

CHAPTER – II
REVIEW OF RELATED LITERATURE

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In this chapter, an attempt has been made to provide a review of the literature relevant to the present study. This review includes studies on socio-economic variables and academic achievement of students, conducted in International, National and North East Region.

Considerable research studies have been done in this area of socio-economic variables and academic achievement of the students. So, it would be appropriate to predicate the method and procedure of the present study on the rich conceptual and research background it has. For conducting a valid and meaningful study in any field of knowledge, the researchers need a guideline to proceed towards a positive direction. Review of the related literatures enriches the researcher study, giving up-to-date information about what has been done in that area. By knowing previous investigations and findings one may add from his/her study some knowledge to the existing one.

The Reviews related to present study are categorized as follows —

- Studies Undertaken Abroad
- Studies in National level
- Studies in North-East Region

2.1 STUDIES ABROAD

Karim (1990)¹ conducted a study on “Exploration of general socio-economic status indexes and educational attainment in Bangladesh”. The study found that educational achievement of household members, occupation of household head, socio-cultural cooperation and amount of land owned were statistically positive significance for the educational attainment.

Maqsud, M., Rouhani, S. (1991)² conducted a study on the relationship between socio-economic status, locus of control, self concept and academic achievement of Batswana Adolescents. The major findings of the study are (i) Socio-economic status was significantly and positively related with internality, self concept and achievement in English. (ii) Self concept was significantly and positively correlated with achievement in English and Mathematics. (iii) Boys Mathematics achievement was significantly higher than girls one.

Wongoo, L. (1991)³ conducted a study on the impact of socio-economic status on academic achievement of government and private schools students. The objective of the study was to fine out the difference of academic achievement of government and private school students as far as their socio-economic status concerned. This study revealed that the academic achievement of government and private schools did not differ significantly but socio-economic status and academic achievement was significantly correlated.

Christenson, S. L., Rounds, T. and Gorney, D. (1992)⁴ studied on “Family socio-economic factors and students academic achievement”. The findings of the study revealed that family socio-economic factors significantly influence to increase student’s academic achievement.

Wang, Haertel and Walberg (1993)⁵ studied on “parental influence on academic achievement of students in educational institution” and found that parental or family involvement is the most important influence on academic achievement of students.

Caldas, S. J. (1997)⁶ conducted a study on the relation between the socio-economic status of peers and individual academic achievement. The study revealed that peer family socio-economic status is significantly and substantively independent effect on individual’s academic achievement.

The international organization of Economic Cooperation and Development (2000)⁷ made a study on “Mathematical and science subjects Evaluation of Educational Achievement into relationship between socio-economic status and educational out come in Australia and overseas”. The findings of the study revealed that student’s achievement in both mathematics and science were found higher for these whose parents had completed a university degree. There was positive correlation between socio-economic conditions at home and achievement in both subjects. The achievement of indigenous students at both subjects was significantly lower than non-indigenous students.

Engin Demir, C. (2000)⁸ studied on “The factors influencing the academic achievement of students in the Turkish urban poor”. The major findings of the study were the set a variables comprising students characteristics, including well-being at school, socio-economic support, explain the largest amount of variance in academic achievement among the urban poor.

Jeynes, M. L. (2002)⁹ made a study on “Examining the effects of parental socio-economic variables on the academic achievement of adolescents students at secondary school” and found that there was a positive correlation between socio-economic variables of the parents and academic achievement of secondary school students.

Giota, Joanna (2002)¹⁰ conducted study on the “Adolescents goal orientation and academic achievement long term relationship between socio-economic status and gender differences”. Findings of the study highlighted the predictability of different types of socio-economic status and goal orientation as influence for academic achievement. The findings of the study also revealed that the students at adolescence period pursue a variety of academic and non-academic goals and those different types of goal orientations were differently related to socio-economic conditions.

Jencks and Mayer (2004)¹¹ conducted a study on “Socio-economic classification and educational achievement”. They distributed social classes in to five categories such as upper class, upper middle class, middle class, lower middle class and lower class. The findings of the study revealed that the students belong to upper class have greater opportunities to interact with learning environment and show greater academic achievement. Other hand students came from lower socio-economic status class have less opportunities and less resources they remain behind in every walk of life. The study also found that socio-economic status of parents was positively affected on educational achievement of their children.

