CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

An essential aspect of an investigation is the review of related literature that is a general retrospective survey of previous writings pertaining to one's problem. It is obviously imprudent and wasteful to proceed in any study without knowing what has been done before. The review of related literature implies locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of encyclopedias and research abstracts, study of pertinent pages out of comprehensive books on the subject and going through related manuscripts, if any. For any worthwhile study in any field of knowledge, the researcher needs an adequate familiarity with the work which has already been done in the area of his/her choice. The researcher needs to acquire up-to-date information about what has been thought and done in the particular area. He/She has to build upon the accumulated and recorded knowledge of the past. The researcher draws maximum benefit from the previous investigation, utilizes the previous findings, takes many hints from the designs and procedure of previous researches, matches his/her conclusions with the conclusions drawn earlier and tries to add from his/her side few drops to the ocean of knowledge.

W.R. Borg (1965) Asserts, “The literature of any field forms the foundation upon which all future work will be built. If we fail to build this foundation of knowledge
provided by the review of related literature, our work is likely to be shallow and native
and will often duplicate work that has already been done better by some one else.”

The present chapter has been presented under the following heads according to
the variables of the study:

- **Social and Economic Deprivation**

- **Activism**

- **Level of Aspiration**

- **Academic Achievement**

**2.1.0 RESEARCHES RELATED TO SOCIAL AND ECONOMIC DEPRIVATION**

**2.1.1 At National Level**

Sharma Neeta (1989) ‘*A Psychological study of social, emotional and educational problems of male – female adolescents belonging to different age levels and socio-economic status in relation to their personality factors*’ – the objectives of the study were; to study the personality factors of male and female – early, middle and later age of adolescents belonging to high, middle and low SES suffering from different social, emotional and educational problems, to study and find out significant difference of various scores of social, emotional and educational problems of early, middle and later
age of adolescents, to compare the various scores relating to social, emotional and
educational problems of male and female of early, middle and later age of adolescent, and
to find out significant difference of various problems of male and female – early, mid and
later age of adolescents relating to high, middle and low SES.

A sample of 180 each from early, middle and later age male – female adolescents
group belonging to high, middle and low SES making a total of 540 in all were selected
randomly. To collect the data, the researcher prepared the questionnaire to study the
social, emotional and educational problems. SES scale of Sharman’s and Chauhan’s
(1971) and Cattell’s 16 PF questionnaire developed by Kapoor (1970) were also used.
The main findings of the study were:

For social, emotional and educational problems, early age female develop and
show significant difference irrespective of SES. For social, emotional and educational
problems, early age male did not show significance difference and they develop similar
problem patterns irrespective of SES. For social, emotional and educational problems,
mid age female and male did not show significant difference and showed similar problem
patterns irrespective of SES. For social, emotional and educational problems later age
female and male did not show significant difference and showed similar problem patterns
irrespective of SES. 15 year male & female adolescents were found suffering from three problems and showed dissimilar personality factors than 16 & 17 years old.

Khobragade N.T. (1993) ‘Vocational Aspiration and Interest of SC.ST Students’

Main objectives of the study were: To know vocational aspiration and interest of SC/ST students of class X of Bulsar District, to know vocational aspirations and interest of SC/ST students of educated and uneducated parents, to know vocational aspirations and interest of SC/ST students and parents of economically low and high strata, to know vocational aspirations and interest of high and low intelligent student of SC/ST categories, to know impact on vocational aspirations and interest of SC/St students of parents occupation/professions on students of these categories, to study the effect of family circumstances of these students in making selection of suitable vocations and to study the factors affecting vocational choices of the SC/ST students from their surroundings.

The sample selected was exclusively from rural tribal schools, the total students’ population being 600. Out of this sample, SC boys constituted 196 and SC girls 184, where-as ST boys were 116 and ST girls were 104. The analysis indicated that ST boy-students had less adequate facilities at their home compared to SC boy-students and these significantly affected performances in schools and this had consequently affected selection of their vocation/profession. Intelligence did not affect the vocational
aspirations of the students. In the area of vocational aspiration and interests was observed that there had been certain influencing factors i.e. home, school surroundings, SES of the students on their vocational choice.

Shukla S.K. and Agarwal Archna (1997) ‘A study of socio-Economic Status, Intelligence, Occupational Aspiration, Self-Concept and Academic Achievement of SC and non SC Students’- In this study an attempt was made to find out the differences between SC and non SC students in their socio-economic status, level of intelligence, self-concept, occupational aspirations and academic achievements. The sample of study was confined to 300 students studying in class X of aided secondary schools of Lucknow city. The study revealed that there was no significant difference in the level of intelligence of SC & non SC students, but SC students were behind in the area of SES, academic achievements, occupational aspirations and self-concept.

2.1.2 At International Level

Bai Epsy Lilly (1990) 'Socio - Economic Status and occupational Aspirations of the Higher Secondary Leavers'9 - This study was intended to find out whether:

There was any difference in the Socio - Economic Status (SES) among the-Higher Secondary boys and girls of the Urban and the Rural area, if there was any difference in the level of the occupational aspirations of boys and girls and if there was
any relationship between Socio - Economic Status (SES) and the Occupational Aspirations of the Higher Secondary Leavers.

To accomplish the study, 8 secondary schools were selected through Random Sampling Method and 510 students of second year were chosen on the same principle. The SES Scale developed by Beena Shah (1987) and OAS developed by Grewal (1984) were the tools used in the study. Important findings of the study were: There was significant difference between SES and Occupational Aspirations of the higher secondary boys and girls. There was significant difference between SES of Higher secondary students studying in the rural and urban area. There was significant difference between SES and Occupational Aspirations of the higher secondary boys and girls. There was significant difference in the Occupational Aspirations of the students with high and low SES. The relationship between the Socio - Economic Status (SES) and the Occupational Aspirations of the Higher Secondary students was positive but negligible.

Grace Kao & Marta Tienda (1998) ‘Educational Aspirations of Minority Youth’ Through the National Education Longitudinal Study of 1988 (NELS:88), The researchers analyzed how educational aspirations were formed and were maintained from eighth to twelfth grades among a single cohort of youth Guided by research in the status-attainment literature, which focused on how aspirations were shaped and the blocked-opportunities framework, which considered the structural obstacles that bound or level aspirations. A sample of 510 whites and Asians, black and Hispanic youth were taken. The results revealed that the relative shares of minority youth who have high educational aspirations were high from eight to twelfth grades. However, ethnic groups differed to the
extent to which high educational aspirations were maintained such that black and Hispanic youth had less stable aspirations. Results suggested that family socioeconomic status (SES) not only contributed to ambitious aspirations in eighth grade but, more important, to the maintenance of high aspirations throughout the high school years. Because black and Hispanic students were less likely to maintain their high aspirations throughout high school owing to their lower family SES background, they argued that their early aspirations were less concrete than those of white and especially Asian students. Focus-group discussions with adolescents support quantitative findings that, compared to whites and Asians, black and Hispanic youth were relatively uninformed about college, thus dampening their odds of reaching their educational goals.

Gillian R Smith (2000) *Area-based Initiatives: The rationale and options for area targeting.* This paper explored the rationale for area targeting and the growth of new area-based initiatives. The author examined the geographical concentration of deprivation, the extent, and whether there was a polarisation between areas. The evidence confirmed that there was a clear rationale for area-based approaches, although it should not be assumed that they would be the most effective means to improve conditions in all cases. The evidence suggested that there should be a closer link between area-based approaches and national level main programmes, given the time limited nature of the former and the fact that they only reached a minority of all deprived people. The issues involved in identifying target areas were also reviewed including the question of who decides and on what basis. It was concluded that understanding the spatial distribution of deprivation was crucial and that there was an urgent need for better, more up to date statistical and other data relating to small geographical areas.

