scale of Occupational Choice by Mohan and Banth. Mean, SD, 't' ratios, ANOVA, product-moment correlation and factor analysis were used to analyse the data.

Major Findings: (1) Vocational choice of urban male and female was realistic in nature and corresponded to their type and level of education, whereas in rural male and female it did not correspond to their psychological make-up and hence were not realistic. (2) The range of predictive efficiency of the variables intelligence, personality, n-Ach, internal-external locus of control, Socio-economic status and academic achievement accounted for almost half of whatever determined the choice of urban male, quarter of whatever determined the choice of rural male and three-fourth of whatever determined the choices of urban female. [JNJ 0268]

Sultana, Safia. 1988. **A study of school achievement among adolescent children with working and non-working mothers.** Ph.D., Edu. Kurukshetra Univ.

Problem: It attempts to study the achievement of adolescents of working and non-working mothers.

Objectives: (i) To study the difference in academic achievement in English, social studies, mathematics, natural sciences and languages among children of working and non-working mothers, and (ii) to study the difference in academic achievement among children belonging to working and non-working mothers of English and Hindi medium schools.

Methodology: Survey method was used to conduct the present study. A sample of 250 students from Class X were randomly selected from Lady Fatima Secondary School, A.M.U. City High School and ST High school, Aligarh. Efforts were made to have equal number of students in each maternal group tests of English, mathematics, social studies, languages and natural sciences were used. Chi-square test, 't' test and percentage were employed to analyse the data.

Major Findings: (1) There was no difference in academic achievement in English, social studies, and language among children belonging to working and non-working mothers. (2) There existed a significant difference in academic achievement in mathematics and natural sciences among children belonging to working and non-working mothers. (3) There existed no difference in academic achievement among children belonging to working and non-working mothers of English and Hindi medium schools. [CLK 0338]

Thamilmani, P. 1990. **Teacher competency and teacher personality in relation to achievement of high school students in science.** M.Phil., Edu. *Madurai Kamaraj Univ.*

Problem: It attempts to study whether the teaching competencies, interpersonal and human relation skills of the teachers influence the learning of science concepts by the high school students.

Objectives: (i) To assess the relationship between teacher competency and achievement of students, and (ii) to assess the relationship

between teacher personality (interpersonal and human relation skills) and achievement of students.

Methodology: The sample of this study included 450 students of Standard IX and 50 science teachers from various higher secondary schools in Madurai. The tools used were Students' Ratings on Teacher Competency (SRTC), Students' Ratings on Teacher Personality (SRTP), Teacher Competency Self Appraisal Scale (TCSAS) and Students' Achievement Test (SAT) which were developed by the researcher. Pearson's product-moment correlation and 't' test were used for statistical analysis.

Major Findings: (1) Teaching competencies of science teachers were related to the academic achievement of high school students. (2) Teacher personality was not related to student's academic achievement in science. (3) Both male and female science teachers were similar in their teaching competencies and personality, human relation and interpersonal skills. [MKU 1072]

Thilagavathi, T. 1990. **Academic achievement in relation to intelligence, creativity and anxiety.** M.Phil., Edu. *Annamalai Univ.*

Problem: The study centres on the academic achievement in relation to intelligence, creativity and anxiety.

Objectives: (i) To find out the relationship between academic achievement and intelligence, creativity and anxiety, and (ii) to find out the intelligence, creativity and anxiety of high, average and low achievers.

Methodology: The sample comprised 400 first year higher secondary boys and girls who were selected from a population of 2,871 students from 20 higher secondary schools at Kanyakumari Revenue District. The tools used were Ahuja's Group Test of Intelligence (13 to 17), Mehdi's Verbal Test of Creative Thinking, Mehdi's Non-verbal Test of Creative Thinking, and Spielberger, Garsuch and Lushen's State Anxiety Test.

Statistical techniques used were mean, SD, 't' test, F index correlation and multiple regression.

Major Findings: (1) Of the total 400 subjects of the sample, 19.25% were high achievers, 60.75% were average achievers and 20% were low achievers. (2) The high, average and low achievers differed significantly among themselves in their intelligence. (3) The high achievers secured comparatively higher mean score than the average and the low achievers in creativity. (4) The high achievers belonged to the low level anxiety group and low achievers belonged to the high level anxiety group. Anxiety had only a negative influence on academic achievement. [MDa 1400]

Trivedi, Sudha. 1988. **Scholastic achievement of adolescent children of working and non-working mothers.** *Indian Educational Review*, Vol. 23(3): 56-62.

Problem: The study deals with the problems of scholastic achievement of children and its relationship with employment of their mothers.

Objective: To find out whether the children of educated and uneducated mothers differ with respect to scholastic achievement.