Jennifer, M. Graff (2004)¹² conducted a study on “Children’s academic achievement at school: socio-economic status, teacher-child relationship, home environment and parental beliefs” and findings revealed that there is significant influence of socio-economic status and others factors on the student’s academic achievement at schools.

Barry, J., (2005)¹³ studied on the effect of socio-economic status on academic achievement. The objective of the study was to investigate the effects of socio-economic status on academic achievement of students. This study revealed that socio-economic status effects on academic achievement of students.

Eamon, Mary, Keegan. (2005)¹⁴ conducted a study on “Social demography, school, neighborhood and parenting influence on academic achievement of Latino young adolescents” and found that socio-economic background shown to have a positive effect on student’s academic achievement.

Krashen (2005)¹⁵ conducted a study on “Influence of parents education level on children academic achievement at secondary education”. The study found that the students whose parents are educated score higher on standardized tests than those whose parents are not educated. Educated parents can better communicate with their children regarding the school work, activities and information being taught at school.

Sirin, S.R. (2005)¹⁶ made a study on socio-economic status and student's academic achievement: A Meta –Analytic Review of Research. The sample included 101,157 students, 6871 schools and 128 school districts gathered from 74 independent samples. The results showed a medium to strong socio-economic status and achievement relation. This relation however is moderated by the unit, the source, the range of socio-economic status variable and the type of socio-economic status achievement measure. The relation is also contingent upon level, minority status and school location.

Hijazi, Syed Tahir and Naqri, S. M. M. Raza. (2006)¹⁷ conducted a study on “Factors affecting students on academic achievement: A case study of private college at Bangladesh”. The study found positive relationship between family income and student's academic achievement of private college in Bangladesh.

Battle, Juan and Lewis, Michael. (2002)¹⁸ in a study on “The relative effects of socio-economic status on student's academic achievement” and it found that socio-economic status of students were significant correlation with academic achievement of the students.

Ajila and Olutola (2007)¹⁹ studied on “Important of the home environment or family on students academic performance at New Zealand”. The study found that the parents are the first socializing agents in an individual life. Home environment affects the students, because the family background and context of a child affect his relation to life situation and his level of performance. Although the school is responsible for make up the individuals life during school period.

Tella and Toyobo, F.A. (2007)²⁰ studied on “Parental education, peer and gender effect on academic achievement of 500 senior secondary school students in Gaborone, Botswana”. Findings of the study revealed that parental education, peer and gender positively effect on academic achievement of students in secondary school level. The findings were also recommended that parents should use their education experience to give all the needed support to enhance academic achievement of their children.

Hanafi, Z. (2008)²¹ made a study on the relationship between aspect of socio-economic factors and academic achievement. The study focussed on two aspect of family socio-economic i.e. mothers and fathers educational level and reading materials in the home. 430 students from three secondary schools in a district in Kedah were involved in this case study. The findings of the study revealed that both parent's educational level and reading materials available in the home were related to children's academic achievement. More facilities provide better performance to the children.

Hanes, Beth. (2008)²² conducted a study on "The exploration of socio-economic status and student's academic achievement at Beverly Elementary school" and found the family socio-economic status were significant difference with the academic achievement of students.

Garzon (2008)²³ studied on "Influence of socio-economic status on academic achievement of students on English language learning" and finding of the study revealed that influence of socio-economic status on students academic achievement at the individual level is still prevalent, but less strong in much of the literature. The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES.

Caro, Daniel H. McDonald, James Ted, Willms. (2009)²⁴ studied on "Socio-Economic Status and Academic Achievement Trajectories from childhood to Adolescence". The study found a positive relationship between socio-economic status and academic achievement. This research paper was accessed the data from Canada's National Longitudinal Study of Children and Youth (NLSCY) to examine how the academic achievement gap attributed to socio-economic status change from childhood to adolescence (Ages 7-15).

Jamila E. H, (2009)²⁵ conducted a study on “Parent socio-economic status and children academic achievement”. This paper has investigated the relationship between parent’s socio-economic status and their children’s achievement at school. The findings of the study were – (i) the academic achievement of the girls is better than boys. (ii) The positive correlation between parental education level and children’s academic achievement is moderate and positive. (iii) There is a positive correlation between the children’s school grade and their parent’s labour market status.