*The Educational and Occupational Status of Institutionalized, slum and street children and their aspirations for the future*- The main aim of the study was to determine the educational and occupational status of institutionalize, slum and street girls and boys and also, to understand their career aspiration for the future. The purpose of this study was to formulate specific intervention strategies based on the needs expressed by the subjects. The study employed the use of an interview schedule. The interview schedule comprised of questions that tapped the educational and occupational status of the respondents, their choice of vocational training and their aspirations with respect to learning of vocational trades and choosing a career. The sample consisted of 571 participants out of which, 223 were girls and 348 were boys. All participants belonged to one of the following categories: Institutionalized girls, Institutionalized boys, Girls from slums, Boys from Slums, Street Girls, and Street boys. A majority of respondents had received some kind of formal education. A considerable percentage were studying and working simultaneously. They were engaged in various occupations like tailoring, domestic work, wade work, selling goods, rag picking and many more. A high percentage of respondents were involved in occupations that paid daily wages. Many saved some of the money they earned to fulfill their long-term plans. With respect to future educational aspirations, a substantial percentage of respondents in all categories aspired to learn computers. In relation to several occupations mentioned, many respondents hoped to be a part of the medical profession. This was followed by skilled work, the field of education and fashion and personal care. The occupations least aspired for were the religious profession, jobs in the film industry, social work, jobs in the hotel industry, and jobs in sales and marketing.
In order to achieve their career goals, a majority of the respondents stated that they would study hard, work hard or even enroll in relevant courses that would help buffer their career.

_Srini De Zoysa,(2006) A study of the factors influencing the educational achievement of the institutionalized children in Sri Lanka._ The study focuses on disadvantaged children who are being compelled to spend their childhood in Children’s Voluntary Homes. These children are socially and economically deprived and have faced a variety of problematic experiences in their lives. Education represents perhaps the only promise for a better future for these children. The main objective of the study was to identify the factors influencing educational achievement of institutionalized children. Documentary surveys, interviews, observations, check lists, Emotional and Behavioral Scales and the Socio-Metric method were used for data collection.

The study showed that the educational standards achieved by institutionalized children were relatively low. Multiple interrelated factors, both facilitating and hindering, which influence educational achievement of institutionalized children were identified. It was suggested that Care services should be based on a clear philosophy, so that administrators, care and teaching staff could make a commitment to support education of these children. Care services should include the provision of sufficient physical infrastructure facilities, introduction of efficient management structures, supply of
effective joint training being to caretakers and teachers, make intensive interactions to
give priority to education, administrators, care staff and the teaching staff to make
corporate commitment to promote education of the institutionalized children.

By Daily Mail Reporter (16th December 2008) Working-class children have
lowest aspirations and boys have even less expectations than girls, report finds Living in
a working-class area can prevent children from achieving their potential, a report claims
today. In traditional working-class communities, particularly those in former industrial
towns, young people have lower aspirations and more needs to be done to encourage
them, the study by the Cabinet Office said Boys from disadvantaged backgrounds are not
expected to achieve as much as their female counterparts.

In general, girls have 'consistently higher' aspirations than boys, and parents have
higher aspirations for their daughters than their sons - contrary to trends in previous
generations. Poor white boys have the lowest aspirations of any group, the study found,
and their educational achievement is failing to improve at the rates of other ethnic groups.
But the report did find that in some ethnically diverse, deprived communities, aspirations
among young people were very high. It found parents are one of the biggest influences on
children, and that those parents who have less money have lower educational
expectations for their children.
2.2.0 STUDIES RELATED TO ACTIVISM

2.2.1 At National Level

N. Jayaram (2007) *Sadhus no longer: Recent trends in Indian Student Activism*. The main thesis of this paper was that student unrest in India is not always necessarily a manifestation of juvenile delinquency, and given certain conditions can change into an articulated movement. This is substantiated through an analysis of the nature and content of student activism in India during the seventies, covering an important phase in the history of modern India, namely, the state of "Internal" Emergency. Part One analyses the genesis and growth of the student movement in 1974-1975. Part Two discusses the suppression of student activism during the Emergency. The rise and fall of the Youth Congress during this period is outlined. Part Three presents a scenario of student unrest in the post-Emergency period and highlights the reappearance of the sixties'-type of the student agitations. The article summarizes the development of the student movement during the pre-Emergency period, accounts for the reversal in the movement since the end of Emergency, and discusses the prospects of the re-emergence of such a movement.

Suman LN. (2006), *colleges and universities: in the popular imagination as hotbeds of political activism*. Some colleges and universities stand out in the popular
imagination as hotbeds of political activism, while others do not. In this paper, the researcher examined the factors that account for this variation in campus activism: why student activism occurred on some campuses during the 1960s and not others. With some notable exceptions (e.g., Soule 1997) theoretical developments and insights in the social movement literature have not been applied to student activism. In addition, most existing studies of student protest are a historical. They examined protest only within one time period, failing to recognize the influence of history and culture in fostering protest activity. A sample of 423 colleges formed the basis for these analyses, conducted using logistic and OLS regression models. The researcher used social movement theory to explore the factors that influence the location of student protest, and develop the hypothesis that a history of activism was strongly associated with student protest. The researcher also demonstrated that locations that had protest around one issue were likely to have protest around multiple issues. The researcher suggested that this was due to the influence of activist subcultures, which underlined movement families within a protest cycle, influencing the ideology and tactics of activist organizations.

2.2.2 At International Level

The present study was a survey of young people in Germany, carried out by the youth work department of the Germany company Shell. Based on data derived from various sources including biographical portraits, interviews, and qualitative and quantitative studies, the study investigated social, cultural, leisure and political trends, motives, interest and behaviour of the people aged between 12 and 24. The data indicated that young people in Germany, at that time were experiencing a social crisis; growing unemployment and an unfavorable economic climate were preventing them from adulthood and gaining financial independence. The political behavior of young people was strongly influenced by their environment and social and economic circumstances. They mistrusted traditional forms of political involvement, and it was not that they were not interested in politics, but many felt that politics was not interested in them as a group. In terms of youth culture and leisure preferences, a declining trend had been observed since the 1980s in the role of social structures, such as youth and leisure clubs and organizations, with many young people reluctant to commit themselves long term, for example, to club memberships. At the same time, there has been an increase in the influence of so-called youth cultural scenes, such as music and fashion, and of new media technology, which have become an integral part of young people’s daily lives and leisure lifestyle.

**Rhoads, Robert A. (2000) Student Activism in an Age of Cultural Diversity.**

This piece of research examined the organizational context, in which student protest, is currently enacted and finds a new generation of campus activism organized around multiculturalism. Qualitative methods were used to analyze five case studies of student protest: (1) the Mills College (California) strike of 1990; (2) the Chicano studies
movement at the University of California (Los Angeles) in 1993; (3) gay rights demonstrations at Pennsylvania State University from 1991 to 1993; (4) African American student resistance at Rutgers University (New Jersey) in 1995; and (5) financial aid protests involving American Indian students at Michigan State University from 1994 to 1996. Data collection involved 110 interviews with students, alumni, faculty, staff, and community members and analysis of documents and other artifacts of campus incidents and student organizing efforts. Each case study was presented in terms of a general description of the particular movement and its relationship to identity concerns, the precipitating events that escalated to highly visible campus demonstrations, the student response to the precipitating events, and organizational outcomes associated with a particular student movement. The study found that all five cases were fundamentally linked to issues of multiculturalism and identity struggle.