Methodology: In order to get acquainted with the scholastic achievement of adolescent children of working and non-working mothers, four groups belonging to different categories of working and non-working mothers were made. The sample of study consisted of 120 students (60 each) of working and non-working mothers. Questionnaire, and marks scored by students in High School and Junior High School were used to derive relevant data. Mean, standard deviation, CR and chi-square were used to treat the data.

Major Findings: (1) The difference between the achievement scores of the children of working and non-working mothers was not significant. (2) The difference between the achievement scores of the children of educated and uneducated mothers was not significant. [SPr 1408]

Trivedi, Vineeta. 1988. **A study of the relationship of parental attitude, socio-economic background and the feeling of security among the intermediate students and their academic achievement.** Ph.D., Edu. Univ. of Lucknow.

Problem: It attempts to study the relationship among parental attitude, socio-economic background and feeling of security as related to their academic achievement among intermediate students of Lucknow City.

Objectives: (i) To study the relationship among parental attitude, socio-economic status, feeling of security/insecurity and academic achievement of intermediate students with intelligence held constant, (ii) to study the relationship among the parental attitude, socio-economic status and feelings of security/insecurity, and (iii) to study the relationship among parental attitude, feelings of security/insecurity and intelligence.

Methodology: The sample of the study comprised 523 girl students of Class XI drawn from 11 girls institutions. The tools used to collect data included Socio-economic Status Scale of Kuppuswamy, General Mental Ability Test of Jalota, Family Relationship Inventory of Sherry and Sinha and Security/Insecurity Inventory of Tiwari and Singh. In addition to the above the marks obtained by the students were considered as academic achievement scores. The collected data were treated using ANOVA, ANCOVA, 't' test and chi-square.

Major Findings: (1) There existed a significant relationship among parental attitude, socio-economic status and academic achievement. (2) Students belonging to various levels of parental attitude and socio-economic status differed significantly with the parental acceptance group showing better achievement than parental concentration or avoidance groups. Further, students of upper SES showed better achievement than the students of lower SES group. (3) There existed no significant relationship between feelings of security/

insecurity and academic achievement. (4) It was found that the parental attitude was significantly related to the feelings of security/insecurity and SES. (5) The students perceiving parental acceptance were inclined to display security feelings. They also belonged mostly to upper and middle SES groups. (6) The relationship between the feelings of security and insecurity and SES was not statistically significant. (7) It was found that intelligence was related to parental attitudes in favour of subjects with parental acceptance. (8) The relationship between intelligence and feelings of security/insecurity was not found to be significant. [RJS 0683]

Tyagi, Ramesh Chand. 1988. **Factorial analysis of SI abilities in relation with achievement in physics.** Ph.D., Edu. *Jamia Millia Islamia.*

Problem: It attempts to study the relationship between SI ability and achievement in physics.

Objective: To identify the relationship between two attributes, i.e. achievement in physics and reasoning ability.

Methodology: A sample of 280 Grade IX male students was taken. The test battery of reasoning ability tests included 17 tests belonging to SI categories. The investigator selected and used nine tests to secure measures of CMR, NHR and NMI from Girish Bala's Test Battery of Reasoning Ability Tests. However, eight short tests to provide measures of SMS, NMS and CMT were developed by the investigator. For developing the Achievement Test on the concept of motion, analysis of various concepts of 'motion' was done and six model concepts were identified. Factor analysis, regression analysis, and coefficient of correlation were used to treat the data.

Major Findings: (1) Various measures of reasoning abilities had significant though low to moderate correlation among themselves. (2) Various measures of reasoning abilities had significant relationship with the achievement in

the concept of 'motion'. (3) Various measures of reasoning abilities contributed significantly to the variance of the achievement in the concepts of 'motion', 'world linkage', 'syllogism III', 'segmental association', and 'necessary arithmathematical operation'. (4) Social institutions tests contributed significantly to the variance of the composite achievement in the concept of 'motion'. (5) 'Segmental association', 'necessary arithmathematical operation' and 'social institutions' tests contributed significantly to the variance of achievement in the 'kinematics of motion and energy' concepts, 'word linkage', 'syllogism III'. (6) 'Segmental association', tests contributed significantly to the variance on the achievement in 'dynamics of motion' concepts. [SPR 0599]

Usha, P. 1992. **A study of certain socio-familial correlates of secondary school science achievement.** Ph.D., Edu. *Univ. of Calicut.*

Problem: It attempts to study socio-familial correlates of secondary school science achievement.

Objectives: (i) To identify the independent variables (social and familial variables) which influence achievement in physical science, (ii) to estimate the extent of relationship between achievement in physical science and each of the social and familial variables for (a) the whole sample, (b) sub-samples based on sex and locale, and (iii) to find out the best predictors of achievement in physical science from among the set of social variables and familiar variables separately for the whole sample.