Kristjansson, AlfgeirLogi, and Sigfusdottir, Inges Dora. (2009)²⁶ studied on “The role of parental support, parental monitoring and time spent with parents in adolescence academic achievement”. The study found that parental factors were associated with academic achievement among the adolescence boys and girls. The relationship between the parental factors and academic achievement was significant difference in case of adolescence boys and girls.

Diaz, Antonia Lozano. (2010)²⁷ studied on “Personal, family academic factors affecting academic achievement in secondary school students” and found that family academic factors were positively affected on students academic achievement at secondary school students.

Memon, G. R., Joubis Farooq, Muhammad. And Khurram Ashraf, Muhammad. (2010)²⁸ made a study on “Impact of parental socio-economic status on students educational achievement at secondary schools of district Malir, Karachi, Pakistan”. The findings of the study were that families with low socio-economic status obtain lack of financial. Educational supports that characterize high socio-economic status of the family’s poor families also may have limited access to community resources that promote and support children development. The study also found that physical facilities of home were significantly correlated with educational achievement of the students at matriculation examinations.

Thompson, R. (2011)²⁹ made a study on Florida Charter Schools: The effects of types and socio-economic status on academic achievement. By examining this relationship, it can be determined which charter school intervention works best and what affect they have on closing the overall educational achievement gap. The findings of the study were the household of a student who are considered low socio-economic status are characterized by having less education and less income and occupational status as compared to high socio-economic status students, socio-economic status related demographic measures and low socio-economic status students have less resources and capital which are important ingredients for the students.

Raheem, B. O. Abdu (2012)³⁰ conducted a study on “Socio-Economic status and students academic achievement and retention in social studies among the junior secondary schools in Ekiti state, Nigeria”. The findings of the study revealed that there were no significant difference achievement mean scores and retention means score between male and female students in the experimental and control groups. The study concluded that socio-economic status has no significance role to play on students academic and retention in social studies. The study recommended that female students should be more encouraged by parents, teachers and the society in order to develop their untapped intellectual resources and erase the old gender stereotype against them.

Suleman,Q., Aslam, H. D., Hussain. I., M., Nisa, Z. U. (2012)³¹ conducted a study on “Effects of parental socio-economic status on the academic achievement of secondary school students in district Karak (Pakistan)”. The findings of the study show that parental socio-economic status, education, occupational and income level affected the academic achievement of students at secondary school level.

Kisilu, Josephine, Kimani, Elishiba and Kombo, Donald (2012)³² made a studied on “Socio-Economic Factors Influencing Educational Aspiration among the girls in secondary schools in Nairobi region Kenya”. The main purpose of the study was to find out the socio-economic factors, which influence educational aspirations of girls in secondary schools. The findings revealed that the socio-

economic factors affect schools girls educational and occupational aspiration, grounded on the family settings, parenting, siblings and other relations.

Shah, Mahmood, Atta, Aamir and Quresh, Imran Muhammad. (2012)³³ conducted a study on “Impact of socio-economic status of family on the academic achievement of students”. The findings of the study were show positive and strong correlation between socio-economic status and academic achievement of the students.

Uwaifo, V.O. (2012)³⁴ studied on “The effects of family structures on the academic achievement of Nigerian University students”. The study found that there were significant differences between student’s academic achievements and family structures of the students. The study also shows that there were significant differences between boys and girls students academic achievement of different family structures.

Ayodo, T. M. O. and Simatwo, Enose, M. W. (2012)³⁵ in a studied on “Impact on family socio-economic status on girl’s student’s academic achievement in secondary school in Kenya: A case study of Kisumu East District”. The study established that the girl’s students from higher family’s income academic achievement were better than lower income families, parents with high level of education greatly enhanced girls students academic achievement. Moderate family size of students had a positive influence on girl’s student’s academic achievement.

Uddin, Muhammad, Hafiz (2013)³⁶ made a study on “Parental socio-economic variables relation with academic achievement of secondary school students at Lahore, Pakistan”. The study found that parental socio-economic variables were significantly difference with academic achievement of secondary school students.

Doren, Juliana Catherin. (2013)³⁷ conducted a study on “The effects of socio-economic status on academic achievement in Open and Closed society”. The study found that there was a significant effect on the relationship between socio-economic status and academic achievement in open and closed society.

Siddiqui, Abdul and Fatima Tabassum (2014)³⁸ made a Study on “Academic achievement in relation to family socio-economic background among Muslim and Non-Muslim adolescents students”. The findings of the study revealed that high socio-economic status group obtained higher academic achievement as compared to their low socio-economic status group. However, the difference between the two compared groups for Muslim male sample was found to be insignificant. On the other hand in case of female sample the difference was significant showing the same trend as in case of total Muslim sample.