Manyibe, Bernard Mairura (2007), Building African college student leaders:

The role of campus community service. The Purpose of this research study was to describe the impact of campus community service on the leadership development of three senior-level African undergraduates university students who participated in the campus community service. Campus community service was defined as unpaid voluntary service that seeks to mutually benefit the community and the volunteer. This research study was a biographic, life history research study that used the college impact model (Terenzini et al. 1996) that postulates that six constructs (i.e., pre-college, curricular, in class, out-of-class, institutional context, and outcomes) explain the educational outcomes of the college students. The study revealed that campus community service plays an important role in college student’s leadership development. The study also revealed that college
impact model helps to explain the experiences that impact African college student’s leadership development who are studying in US Universities. In addition, the study found that African students sacrifice a lot in the course of the community service, become internationalized by their study abroad experience, follow their hearts in times of uncertainty, and leverage their position for the benefit of their countries. Additionally, the study found out that gender played a role in leadership development and that there is need for more leadership education opportunities for college students.

The study contributes, among others, to the understanding of the experiences that impacts the leadership development of students and more particularly the role of campus community service in the leadership development of African college students studying in the US.

Phillip Isenberg, Robert Schnitzer and Stanley Rothman (2008), *Factors Affecting Student Activism*. The main aims of the present study were; to find out significant difference between radicals and moderates in relation to negative identity, to find out significant difference between radicals and moderates in relation to masochistic surrender, to find out significant difference between radicals and moderates in relation to treating people as concepts and to find out relationship between political behavior and radical political ideology.

Thirty-six male students, drawn from a sample of 1195, were interviewed to obtain a personal history. A battery of projective psychological tests (Rorschach and TATs) was also administered to them. The students were divided into four groups of nine each, Jewish radicals (JR), Christian radicals (CR), Jewish moderates (JM), and Christian
moderates (CM), to test the significance of religious background as it related to political outlook. Eight significant psychological variables were found and defined. No differences were found between JMs and CMs. Radicals differed from moderates on three variables: negative identity, masochistic surrender, and treating people as concepts. In addition, JR subjects demonstrated consistently a wandering fantasy, flight from the mother, the mother as salient, and “machismo” as psychological variables. CRs were not characterized by any of these variables. As with both groups of moderates, the father of the CRs was psychologically salient, but unlike the moderates, CRs perceived their fathers as flawed. The possible dynamic meaning of these configurations is discussed, as are their possible relationship to radical behavior and radical political ideology.

**Ronnelle Paulsen (2007), *Education, Social Class, and Participation in Collective Action.*** In this article, social class effects in the political socialization found in education were examined in relation to individual participation in collective action. It was proposed that the way school reinforces the family socialization of class position and the class-related structure of education produce a sense of political efficacy among middle-class students. An analysis of data from a nationwide longitudinal survey of high school seniors shows that political efficacy, being a leader in school organizations, taking college preparatory courses, and attending school in an urban setting encourage later activism among students from families with moderate to high levels of socioeconomic status.

**Schaper, Denise (2009), *The Relationship of gender and position on leadership actions of select student government leaders in California Community Colleges.*** The
The purpose of this study was threefold: (a) identify the leadership actions of the selected student government leader in the California Community College system who were currently serving as presidents, vice presidents, secretaries, treasurers and senators, (b) explore the relationship between student government leadership position and leadership actions and (c) examine gender differences in leadership actions, if any, as measured by Kouzes and Posner’s (2005) Student Leadership Practices Inventory (S-LPI).

This study sample of student government leaders was obtained from Region IX of the student Senate of California community colleges. The survey instrument generated for this study was a modified version of the S-LPI. Survey was administered to 150 student government leaders in region IX. A total of 88 respondents participated in this study for a response rate of 58.6%. Research findings indicated differences in leadership actions in relation to position. These findings suggested the student government leader whose roles had more responsibility had higher Self Rating in Enable Others to Act and Encourage the Heart. There existed no difference in four of the five practices on the bases of gender. This study provided evidence that student government leaders were leading different ways. It was suggested that special attention must be paid to the leadership development opportunities extended to them.

Aie-Rie Lee (2010) student activism: the case of South Korea. This research article, using the 1989 ‘Ideological Orientation of Korean College Students Study’ survey, investigated the sources of student activism by addressing the issue of why students turn to activism and what precipitates student demonstration and movement. Also examined were the relative effects of social background and college socialization...
factors on levels of political activism to distinguish which one is more important in determining political activism in Korea. This article contended that college socialization experience and political beliefs play a significant role in influencing students' decisions to participate in protest activity. It was found that students who were radically socialized via left-wing organizations and issues were more likely to show higher levels of approval of communism and more support for protest activity. Moreover, contrary to the findings in prior studies, social background factors play a minor role in determining the amount of political activism that a student would engage in.

Jeremy Dale (2010) Activism and Leadership Development: Examining the Relationship between College Student Activism Involvement and Socially Responsible Leadership Capacity

The purpose of this study was to examine the relationship between participation in student activism and leadership development among college students. This study applied the social change model of leadership development (SCM) as the theoretical model used to measure socially responsible leadership capacity in students. The study utilized data collected from the Multi-Institutional Study of Leadership (MSL), a research project examining the influences of higher education on leadership development in college students across the country. The sample of 12,510 students consisted of respondents who participated in a sub-study on student activism within the MSL survey. Hierarchical multiple regression models were constructed to investigate the research question using an adapted version of Astin's (1991) I-E-O college impact model.
Regression models included participant demographic characteristics, pre-college experiences, institutional descriptors, and consideration of select college experiences in examining the relationship between activism and leadership development. Results indicated that the regression models explained a significant amount of the variance in participant scores. Participation and holding a leadership position in on-campus and off-campus organizations, community service conducted on one's own, and participation in an internship emerged as significant predictors of socially responsible leadership capacity among the collegiate experiences included in the model. Participation in activism also emerged as significant, as awareness of local, national, and global issues indicated influence on all leadership development measures, and participating in protests, contacting public officials, signing a petition, and buying or not buying products due to personal views significantly contributed to measures of citizenship. These findings served to address the existing gap in the literature pertaining to the relationship of student activism and leadership development, and indicated the developmental and educational potential to providing these experiences for students on campus.

Jayne E Stake and Frances L Hoffmann. (2010) Changes in Student Social Attitudes, Activism, and Personal Confidence in Higher Education: The Role of Women’s Studies. Goals of higher education have included the development of
understanding and acceptance of diverse groups, commitment to working for social justice, and personal confidence. The effectiveness of women’s studies (WS) and non-women’s studies (NWS) classes in bringing about these student outcomes was assessed on 32 college campuses; 548 WS and 241 NWS students participated. Both repeated (pretest, posttest, and follow-up) and subjective change measures indicated that WS students increased more than NWS students in egalitarian attitudes toward women and other stigmatized groups, awareness of sexism and other forms of discrimination, activism for social causes, and intention to engage in social activism. Teachers’ pedagogical practices, as assessed by students, related to student outcomes but accounted for only a small portion of the difference between WS and NWS classes. Implications for higher education are considered.