Methodology: The sample consisted of 850 pupils studying in Standard IX of 14 secondary schools of Kasargod, Kannur, Kozhikode and Malappuram District of Kerala. The tools used were General Data Sheet, Kerala Socio-economic Status Scale, Socio-familial Inventory, Family Acceptance of the Child Rating Scale, Parents Sex bias in Education Questionnaire and Achievement Test in Physical Science. The test of

significant difference between means, Pearson's product-moment coefficient of correlation and step-wise regression analysis were used in the study.

Major Findings: (1) The best social correlates of achievement in physical science were identified as (in the order of importance): Income level of father, educational level of mother, occupational level of mother, educational level of father and occupational level of father. (2) The best familial correlates of achievement in physical science were (in the order of importance): (a) Home learning facility, (b) Family acceptance of the child, (c) Size of the family, (d) Parents' sex bias in education, (e) Family achievement, and (f) order of birth. [KSP 1632]

Veeraraghavan, Vimala and Bhattacharya, Rina. 1989. **School achievement, student motivation and teacher effectiveness in different types of schools.** *Indian Educational Review*, Vol. 24(2): 25-36.

Problem: The present study aims to ascertain whether school achievement varies in terms of types of schools, achievement-motivation of students and effectiveness of teachers.

Objective: To study school achievement as related to type of schools, students' achievement-motivation and teacher effectiveness.

Methodology: Four types of schools were taken as a sample, viz. public schools, missionary schools, government-run urban schools, and government-run rural schools. The tools used were the Achievement-Motivation Scale by Rao, and the Teacher Effectiveness Scale by Arora. A rank-order correlation was used to treat the data.

Major Findings: (1) School achievement varied significantly in terms of the four types of schools with public and missionary schools having the highest achievement and government schools showing the lowest achievement. (2) Students' motivation had no relationship with school achievement. (3) Teacher effectiveness was

positively correlated with school achievement. [SPr 1429]

Verma, B.P. 1992. **Relationship between temperament and academic achievement.** *Indian Educational Review*, Vol.27(3): 95-101.

Problem: The study focuses on the relationship of temperamental traits and academic performance of students at the +2 stage.

Objective: To study the relationship between temperamental traits and academic performance.

Methodology: Fifty male and 50 female subjects studying in Class XII and belonging to the arts stream in three senior secondary schools of Jammu Tawi, constituted the sample. Both institutions and subjects were selected by random sampling procedure. The tools used included Dimensions of Temperamental Scale developed by Chadha and Chandana. Pearson's product-moment methods, and 't' test were used to treat the data.

Major Findings: (1) Correlations between traits of 'sociability', 'ascendant', 'secretiveness', 'reflective', 'impulsivity', 'placid', 'accepting', 'vigorous', 'cooperative', 'persistence', 'warmth', 'aggressiveness', 'tolerance' and 'tough-minded', on the one hand, and academic achievement, on the other, were not found to be significant. (2) Relationship of 'responsible' trait of temperament and academic achievement was positive and significant. (3) High and low achieving groups did not show any significant difference in the mean scores of 'sociability', 'ascendant', 'secretiveness', 'reflectiveness', 'impulsivity', 'placid', 'accepting', 'vigorous', 'cooperative', 'persistence', 'warmth', 'aggressiveness', 'tolerance' and 'tough-minded' traits of temperament. (4) High achieving groups of students had significantly higher value of mean scores of 'responsible' trait than low achieving group of students. (5) Out of 15 traits of temperament only one trait, i.e. 'responsible' was found to be significantly related with academic achievement. [SPr 1540]

Wanjari, Shashi. 1990. **A study of effects of serum uric acid and serum cholesterol on academic achievement of school-going children.** Ph.D., Edu. Nagpur Univ.

Problem: This study tries to find out the effect of serum uric acid and serum cholesterol on academic achievement of school-going children.

Objectives: (i) To study the relationship between serum uric acid, serum cholesterol and academic achievement, (ii) to study the socio-economic status of the child and its correlation with serum cholesterol, serum uric acid and academic achievement, (iii) to study the academic achievement of arts, science and commerce faculty students and its correlation with serum uric acid, serum cholesterol and their socio-economic status, (iv) to study the dietary intake of protein, fat, carbohydrates among arts, science and commerce students with their serum uric acid and serum cholesterol level.

Methodology: The sample comprised 300 students of junior colleges from rural and urban areas. Blood samples from these students were collected. Socio-economic Status Scale was used to collect the data. Percentage of aggregate marks obtained by students in final examination was also considered in the study. Significance of differences between means and correlations were computed to treat the data.