2.2 STUDIES IN NATIONAL LEVEL

Khanna, M. (1980)³⁹ studied on “A study of the relationship between student’s socio-economic background and their academic achievement at junior secondary level”. The findings of the study revealed that socio-economic status were positive significant relationship with academic achievement, the student’s academic achievement were related with socio-economic status irrespective of whether they are residing at village, town or city and academic achievement of the rural and urban students were closely related with their parental income.

Narang, R. H. (1987)⁴⁰ studied on “A comparative study of the socio-economic and home factors affecting the academic achievement of boys and girls (10 and 11 years) in the urban and rural areas”. The study found that socio-economic status did not affect academic performance of boys and girls in the city, town and villages.

Kapoor, Rita. (1987)⁴¹ studied on “To examine the factors responsible for high and low achievement at the junior high school level”. The study found that parental socio-economic condition, home environment and school facilities were positively responsible for high and low achievement at junior higher secondary level.

Padhan, G.(1990)⁴² made a study on creative thinking in relation to socio-economic status and scholastic achievement of higher secondary schools students of Barada city. The findings of the study revealed that there was no significant relationship between creative thinking and socio-economic status. Finding

also shows that there was no significant and positive relationship between creative thinking and scholastic achievement.

Verma and Tiku (1990)⁴³ studied on “Socio-economic status effected on students Academic Achievement”. The study found that there was significant relationship between socio-economic status and academic achievement of students. The study revealed that socio-economic conditions of the family were affected on student’s academic achievement.

Chuthan, Chandra (1991)⁴⁴ conducted a study on the relationship between children’s achievement and parent’s attitude towards academic work in Kerala. He stated that “if the parents are educated they cultivate a better attitude towards education and thus they motivate their children in their studies. Uneducated parents were losing to understand the nature of work carried out in the schools and thereby unable to motivate their children. So, lack of parent’s education was considered to be the most important constraint in the formation of attitude and educational achievement of the children.

Madhuri (1991)⁴⁵ conducted comparative study on “Personality factor, academic achievement and scholastic achievement of socially high and low deprived tribal youth in Rajasthan”. The study found that there were no any difference in the personalities and academic adjustment of socially low and high deprive group of the society.

Nanada, Sachchida. (1992)⁴⁶ conducted two parallel studies on “Educational achievement and occupational aspiration among the scheduled caste and scheduled tribes students in Bihar”. The study found that most of the college students had high academic and occupational aspiration. A large number of students felt that their status improved but not as much as that the students of non-scheduled tribes and scheduled caste. Educational aspirations of both boys and girls students were same among the scheduled tribes and scheduled caste.

Harikrishnan, M. (1992)⁴⁷ studied on “Academic achievement of the students of higher secondary stage in relation to achievement motivation and socio-economic status”. The study revealed that academic achievement and academic motivation of the students were positively significant with socio-economic status and academic achievement was not related to academic motivation of the students. It also found that academic achievement of girls were better than academic achievement of boys at higher secondary school.

Chand, S. K. (1992)⁴⁸ conducted a study on “A study of personal values of adolescence boys and girls in relation to socio-economic status and academic achievement”. The study revealed that there were no significant correlation between socio-economic status and religious democratic, economic knowledge, hedonistic, power and family prestige values, but there were significant relationship between socio-economic and social and aesthetic and health value. The correlation was found to be positive but low for social and aesthetic values. It was also found that there was no significant correlation between academic achievement and social, democratic, aesthetic, economic and family prestige and health values. This study also found that boys and girls did not differ in religious, social democratic, knowledge, hedonistic, family prestige and health values but different in economic and power values significantly. Further it was found that government and private schools did not differ in social democratic, aesthetic, knowledge, hedonistic, family prestige, but differed in economic religious, power and health values.

Muthumanickam, R. (1992)⁴⁹ conducted a study on “Academic achievement of students of higher secondary commerce group in relation to their reasoning ability, socio-economic status and interest in commerce”. The study found that boys and girls did not differ in relation to their achievement in commerce. Sex was found to be an influencing factor of achievement in commerce. There was positive and significant correlation between achievement in commerce and reasoning ability, socio-economic status and interest in commerce.