Marisela Rosas (2010). College student activism: an exploration of learning outcomes. Researchers, politicians, and the public have criticized colleges and universities for not effectively preparing college students to be active participants in their communities and within a democratic society. Institutional initiatives on civic engagement have focused on community service and service-learning initiatives to meet this demand. The present study, therefore, focuses on these civic engagement involvements and the outcomes associated with involvement. Little research is conducted
This study addresses the gap in the literature related to activism. Specifically, the purpose of this study is to identify the learning outcomes associated with student participation in activism. Data from the Higher Education Research Institute’s surveys, the 1999 Student Information Form (SIF) and the 2003 College Student Survey (CSS), were used in this study. The theoretical framework for this study was Astin’s Theory of Student Involvement and the conceptual framework for this study was influenced by Pascarella’s General Model for Assessing Change and Astin’s Input-Environment-Output Model. The statistical analyses conducted in order to answer the research questions were multiple regression and logistic regression. The results of this study provide some noteworthy findings that improve our understanding of activism and its effect on the learning outcomes of undergraduate students. First, students involved in activism or not involved in activism were no different when comparing demographic descriptive data (gender, modal age, college grades, etc.). Students differed in their academic course selection and out-of-class involvements. Secondly, characteristics positively predicting involvement in activism were male, African-American or Latino, involved in leadership training and racial/ethnic student organizations, who experienced high faculty support, and who enrolled in ethnic and women’s studies’ courses. Thirdly, student with high socio-political influence scores were associated with positive growth in all four of the learning outcomes, while student
involvement in demonstrations was associated with positive growth in only two of the learning outcomes: humanitarianism and knowledge acquisition and application. Finally, the conditional analysis conducted to determine if different students (e.g., female and male, and White and Latino, African American, etc.) experience differently. The effects of involvement in activism on the learning outcomes found: (a) conditional effects existed for males and females for the learning outcome humanitarianism and (b) no conditional effects existed for students of different racial/ethnic groups. This examination of specific learning outcomes associated with activism offers student affairs professionals and higher education scholars and policy-makers a better understanding of what students gain from their activism. In addition, the results of this study contribute to the body of knowledge on the role of college involvements in developing an action-oriented citizen.

William S. Aron (2011) *Student activism of 1960s revisited: A multivariate analysis* Research note. The main aim of the present study was to find out that there is very little direct effect on activism by social background, indicating that past studies of student political activism have overemphasized the influence of social background factors. The findings suggested that social background explains more of the variation in political attitudes and beliefs than it explains in political activism. This is not to say the social background is not important or influential in the development of an activist
political commitment—merely that no univalent rules exist which link social background characteristics with an individual's involvement in politics. The research also concluded that there are too many intervening factors, such as political attitudes and beliefs (and others not accounted for here) which influence individuals in numberless ways.

**Baird, Leonard L. (n.a.) A Study of Student Activism.** The main objectives of this study were; to study the family background of activists, to study their religious nature and different interests, to find out their competencies and academic level and to find out significant difference between activists and non activists in relation to their self concept and some personality traits. Available data on interests, achievement goals, competencies, self-concepts and personalities were used to survey 12,432 college freshmen at 31 institutions in Spring 1964. The following spring a checklist which combined a Student Activism Scale with items relating to other extracurricular activities was presented to a sample of 5,129 of the students at 29 institutions. The degree of activism was determined by items checked by the students to indicate their participation in any of several campus activities. Some survey results concurred with earlier findings: the identifiable activists came from middle-class homes where educational experiences had stimulated their mental curiosity, and they were more creative, autonomous, and service-oriented than other students. Unlike previous studies, however, activists were
found to be practical rather than romantic, and no less religious or dogmatic than their non-activist peers. They were found to be intellectual but not academically inclined and therefore not outstanding students. They tended to be talented in nonacademic areas such as art, speech, drama and writing. Findings also indicate that a majority of the student activists studied seem to be aggressive, self-confident, and find leadership roles stimulating. Yet they are normal, well-balanced individuals who share many similarities with and are liked by other students.

Charlie Osborne (2012) I Protest: Streaming to hash tags, a study of student activism (part 1). The main aim of this study was to find out first when student protests seem to be reaching a peak, what are some of the tactics students across the world are implementing online to organize and execute them, and why do they protest? And secondly, as social media and the use of mobile devices have threatened to change the way protests are organized and promoted. What are some of the methods that protesting students are utilizing? The findings of the study suggest that student protests have risen across the globe at a rapid pace. From the ‘Occupy’ demonstrations in the U.S, students retaliating against fees rises in the U.K, to anger at the cost of student living in Israel. Much was made of the hand online networks played in the Arab Spring, and ideas are now swapped on a global level that was not possible 50 years ago.
From student sit-ins to ‘kettle’ avoiding applications, the means of protest has changed for the Generation Y. The researcher found that the youth today use blogs, Twitter, Facebook and e-mail but these technologies mean nothing without a great deal of creativity and spirit behind them. Protests have taken on a mix of both traditional and modern methods. It takes passion and drive to ensure a protest instigated online is a success, and there have to be key elements for others to want to involve themselves. The findings indicated that ‘Traditional’ Western activism can have its supporter numbers bolstered by advertising and information exchange across social media platforms like Facebook and Twitter. UTube videos are released to give audiences a personal report on events, and online forums can be utilized to share concerns and co-ordinate efforts. In a two-part analysis of this expanding global phenomenon, the researcher would be exploring the main tools that young people now use to orchestrate and promote activism.

2.3.0 STUDIES RELATED TO LEVEL OF ASPIRATION

2.3.1 At National Level

Gopal Chandra Pradhan & Geeta Iyer (1997) ‘Educational and Vocational aspirations among the first generation and non first generation learners’- The present investigation aimed at studying the variation, if any, between first generation learners and non-first generation learners in educational and vocational aspiration in relation to
academic achievement and sex. The sample of the study consisted of 77 first generation learners (50 boys and 27 girls) and 85 non-first generation learners (51 boys and 34 girls) studying in class IX in three secondary schools located in Salcete Taluka of Goa. The data were collected using Educational Aspiration Scale (Form P) developed by Sharma and Gupta, and Occupational Aspiration Scale by Grewal. Product Moment Method of Correlation (r) and ‘t’ test were used to analyze the data. The study revealed that: There was no significant correlation between educational and occupational aspirations. There was no significant correlation between vocational aspirations and academic achievement. There was significant positive correlation between educational aspirations and academic achievement. There was no significant difference in educational aspiration between first generation learners and non-first generation learners. The non-first generation possessed higher vocational aspiration compared to the first generation learners. There was no significant sex difference in educational aspirations of the first generation learners. However, the non-first generation learner boys exhibited higher educational aspirations compared to the girls. Both first generation and non-first generation learner boys possessed significantly higher vocational aspiration compared to their respective female counterparts.
Aijaz, A. and Kureshi, A. (2001), *Age, gender and religious differences in motivational patterns and level of aspiration among adolescents*. The study was aimed at assessing level of aspiration and approve motive in relation to differences of age, sex and religion. The sample (N is equal to 200) comprised students of class IX to XII classes from various schools/colleges at Aligarh, their average age being 14 to 19 years. There were 100 Muslims (50 boys and 50 girls) and 100 Hindus (50 boys and 50 girls) subjects. Differences between groups on Level of Aspiration and Approval Motive were determined by means of critical ratios. Some Major Findings of the study were: Hindu subjects had a significantly high score on Approval Motive than Muslims subjects. Older Hindu as well as older Muslim subjects score significantly higher of Level of Aspiration. Hindu girls, as compared to hindu boys, scored significantly higher on Level of Aspiration.