Major Findings: (1) In arts, science and commerce, the serum uric acid was significantly related with their academic achievements. (2) Serum cholesterol showed a positive but not significant relationship with academic achievement in science faculty. (3) In commerce rural male and urban male, the cholesterol was negatively and significantly related to achievement, while the relationship was highly positive and significant in urban female. (4) In arts the relationship between serum cholesterol and academic achievement was positive and significant in urban boys. (5) It was found that there was a positive relationship of socio-economic status with biochemical variables and

academic achievements. (6) The dietary intake related differently with academic achievement and bio-chemical variables. [GPK 1698]

Yeole, C.M. 1990. **A study of behaviour problems and certain demographic variables of adolescents in relation to their academic achievement.** Ph.D., Edu. Shivaji Univ.

Problem: The study addresses itself to the behavioural problems of adolescents in the context of a few demographic variables and academic achievement.

Objectives: (i) To identify the most frequent behaviour problems prevalent in adolescents (16-17 years), (ii) to explore the relationship of behaviour problems of adolescents with their academic achievement, and (iii) to identify certain demographic variables associated with behaviour problems in adolescents.

Methodology: A sample of 500 adolescent students were selected randomly from ten randomly selected higher secondary institutions in the city of Kolhapur. The tools used were the Adolescent Behaviour Problem Questionnaire (ABPQ), the Adolescent Behaviour Problem Rating Scale (ABPRS), the Adolescent Behaviour Problem Check-List (ABPCL) and the Secondary School Certificate Examination's marks. Collected data were treated with chi-square.

Major Findings: (1) The behaviour problems like gangstering aimlessly, refuting parental supervision, over fashion consciousness, challenging, jealousy, being temperamental, feeling of insecurity, loose in tongue, non-participation in extracurricular activities, reading cheap literature were found to be most frequent among adolescents. (2) The behaviour problems, viz. loose in tongue, disobedience, gangstering aimlessly, forgetting, clumsiness were related to the academic achievement. (3) Over fashion consciousness, interest in the opposite sex, refuting parental supervision, challenging eve teasing, reading cheap literature and smoking were the problems frequently seen in girls.

(4) Reading cheap literature, jealousy, day-dreaming and over talkativeness were found to be prevalent in the commerce faculty adolescents and loose in tongue, stubbornness were frequent in arts faculty. (5) Jealousy, challenging, being temperamental were frequent in adolescents from co-educational institutions and absconding, over talkativeness, sexual perversion were frequent in girls' educational institutions. Interest in the opposite sex, challenging, refuting parental supervision were more frequent in boys' educational institutions. (6) Non-participation in co-curricular activities, refuting parental supervision were frequent in adolescents whose parents were farmers whereas irresponsibility was frequent in the wards of businessmen. (7) Eve teasing was found to be frequent in adolescents whose father's income fell above Rs 2,500 p.m. whereas gangstering aimlessly was frequent in adolescents whose father's income was less than Rs 2,500 p.m. (8) Forgetting was frequent in adolescents with uneducated parents whereas feeling of insecurity was frequent among adolescents with uneducated mothers, it was also associated with the adolescents with small family size. [CMY.0897]

Zaheer, Saida. 1988. **A study of the relationship between perceived maternal behaviour and personality as well as scholastic achievement of adolescents.** Ph.D., Edu. Univ. of Lucknow.

Problem: The study deals with perceived maternal behaviour, personality and achievement of students.

Objectives: (i) To find out the extent to which adolescents' perception of their maternal behaviour (negative and positive) is related to their personality characteristics, and (ii) to find out the relationship between adolescents'

perception (positive and negative) of their maternal behaviour and their scholastic achievement.

Methodology: All the male students of Class XI (age-group 15-17) in government approved Hindi medium colleges in urban area of Lucknow formed the population of the present study. At the first stage 50% of the total number of colleges and then 50% of the total number of students of these colleges were selected randomly by lottery system. The final number of students taken in the sample was 624 belonging to middle socio-economic status. The tools used included Children's Report of Parental Behaviour Inventory (CRPBI) by Schulderman and Schulderman (Indian adaptation) by Saxena and Saxena, Bernventer's Personality Inventory translated by the investigator, Socio-economic Status Scale (urban form) by Kapoor, Singh, Jalota and Pandey, Standard Progressive Matrices by J.C. Raven, and Scholastic Achievement Record from the respective college office. Mean, SD, 't' ratio, coefficient of correlation and partial correlation were used for analysing the data.

Major Findings: (1) Adolescents developed emotional instability and neurotic tendency if they perceive their maternal behaviour as detached and persisting. (2) Students become introvert and imaginative if mother was possessive and persistent or even detached while the rejecting and non-enforcing attitude of the mother made them extravert. (3) Perceived maternal acceptance, child centredness/and non-enforcement helped the adolescents in obtaining high academic achievement. (4) Rejection, enforcement, control, and possessiveness hindered the academic achievement. (5) After partialling out the effect of intelligence, child centredness was still found to help in scholastic achievement. [RJS 0684]

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