Pramod, S. (1996)⁵⁰ studied on “Future time perspective, cognitive efficiency, achievement motivation, anxiety and academic achievement among the eleventh standard boys and girls”. The study found that during adolescence gender also comes up as an important factor in the intensity of academic achievement and there was significant difference in boys and girls students on academic achievement.

Anand and Mathur (1997)⁵¹ studied on “Socio-economic status and its relationship with children academic achievement in secondary school”. The study revealed that socio-economic status were positively significant correlation on academic achievement of the secondary school students.

Pakakou, E. N. (1997)⁵² studied on “A model of parental socio-economic factors and the academic achievement of adolescent’s students”. The study found that parental socio-economic factors positively correlated with academic achievement of adolescents students.

Singh, R.S. (1999)⁵³ studied on “Relationship between parent’s occupation and academic performance of students at junior secondary schools”. The findings of the study revealed that student’s academic achievement at junior secondary schools were significant positive correlation with father’s education and occupation level. There was also found that for the academic achievement of the students family income status was not found statistically significance.

Padma, B. N. (1999)⁵⁴ made a study on effects of socio-economic status on academic achievement. The objectives of the study were – i) To investigate difference in the academic achievement of upper, middle and low socio-economic status group of students. ii) To investigate difference in the academic achievement of urban and rural with respect of socio-economic status. iii) To investigate difference in the academic achievement of boys and girls with respect of socio-economic status.

The findings of the study (a) the comparison of upper and middle, middle and low socio-economic status groups showed that there is no significant difference in academic achievement. (b) in both urban and rural areas as regards to

academic achievement, the upper socio-economic status students have done significantly better than the low socio-economic status group.

Basantia, Jaga Mohan and Mukhopadhyaya, Dulal (2000)⁵⁵ studied on “Effect of Psychological factors and academic achievement on Tribal students”. The purpose of the study was to find out the psychological constrains of tribal students and to study relationship between psychological constraints and academic achievement of the tribal students. It was found that boys and girls did not differ in terms of psychological constraints differed between high achievers and low achievers. High achievers had low level of psychological constraints. It was revealed that psychological constraints and academic achievement were negatively correlated with each other.

Padma, M. V. (2000)⁵⁶ studied on “Relationship between socio-economic status and academic performance of school going students in Uttaranchal”. The findings of the study revealed that family socio-economic status were influenced in academic performance of school going students. The socio-economic statuses of the family were sub-divided as father occupation, mother’s education, family income and so on.

Kumara (2000)⁵⁷ studied on “Socio-economic problems of Scheduled Tribes and Scheduled Caste girls in secondary school in Karnataka”. The study recommended for effective and suitable guidance to maintain the socio-economic problems of girl’s students in scheduled caste and scheduled tribe category. Efforts should also be made to implement the remedial measures to develop favorable attitude to certain social issues.

Garg, Aswini Kumar (2000)⁵⁸ studied on “A development study of the Educational Background of the tribal students of Baitool district”. Main objectives of the study were (i) To study the effect of caste, gender, income and their interaction on the occupation aspiration of students (ii) To study effect of caste, size and occupation of the family and their interaction on the educational achievement of the students. The

study found that caste, gender and family income were positively significant effect on academic achievement of students and their occupational aspiration.

Pandey, S. N. and Ahmed, Md. Faiz. (2000)⁵⁹ studied on “Significant of difference between male and female adolescence academic performance, achievement motivation, intelligence and socio-economic status.” The study found that between male and female adolescence, there was no significant difference on the measures of academic performance. Similarly no significant difference was found between male and female adolescents on the measures of performance motivation. It also found that no significant difference between male and female adolescents level of intelligence and socio-economic status.

Shah, Imran. (2000)⁶⁰ conducted a study on “The influence of selected socio-economic and psychological variables on the academic achievement of secondary school students in Kashmir”. The study found that there was a positive correlation between socio-psychological variables and academic achievement of secondary school students.

Gupta, R.P. (2001)⁶¹ conducted a study on “Impact of social class background upon educational achievement and motivation in secondary education”. The finding of the study revealed that social class background influences the educational achievement and motivation of students.

Trivedi. V. (2001)⁶² studied on relationship of parental attitude, socio-economic background, among the intermediate students and their academic achievement. The study found that parental attitude and socio-economic background was positively impact on academic achievement of intermediate students.