Rani, Manju and Kumar, Vinod (2003), *A Study of Self Concept of Adolescents as determined by adjustment, level of aspiration and Sex*. The objective of the study were: 1. To examine the general development of self-concept at the adolescent level. 2. To study the relationship of adjustment with self concept at the adolescent level. 3. To determine the relationship of level of aspiration with self concept at adolescent level. 4. To study the sex difference in self-concept development. 5. To find out the
interactional effects of adjustment, level of aspiration and sex on self concept of adolescent students.

The sample for the study comprised 400 adolescents (100 boys and 100 girls having high self concept and 100 boys and 100 girls with low self concept) belonging to the age group of +15 to +17 years studying in the intermediate. The tools used included Swataha Bodh Parikishan of G.P Sherry, Dr. R.P. Verma and Dr.P.K. Goswami, LA coding test by G.A. Ansari and Vyatika Parakh Prashnavali by Dr. M.S.L Saxena. Mean, S.D, Standard Error of Mean and C.R were calculated. The Major Findings were – 1. The sex of the adolescent pupils did not effect the self concept significantly. 2. The girls students had high self-concept, while boys students had comparatively low self concept in all areas of adjustment. 3. The girls students had very high idea about self. They think themselves very superior to others. 4. The students with low level of aspiration had high self concept, while the students having high level of aspiration had comparatively slight low self concept. 5. The level of aspiration did not effect the self concept significantly at 0.05 level.

Pareek D.L (2004), *A comparative study of self-concept personality traits and aspirations of adolescent, studying in central schools, state government schools and private schools in Rajasthan*. It is an attempt to compare self concept, personality traits
and aspiration of the adolescent studying in central schools, state government schools and private schools in Rajasthan. The objectives of the study were: To explore the self-concept, aspirations and personality traits of students in different types of schools and to determine the relationship between self-concept, personality traits and aspirations of the adolescents studying in different schools. The normative survey method was used when 750 students studying in different schools formed sample. Swatha both Pakistan by Sherry and Uma, cattle’s 16 pt questionnaire, level of aspiration and input check list and Students Aspiration Test developed by the researcher were used to collect the data. Major Findings are 45.2% of the adolescents studying in central schools, 44.4% in private schools and 57.6% in government schools, possessed average self-concept. Adolescent studying in private and central schools were more intelligent than the adolescents studying in government schools. Students in government schools were generally practical whereas students in private and central schools were more imaginative. Adolescent in central and government school preferred science subjects while adolescent in private schools preferred art stream. Students in private schools were more conscientious in comparison to students in central and government schools. There existed no significant relationship between personality traits and level of aspiration among students from different type of schools.
Jain (2007), *A comparative study of values, level of aspiration and personality traits of rural urban and adolescent girls of Rajasthan*. The purpose of this study was:

To study personal values, personality traits and level of aspiration of rural and urban adolescent girls and to compare the values, personality traits, level of aspiration of rural adolescent girls with those of urban adolescent girls. Through purposive sampling method, a sample of 250 rural and 250 urban adolescent girls from secondary and higher secondary schools were included. Tools used were Personal Value Questionnaire by G.P. Shery and R.P. Verma, Level of aspiration by M.A. Shah and Bhargava and Kishore Varga Chhatra Akanksha Param Pani prepared by the investigator. Percentage, S.D., Mean, ‘t’ test, correlation and cumulative curve was used. Findings were:

(i) Rural adolescent girls were found to score higher on religious and hedonistic values while urban adolescent girls on democratic social and health values, (ii) knowledge value score of both rural and urban adolescent girls and their personality traits were found positively correlated.

Kumari, Shiv (2008), *A study of modernity of Undergraduates students with reference to their socio economic status, self concept and level of aspiration*. This research attempted to study modernity of undergraduates with reference to some variables. The objectives were:

- To study the difference between the means of four sub areas of modernity of undergraduate boys (UGB) and undergraduate girl (UGG) and to study the relationship between socio economic-status/ self-concept/ level of aspiration and modernity of UGB and UGG and
- (B) to study the differences between the means of mode of boys (B) and girls (G) with high and low socio economic status/ self concept/ level of aspiration. The sample comprised 200 boys and 200 girls. The tools used
included Modernisation Scale by Tripathi and Ranji Lal, Socio-Economic Status Scales by G.P. Srivastva, Swatva Bodh Parikshan by Sherry Verma and Goswami and Level of Aspiration Test by Shah and Bhargava. The statistical measures used were Mean, S.D, Q.D, Correlation and Critical ratio.

Major Findings of this study were – UGG were in general more modern than UGB and they differed significantly in respect of all four areas of modernity. Rise in Socio economic status resulted in significant increase in modernity of UGB and UGG. As self-concept increased UGB and UGG showed significant increase in modernity, self – concept in general was propellant to modernity. As level of Aspiration rose UGB and UGG showed a decline in modernity. Level of Aspiration was not propellant to modernity. UGB and UGG belonging to high socio-economic status were significantly more modern than counterparts from the lower socio-economic status.

Sharma, Prema and Kaushik, Neeta (2008), Level of Aspirations and Home Conditions of Distant Learners in the context of their Sex. The researcher studied the level of aspirations and the home condition of distant learners of IGNOU. The sample comprised 300 students (150 Male and 150 Female) studying in Indira Gandhi Nationals Open University. M.A. Shah and Mahesh Bhargava’s Test was used for exploring the level of aspiration of distant learners. The researcher herself prepared the Home Condition inventory for collecting the information regarding the various dimensions of home conditions. ‘t’ test was used to find out the deference between level of aspiration of male and female distant learners and the difference between home conditions of male and female distant learners. Results revealed that the female distant learners had high level of
aspiration as compared to male distant learners. Female distant learners have better home conditions as compared to male distant learners.

2.3.2 At International Level

Florian Fessel (2005) *Increasing Level of Aspiration by Matching Construal Level and Temporal Distance*. The current research demonstrates that construal level has opposing effects on level of aspiration depending on the goal’s temporal distance: A concrete goal leads to a higher level of aspiration in the proximate future, but an abstract goal leads to a higher level of aspiration in the distant future. Two reasons are proposed for this interactive effect. First, these combinations of abstraction and distance afford *functional advantages* in goal pursuit. Second, given prior demonstrations of the relationship between concreteness and proximity on one hand and abstraction and distance on the other hand, these combinations provide *value from fit* in that goal pursuit subjectively seems appropriate and important. Taken together, this line of research points to one reason why prior research on the motivating effects of construal level has led to equivocal results by implicating the moderating role of temporal distance.

Montmarquette, Louts Levy-Garboua, (2007). *Aspiration Levels and Educational Choices: An experimental Study*. The explanation of social inequalities in education is still a debated issue in economics, this explanation can be justified if aspiration levels are seen as reference points in a prospect. Theory framework. In order to test this explanation, this article applies the method of experimental economics to the issue of education choice and behavior. One hundred twenty-nine individuals participated in an experiment in which they had to perform a task over fifteen stages.
grouped in three blocks or levels. There was significant and interesting gender effect in the loss framing treatment, such that males performed better and reached higher levels.

Crowne, Douglast & others (2007). Some development Antecedents of Level of Aspiration. This study reported child rearing practices and child behavior associated with a subsequent level of aspiration (LOA). Antecedent measures were child rearing attitudes reported by 370 mothers of five-year olds in a earlier study. At the time of this study, the 83 subjects were 18 years old. They were administered two personality scales and the Rotter’s Level of Aspiration board. The LOA yields three scores capable of yielding nine patterns which describes an individual’s overall approach to the problems of goal statement and goal change. Statements of high goals inconsistent with past achievement show consistent and significant tendencies to be associated with earlier maternal protectiveness toward aggression, dependency, high maternal anxiety and more prevalent obedience problems. Failure avoidant levels of aspiration were associated with maternal protectiveness, warmth, and greater permissiveness in sexual socialization. Several study was not designed for eventual research on LOA. Much of the importance to goal striving behavior undoubtedly occurred during the 13 years interval. It was suggested that maternal report of child rearing practices were possibly unreliable so the findings should be regarded as suggestive rather than tentative.

Lowell M. Walter and Stanley S. Marzolf (2007) The relation of sex, age and school achievement to levels of aspiration. The main focus of this study was to find out the discrepancy between academic achievement and goal in relation to age and sex and high achiever and low achiever. Using an instrument comparable to the "aspiration
board" developed by J. B. Rotter, achievement and aspiration scores were found for 80 pupils in the laboratory schools at Illinois State Normal University in grades 4, 6, 8, and 12. The task was to hit a ball with a cue so that it would stop at the placed scored 10. It was found that the average discrepancy between achievement and subsequent goal was greater for boys than for girls. Variance from grade to grade was not significant. The differences between groups with above-average and below-average achievement scores were not consistent in the four grades tested.

**Margaret Mooney Marini (2008) Sex Differences in Educational Aspirations and Expectations.** Previous studies of sex differences in adolescents’ goals for educational attainment have focused on either educational aspirations or expectations and found that socioeconomic background has a greater effect on the educational goals of girls than boys, and that academic ability has a greater effect on the educational goals of boys than girls. Almost all of these studies were based on students who attended high school between 1955 and 1960. This paper examined more recent evidence on sex differences in both educational aspirations and expectations, obtained from a random sample of eleventh grade students in Pennsylvania. The findings indicated that: (1) boys whether high achiever or low achiever both aspire to and expected higher levels of educational attainment than girls; (2) the discrepancy between educational aspirations and expectations is greater for girls than boys at higher levels of aspiration; and (3) both socioeconomic background and academic ability, as measured by an achieve.

**Stephanie C. Berzin (2010). Educational Aspirations among Low-Income Youths: Examining Multiple Conceptual Models.** Although educational attainment of
poor youths has risen in recent years, aspirations still remain below those of other youths. Multiple theories have been used to understand youth aspirations, although the frameworks have not been examined concurrently. The present study used data on 1,154 low-income youths collected with the School Success Profile to examine the influence of variables derived from status attainment, blocked opportunities, and social support theories on educational aspirations. Seventy-three percent of youths aspired to go to college. The final model suggested that variables from each framework—including gender, younger age, nonwhite race, stronger home academic environment, higher levels of parent-school behavior expectations, better academic performance, greater engagement in school, and higher levels of peer and parent support—were associated with higher post-high school aspirations. The analysis suggested that all three conceptual frameworks add to the understanding of what factors are related to youth aspirations. Understanding multiple mechanisms that improve aspirations can help social workers support low-income youths toward the goals that eventually lead to high educational attainment.

Mark Devies and Denise B. Kandle (2011). Parental and Peer Influence on Adolescents' Educational Plans: Some Further Evidences. In the present study the specific influence of parents and peers on adolescents' educational aspirations was examined in a relational sample of matched adolescent-parent-best friend triads (N=762). A non recursive model of peer influence was also estimated. Most previous estimates of interpersonal influences were based on the adolescent's perceptions of the significant other's attitudes or behaviors rather than on the significant other's self-reports of these attributes. Estimates of interpersonal influences based upon self-reported attributes were presented. It was shown that perceptual measures inflate estimates of interpersonal
influence. Independent data from parents document that perceptual measures of significant others' attributes reflected not only attributes of the person being perceived but also attributed of the perceiver. Parental influence on the adolescent's aspirations was stronger than peer influence, and this influence did not decline over the adolescent years. Peers were involved in a process of reciprocal influence, and peer influences were stronger among girls than among boys.

2.4.0 STUDIES RELATED TO ACADEMIC ACHIEVEMENT

2.4.1 At National Level

R.M. Trivedi (1995) ‘Anxiety Level and Academic Achievement of Undergraduate Students’. The objectives of the study were to find out the anxiety level of under graduates students, to find out if there were significant difference between any two categories of under graduate students in respect of their anxiety level, to find out the nature of the relationship between the anxiety level and academic achievement of under graduate students. 270 students were selected at random from five colleges of Kutch District. They were categorized on the basis of sex and stream. Mean and SD were calculated to interpret the data.

Major findings of the study were- High anxiety was seen in the maximum number of the students involved in this study. The girls were more prone to anxiety than boys. It was also found that there were significant differences between the students of Commerce & Arts and Commerce & Science in respect of the anxiety level, but no significant
difference was found between the students of Arts and Science and between boys and girls. There was no significant relationship between anxiety and achievement. The positive relationship was found in the sample of boys and students of Science but negative in girls and the Arts and the Commerce streams.

**Priti Chaudhari (2000). The Academic Achievement of Tribal Students of Ashram Schools of Surat District.** In Indian education system education has limited connotation. It is largely concerned with the existing formal structures of education and the institutionalized methodology of imparting knowledge to individuals. Within this very system exist many subgroups of individuals with specific needs and tribals are one of them. Education of tribal is an important task before the government of India. One special education input for tribal education is residential schools widely known as Ashram schools in India. These institutions are very special efforts in the direction of tribal education. The main focus of the present study was - to find out of the existing status of education in ashram schools, to know the status of tribal education, to evaluate the tribal education programs undertaken and to know the academic achievement of tribal students in the ashram schools. The sample of the present study was all the ashram schools of Surat district. The major findings of study were - academic achievement of tribal students of Ashram Schools of Surat district was found average in Gujarati, Hindi, Social Science and Mathematics while below average in English and Science and Technology. It was suggested that there is a need to find out the reasons behind their different levels of achievement in different subjects. The paper shows condition and quality of inputs and the functioning of schools with large ST population is not very encouraging. And there is need to improve the quality of education in ashram schools.
Tulasi Acharya and Deepak Kumar Behera (2000). Factors Influencing the Educational Achievements of the Scheduled Caste and General Caste Students of Cuttack Municipality Corporation, Orissa. Undisputedly, education holds the master key to socio-economic development and as a matter of fact, it has been regarded as the engine of development. In the context of Indian society in general and the socio-economic milieu of Orissa in particular which is characterised by caste discrimination, skewed income distribution and the attendant social conflict, educational factor is perceived as a prime factor in the direction of social mobility and potent leveller of social inequality. Preparation to placing a monitor to effective measure the ingress of education in a given society, one must reckon with the degree of educational achievements of disadvantaged section and the factor influencing it. The article makes an honest attempt to set forth some of the prime factors influencing the educational achievement of Schedule Caste vis-à-vis General Caste.