M. T. V. Sumalatha, K. and Reddy (2001)⁶³ studied on “Academic achievement of high school students in relation to certain factors”. The study found that some factors like general intelligence, study habit, socio-economic status, family influence, home environment were influence students academic achievement in high school.

Prasad, C. M. (2001)⁶⁴ studied on “Socio-economic condition and its relationship with educational development of higher secondary school students”. The study found that socio-economic status of urban and rural areas students were positively relationship with parent’s occupation and income for development of academic achievement, educational adjustment of the students.

Mathur, K. S. (2001)⁶⁵ made a study on “The effect of socio-economic condition on the academic achievement and behavior of higher secondary schools students at Agra”. The findings of the study revealed that socio-economic status of the parents were positive correlation with academic achievement of higher secondary school students.

Alam, M. M. (2001)⁶⁶ studied on “Academic Achievement in relation to socio-economic status, anxiety and achievement motivation: A comparative study of Muslim and Non-Muslim school students of Uttar Pradesh”. The findings of the study revealed that there was significant positive relationship between socio-economic status and student’s academic achievement and negative correlation between anxiety and students academic achievement. The study also found that there was positive correlation between academic achievement motivation and academic achievement of Muslim and Non-Muslim children. Achievement motivations of Non-Muslim students were found to be superior to Muslim children.

Mishra, Lakshi. (2002)⁶⁷ conducted a study on “Impact of socio-economic status in academic achievement of the Scheduled Caste and Scheduled Tribes students at secondary level”. The study found that socio-economic status was positively significance in case of academic achievement of SC and ST students. The urban atmosphere was more conductive to student’s academic achievement than the rural environment. Education levels of the parents were positive effect on student’s academic achievement at secondary level.

Schiefelbaum and Simmons (2002)⁶⁸ studied on “Factors influencing academic achievement of students at secondary level” and considered that the family background is the determining factor of academic achievement of students at secondary level.

Khan, N. S. and Jemberel, J. (2002)⁶⁹ conducted a study on “Influence of socio-economic status on educational and occupational aspirations of high and low achieving adolescents” and findings of the study revealed that there was a positive influence of socio-economic status on educational and occupational aspiration of high and low achieving adolescents.

Dutta, K. P. (2003)⁷⁰ made a study on “Identified the nature and relationship between socio-economic status and academic achievement of students”. The study found that there were difference mean and standardized score in relationship between academic achievement of students and parent’s education, occupation and income level. It was also found significantly differences between academic achievement of students in urban and rural areas, upper class, middle class and lower class socio-economic status of families.

Aruna, N. N. (2003)⁷¹ studied on “Fathers socio-economic status influencing the scholastic achievement of scheduled caste and scheduled tribe students at lower classes in secondary level of education”. The study found that academic achievement of Scheduled Caste and Scheduled Tribe students studying in class VIII was positively influenced by their parental socio-economic status and it was also found that scheduled caste and scheduled tribe students academic achievement was lower than students of general population.

Rainey and Murova (2004)⁷² made a study on “Parental socio-economic position and children’s education at Madhya Pradesh”. The finding of the study stated that better socio-economic condition and high parental educational level was influence the quality of education for children.

Pandey, E. L. (2005)⁷³ studied on relationship between socio-economic status and academic achievement of adolescents. The study found significant relationship between academic achievement and socio-economic status. Finding of the study also revealed significant difference between academic achievements of adolescents studying in different types of school depending upon the socio-economic status of parents.

Parida, Suchitra (2005)⁷⁴ conducted a study on “Effect of socio-economic status, school environment and medium of instruction on the mental abilities and academic achievement of school students”. The main objectives of the study were to assess the socio-economic status of the students and their academic achievement, to study the interaction effect to socio-economic status, school environment and medium of instruction on student’s academic achievement. The study found that socio-economic status was positively affected on academic achievement of the students. The findings of the study also revealed that there was significant difference between boys and girls students academic achievement in government and private schools and the medium of instruction was found insignificant relationship with students academic achievement.

Panigrahi (2005)⁷⁵ studied on academic achievement in relation to intelligence and socio-economic status of high school students. The objective of the study was to examine the influence of intelligence and socio-economic status on academic achievement of high school students. Finding of the study revealed that there was significant and positive correlation between academic achievement and intelligence, high intelligence leads to better academic achievement, a low positive correlation between academic achievement and socio-economic status. There was no significant difference between boys and girls with respect to academic achievement.