Jayaswal, M., Sinha, S.K. Kumari, K. and Arora, A. (2003), Parental Support and Academic Achievement in Tribal Students of Jharkhand. Objectives of this study were; To examine the role of parental support on academic achievement of tribal school student, to explore the impact of parental need for achievement on academic achievement of tribal school students; and to explore the impact of parental aspiration, interest and behavior on academic achievement of tribal school January 2006, 21 students. Using a multistage sampling procedure the sample of the study was selected. 10 schools having classes VI, IX and XI were selected randomly from the schools of Ranchi town. Each of the three classes 100 tribal students were selected randomly, making a total of 300 children (207 tribal Christian and 30 tribal Sarnas). The parents both fathers and mothers
of 30 high achievers and 30 low achievers were selected as the parental sample. The tools used in the study were personal data questionnaire, academic achievement test, and parental support scale. t-test, mean, standard deviations were used to analyze the data. Findings suggested that; the parents of high achievers tribal saran as well as tribal Christian exerted significantly more support in their children’s studies than the parents of low achievers students. The parents of high achievers had greater work commitment concern with the quality of performance and inclination to learn lesson from other. On the other hand the parents of low achievers were more fatalistic, lacking a role model and having low self-confidence and initiative. The parents of high achievers had higher aspiration for their children’s educational success and high prestigious occupation with attractive financial return. But the parents of low achievers were not strongly ambitious of children’s upward mobility. The parents of high achievers had more interest in children’s educational success. On the other hand, the illiterate parents were unable to guide in homework hence they manage to get some educated persons and relatives to help the child as revealed during the course of data collection. The high achievers parents believed in counseling for correct behavior whereas the parents of low achievers believed in physical punishment, like frequent beating. High achievers parents were liberal and allowed their children to mix with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

Khan, N.Z (2005), Scholastic achievement of higher secondary students in science stream. The main aim of the research was to study the scholastic achievements of higher secondary students in science stream. The study was conducted on 400 students (200 boys and 200 girls) selected from senior secondary school of AMU, Aligarh India,
to establish the prognostic value of different measures of cognition, personality and demographic variables for success at higher secondary level in science stream. The scores obtained on different variables were factor to establish the predicted validity of these predictors. The prognostic value of the predictors was compared for high achievers and low achievers in order to identify the factors which differentiate them. Results indicated that Factors responsible for success in science stream were identified and it also indicated the factors which differentiate high and low achievers.

Vamadevappa, H.V. (2005), *Study of the Effectiveness of Parental Involvement on Academic Achievement among Higher Primary Students*. Major objectives of the study were; To find out the extent of relationship between parental involvement and academic achievement among higher primary students: to find out the difference between high achievers and low achievers with respect to parental involvement: to find out the significant difference between boys and girls in relation to their academic achievement; to find out the significant difference between boys and girls on high and low parental involvement. The sample of 200 students studying in 6th standard consisting of 100 boys and 100 girls were selected from four higher primary schools of Davangere in Karnataka through systematic random sampling technique. The sample was drawn from four English medium schools selected on a random basis. Tools used for the collection of relevant data included parental involvement rating scale (PIRS) by Abdul Gafoor (2001) and Achievement test constructed by the researchers (2002). Pearson’s product moment correlation technique was used to find out the relationship between parental involvement and academic achievement. ‘t’ test was also used to find out the significant difference
between the means of two groups. Results showed that; there was positive and significant relationship between parental involvement and academic achievement. Significant difference was found in the achievement scores of boys and girls of high parental involvement group. There was no significant difference in the achievement scores of boys and girls of low parental involvement group. No significant difference was found between high achievers and low achievers with in relation to parental involvement and there was significant difference between boys and girls in their academic achievement.

Saxena, M. (2006), *A study of relationship of emotional intelligence and academic achievement*. This study was conducted to estimate the relationship between emotional intelligence and academic achievement. The study was confined to 100 B.Ed students getting teacher training in the Faculty of Education, D.E.I. Agra. Findings suggested that pupil teacher had control over their emotions. Their existed no significant difference in academic achievement of pupil teachers, either male or female, the relationship between emotional intelligence and academic achievement of pupil teacher was highly positive which means more emotionally competent pupil teacher would be more academically sound.

Ayodhya P. (2007) *‘Emotional problems in secondary school children and its relation to life events and scholastic achievement’*. The main aims of the study were: To identify the emotional problems in secondary school students and to find out their relation to life events and scholastic achievements. The sample was drawn from 10th class students. Stratified random sampling method was used to select the sample. The total sample of study comprised of 240 students from 4 High schools, involving 120 boys and
120 girls. General information sheet, Prasad’s social classification, Short version of Goldberg’s General health questionnaire, Life events scale, Reven’s standard progressive Matrices, Children’s psychopathology measurement schedule, percentages of 8th & 9th class, Modified Mayer gross preformed and Diagnostic and statistic manual tools were used to collect the data. The following conclusions were drawn:

Secondary school students had significantly high rate of emotional problems. Emotionally disturbed students had high life events scores and more number of events. Boys had high life events scores and more number of events. Boys out numbered the girls in the decreased scholastic achievements. The emotional problems found, were of minor nature. Depression was the commonest educational problems. Emotional problems and life events did not have influence on scholastic achievements in the present study. No difference was found with regards to socio-demographic factors and emotional disorders, scholastic achievement and life events. No association was found between scholastic achievement and intelligence.

Raina, G (2008) *Family composition and educational achievement*. The main focus of this study was to study the independent and interactive impact of sex compositions of siblings and sex of the child in influencing academic achievement of the child. The present study also provided an opportunity to examine the socio-economic and demographic variables and sex preferences for children as predictor of academic achievement of boys and girls. Sample comprised of 417 adolescents grades sixth and eighth (204 boys and 213 girls) drawn from various schools enrolled. Mothers of these children also participated in this study. Sex preferences measured by using Coombs is
index. Academic achievement was measured from previous years percentage scores obtained in annual exams. To measure Intelligence, the Standard Progressive Matrices (SPM, Raven 1960) was used. It was found that both boys and girls having sisters were disadvantaged in academic achievement whereas having brothers in the sibling structure enhanced the academic achievement scores of both boys and girls. It further revealed that the no. of sisters and no. of siblings was negatively related to academic achievement of girls. It appeared that the larger no. of sister in the sibling structure is a major psychic hurdle in the academic pursuit of the girl child in India.

2.4.2 At International Level

C.M. Watson & T. Quqtman (2002) *Career Aspirations of adolescent Girls: Effect of achievement Level, Grade and Single –sex School Environment.* In this study the career aspiration of higher achievers were explored by comparing them to the aspirations of the adolescent boys as well as by looking at the influence of grade in schools, achievement level and all girls school environment. The participants ideal and real career aspirations, scored in terms of prestige were investigated via 2 sets of analysis, with coed (n=704) and single sex female (n=494) adolescent samples. Results showed that the high achieving girls exceeded the aspirations of average achieving girls and boys, and were the same as those of high achieving boys. Gender and grade difference in ideal and real career choices and over all achievement level were also reported and discussed.
Girls at single sex school had higher real career aspirations than that of girls and boys at co-ed schools.

**Dickey, E.L. (2003) Interactive Effects of Achievement Anxiety, Academic Achievement, and Instructional Mode on performance and Course Attitudes.** The objective of the study focused on the interactive effects of achievement anxiety, academic achievement, and instructional mode on performance and course attitudes. A second concern of the study was to ascertain the differential effect of instructional mode on achievement anxiety of subgroups of students enrolled in an undergraduate clothing design course. Multivariate analysis of variance (MANOVA) was used to assess the interactive effects of achievement anxiety, cumulative point-hour ratio (CPHR), and instructional mode on (a) two tests designed to measure knowledge and application of course content and (b) a course attitude scale.

The results showed that there were neither significant interactions nor main effects. However, there was evidence that for the students with low CPHR and initially high debilitating anxiety, the TV lecture-supervised laboratory mode provided a learning environment more facilitating in regard to achievement anxiety than the independent study mode.
of teachers’ affective behavior and the relationship to student Achievement. This applied dissertation was designed to study the relationship between teacher’s affective behavior and student achievement by surveying student and teacher perceptions to see if a correlation existed between those perceptions and student scores on state criterion-referenced tests. The significance of this study was to add to the knowledge and literature concerning teacher-student relationships and their importance in the learning process.