Srinivas, Nallani (2010)⁷⁶ made a study on “Sociability perception of the society and academic achievement of the Scheduled Tribe students in selected areas in Khammam district, Andhra Pradesh”. The findings of the study revealed that there were significant difference between male and female, among different age groups, between Lambada and Koya tribal groups, between educational status of class

8th and class 9th students, between the mother tongue of Lambadas and Koyas, between small and large family, between urban and rural students with special reference to their academic achievement.

Raychoudhury, Amitav, Dev Nath, Manjit., Sen, Seswata and Majumdar, Braja Gopal. (2010)⁷⁷ studied on “Factors affecting student’s academic performance: A case study in Agartala Municipal Council areas”. The study found that student’s academic achievement depends on a number of socio-economic factors like students attendance in the class, family income, mothers and father’s education, teacher-students ratio, presence of trained teacher in school, sex of the students and distance of schools.

Kingsley, Nyarko. (2010)⁷⁸ made a study on “To examine the relationship between parental home involvement and academic achievement of secondary schools students”. The study found that parental home environment was positively relationship with academic achievement of secondary schools students.

Sadanandan, M. and Lourdusamy, V. (2011)⁷⁹ studied on “Parental influence on academic achievement of higher secondary school students”. The study found a significant relationship between academic achievement of students and parental influence.

Singh, R. (2011)⁸⁰ made a Study on “Socio-economic status in relation to academic achievement of students and found that students academic achievement were significantly difference with socio-economic status.

Mushtaq, Irfan and Khan Nawaz Shabana. (2011)⁸¹ studied on “Factors affecting students academic achievement at secondary level” and findings of the study were that communication, learning facilities, proper guidance and family stress were the factors affected the student’s academic achievement.

Chopra, N. L. (2011)⁸² conducted a study on “A study of relationship of socio-economic status with academic achievement of students in secondary schools” and found that socio-economic status was significant relationship with academic achievement of secondary school students.

Ahmed, S. Faheem and Parveen, Nishat. (2012)⁸³ studied on “Influence of socio-economic status on academic achievement in science of secondary school students”. The findings of the study revealed that science achievement of boys and girls was the same which girls not being inferior to boys, but there was a significant different in science achievement scores of upper and lower socio-economic status students. It also found that there was difference in academic achievement of students belonging to upper and middle class of socio-economic status.

Gupta, R. S. (2012)⁸⁴ conducted a study on “Family occupational and income level of standard class 10th students in relation to academic achievement in the year 2012”. The objective of the study was to ascertain the relationship between family occupational and income level of students with their academic achievement in case of boys and girls. The study revealed that family occupation and income level was significant relationship with academic achievement of boys and girls students.

Ahmad, S. Fameed and Parveen, Nishat. (2012)⁸⁵ made a study on “Influence of Socio-Economic Status on achievement in science of secondary school students”. The study found that there was difference of Mean scores achievement in science between upper and lower SES students as calculated t-value was 2.80 which significant at .01 level. There was significance difference of Mean scores achievement in science between upper and middle SES students as the calculated t-value was 2.38 and to be significant at .05 levels. There was also found significant difference of Mean scores achievement in science between middle and lower SES students as calculated t-value was 1.75 which found no significant at .05 levels. The study revealed that there was no significant difference of Mean scores achievement in science between middle and lower SES students.

Anandmani, Ajit. (2012)⁸⁶ made a study on “Factors influencing Achievement in Science at Secondary school Level”. The study revealed that there was no significant difference in Mean achievement scores of male and female students in urban and rural areas. Children of high socio-economic status scored significantly higher in science achievement test in both urban and rural areas.

Hassan, Dr. D. and Rao, Dr. A. V. Appa. (2012)⁸⁷ studied on “Relationship between study habits and socio-economic status in academic achievement of class x students”. Findings of the study revealed that there was no significant different between male and female students, other communities, backward communities and scheduled caste communities in study habits. In academic achievement there was significant difference between male and female students, other communities, backward communities and scheduled caste communities.

Mani, Dr. Gupta. (2012)⁸⁸ made a study on “Family socio-economic variables relation with academic achievement of high school students”. The study found that socio-economic variables of the family significantly effect on academic achievement of high school students. Boys and girls studying in ICES, CBSE and Board schools differed significantly in their academic achievement.