Two research questions guided this study: Do students who perceive their teachers’ affective behavior toward them as positive score higher on the Utah State criterion-Reference Test than students who perceive their teachers’ affective behavior toward them as negative? Is there a correlation between a particular teacher opinion platform, as measured by the Teacher opinion Multidimensional survey, on what factors are most important in teaching and learning and student achievement of teacher affect?

The teachers and students in a 5th and 6th grade intermediate school in rural Utah were the subjects of this study. During the 3-years study, there were 2,907 different students and 36 difference teachers involved. The instruments used were the district student survey, the Utah state criterion Reference Test, and the Teacher Opinion Multidimensional Survey. The data were treated utilizing bivarian correlation statistics to
find the product moment correlation coefficient \( (r) \) or pearson and value. A correlation was found at the 0.01 level of significance between students feelings of safety at school and achievement. There was also a correlation between student’s perceptions of teacher affect and science achievement at the 0.01 level of significance. The study found a relationship between the teacher platforms that deals teacher factors to be most important in teaching and student achievement in mathematics. (Significance at the 0.05 level) (Dissertation abstract International vol. 68 no 10 April)


Objectives of this research were; to examine psycho-socio variables, community services, academic motivation, social support, and the students’ methods of handling unfair treatment as they related to academic achievement measure in this context by GPA (Grade Point Average). Eighty four African American Public High School students participated in this study. Their ages ranged from 15 to 18 years. 23% were male and 77% of respondents were female. Students were chosen from 10th,11th and 12th grade. Altruism Test by Kool, Sen and Mayton, classroom goal orientation (Duda and Micholls) student’s social support scale (Malecki and Elliot) and unfair treatment index by Kreiger were used to collect data. I semester grades were also collected from schools. A cross
sectional design was used for this study. Multiple Regression Analysis was done to draw conclusion. Results showed that, after controlling for gender and number of absences, only the method of copying with unfair treatment was associated with GPA. Social support was also found to be non significant in both regression modles. There was a strong negative association between the way the student copes with unfair treatment and GPA. Students who talk to others about their problems are also more likely to seek help in their schoolwork.

Kingsley, N (2007), Parental Involvement: A sine Qua Non in Adolescents Educational Achievement. This study was conducted in Ghana to investigate, factors that predict parental involvement, the relationship between parental home and school involvement and the educational achievement of adolescents, the relationship between parental authoritativeness and the educational achievement of adolescent students, parental involvement serving as a mediator between their authoritativeness and the educational achievement of the students, and whether parental involvement decreases as children reach adolescence. In trying to find out this connection between parental involvement and school success, the students and teachers were asked to fill out two separate questionnaires. 239 students from diverse socio-economic backgrounds between the ages of 15 and 20 as well as their teachers took part in the study. The instruments used in the present study were all student and teacher self-report measure, Parenting scale (Steinberg et al.,) Parental Involvement Childhood (Self-developed), Parental Home Involvement (self-developed), Parental School Involvement (self-developed), Teacher
Rating of Parental School Involvement (self-developed), Perceived Academic competence (PAC) by Alaser (1989), Financial Pressure Scale by Schwarz and colleagues (1997). Findings indicated a positive and significant correlation between mothers and fathers home involvement and the academic achievement of the students and mother’s occupation on achievement of the students. However, with respect to stepparents, grandparents, and other guardians’ home and school involvement activities were found to be non-significant to the academic achievement of the students. Mothers’ occupational status emerged as the best predictor of mothers’ home involvement followed by nature of school, mothers’ marital status, and program of study; whereas nature of school was the best predictor of mothers’ school involvement, followed by mothers’ occupational status, and program of study. Nature of school was the only factor that predicted fathers’ home involvement. Further more mothers’ and fathers’ authoritativeness were positively correlated with the students’ educational achievement whereas the authoritativeness of stepparents, grandparents, and other guardians were not significantly correlated with the school achievement of the students. Finally, parental involvement played a mediation role between their authoritativeness and the educational achievement of the students. The findings highlight the importance of parental involvement in adolescents’ school success.

Chanyi-Hsuman (2009) Principals’ distributed leadership behaviors and their impact on student achievement in selected elementary schools in Texas. The Purpose of this descriptive statistical study was to explore principal leadership practice as perceived by teacher leaders and its possible affect on student’s achievement. Data were collected by using the leadership Practices Inventory. (LPI) and Self Observer instrument (Kouzes
and Posner, 2003) from all willing teacher leaders to deterring the leadership practices of the principals in Region VI. Texas. Also, statewise assessment data available from three school years (2004-2006 were obtained from the Academic Excellence Indicator System (A EIS) report. In order to answer research questions one to four, descriptive statistics including frequency, percentage, mean and standard deviation were calculated for the LPI results.

The distributed framework offers considerable influence for studying leadership as a school wise rather than individual practice. Based on the literature, six conclusions were drawn and recommendations were made regarding practice, future study and policy. First, the finding indicated that the principal collaborative working style with teacher leaders seeing to have positive impact on student achievement, second, failing to enlist teacher leaders in a common vision might have a negative effect on student academic performance. Third, the perceptions of teacher leaders in school 7, School 5 and School 16 reflected a need for the principal to take challenges and seek challenging opportunities to change and grow. Last, the findings from the study complement studies of the effects of site-based management teams. The positive impact of ‘Enabling others to act’ and “inspiring a shared vision” on student achievement implies that distributed leadership is most likely to contribute to school improvement and to build school capacity for improvement.

2.5.0 CRITICAL APPRAISAL OF THE RELATED LITERATURE
The present study deals with activism level of aspiration and academic achievement of socially and economically deprived undergraduate and to get insight in the selected problem a deep study of the related literature was done.

It was observed that the researches related to the activism of deprived undergraduates, were available in a limited number at the national and International level while this is one the very important thrust area of research.

At NATIONAL LEVEL the problem of the deprived students have been studied in relation to the variables like social, emotional and educational problems, vocational aspiration educational aspirations, occupational aspirations, interest, intelligence and self concept.

The important findings of the researches were high SES and low SES had no significance difference in relation to their social, emotional and educational problem. Boys and girls did not show significant difference and showed similar problem pattern irrespective of their SES. ST boy students has less adequate facilities at home which in turn affected their performance at school, certain influencing factors affecting vocational aspirations and interest were, home, schools surroundings and SES. There was no significant difference between SC and Non SCs in area of academic achievement, vocational aspirations and self concept.

AT INTERNATIONAL LEVEL: Educational and occupation aspirations of deprived students were investigated. Significant difference was found between SES and occupational aspirations of boys and girl students. The relationship between SES and occupation aspirations were positive but negligible. Family SES not only contributed to
educational aspirations but also in maintaining high aspirations in future. A majority of deprived boys and girls had some kind of formal education. A high percentage of respondents were involved in occupations that paid daily wages.

These studies explored many factors related to deprived students but there was not a single study which could answer the questions raised by the researcher.

In the nutshell the critical appraisal of the reviewed literature indicates that findings of these studies have restricted their scope of application on socially and economically deprived students.

The present study departs from the quoted studies which could not throw light on the present scenario of activism of deprived youth. Therefore, it is the need of the time to dig into the activism and aspirations of deprived undergraduates. The present study has identified the problem of perception of the whole situation from different angles and it is hoped that the results, will certainly help in dealing with today’s deprived students.