Moshahid, Mohd., Raheem, Abdul., and Jamal, Sajid. (2012)⁸⁹ studied on “Scholastics achievement with relation to parental education, occupation, income, cultural living and social participation among secondary school students”. The study found that parental education, occupation income and social participation were found to be significant for scholastic achievement of secondary school students.

Ehteshamuddin, S., Imam, Md. A. (2013)⁹⁰ conducted a study on “ A comparative study of school under government and private management with respect to socio-economic status of the parents and academic achievement of students at secondary stage of education”. The results revealed that there was a significant difference between socio-economic status and academic achievement of students of government and private schools. The results analysis showed that the high socio-economic status students academic achievement is high than low category socio-

economic status secondary students. The majority of students of government schools come from low socio-economic status where large number of private managed schools comes from higher socio-economical status.

Yadav, Urmila. (2013)⁹¹ made a study on “Academic achievement among high and low parental socio-economic groups of students” and found that the Mean scores of high parental socio-economic group were higher than the low parental socio-economic group boys and girls students’ academic achievement.

Madankar, Dr. R. R. (2013)⁹² studied on “Affect on personality, home environment and schools environment on academic achievement among secondary school students- A path Analysis”. Findings of the study revealed that there was significant difference of independent variables and academic achievement of secondary school students.

Kamatchi, V. (2014)⁹³ made a study on “Behavioural problems and academic achievement of students of single-parent and intact family”. In this study the investigator found that there was significant difference between the students of single parent family and intact family in their overall behavioural problems and academic achievement.

Patel. G. S. (2014)⁹⁴ studied on “Socio-economic status and educational achievement of higher secondary school students”. The study found that socio-economic status of the students was significant effect on their educational achievement. The findings of the study also revealed that there was significant difference between low socio-economic status and high socio-economic status of students in their educational achievements at higher secondary schools.

2.3 STUDIES IN NORTH-EAST REGION

Baruah, Awanti (1975)⁹⁵ studied on “A study on students academic achievement at lower secondary stage between boys and girls in Jorhat town”. The study found that academic achievement of girls was significantly better than boys at lower secondary stage. The study failed to give cause of these differences as more investigation yet to require about this.

Rahman, A (1990)⁹⁶ Studied on “Some aspect of the Primary and Secondary education of the Mishing tribe of Assam”. Samples of 500 families were selected from nine villages randomly and the head of each family was interviewed. The study revealed that poverty, lack of infrastructure and literacy among parents are the main constraints for low enrolment among the tribal children. Many pupils from the tribal community dropped out between the primary and secondary levels and between secondary and college levels.

Saikia, Dhaniram (1990)⁹⁷ studied on “socio-economic condition of the Karbi people”. The findings of the study revealed that rules and regulation of the society and economic status were significantly relation to educational development of the karbi people.

Mohan Chandra, Hira (1992)⁹⁸ conducted a study on “Impact of education in society and culture of Karbi people in Karbi-Anglong”. The investigator has elaborated the historical background of the karbis regarding original settlement of the karbi and how Mikir Hills became Karbi-Anglong. Regarding livelihood of the karbi people, jhum cultivation, wet cultivation, rearing of animals and regarding household product are included in his study. He also explained Social- cultural heritage set up of karbi community. He narrated the development of educational from the early stage to that time. He laid emphasis on how development of education may change the whole scenario of the Karbi-Anglong district.

Dutta, D. K. (2002-03)⁹⁹ conducted a study on “An Achievement survey at the end of class- V in Kamrup, Nalbari, Dibrugarh and Karbi-Anglong district of Assam”. The findings of the study revealed that achievement of rural boys were better than girls and the difference was significant. In urban areas, there was no significant difference in achievement between boys and girls. The overall achievement of boys was better than the girls in rural and urban areas and there was significant difference of student’s achievement in urban and rural areas of the districts.

Das. A. K. (2006)¹⁰⁰ made a study on “A study on socio-economic status of parents and its impact to children’s educational achievement in Dhemaji district of Assam”. The finding of the study revealed that poor economic and low social status of the family was the major constraints in the academic achievement of the children’s.

Gohain, H. (2009)¹⁰¹ studied on “Academic Achievement of students in class X and CBSE Examination, 2008, studying in Kendriya Vidyalayas in greater Guwahati: A study in relation to socio-economic status”. The study found that the pass percentage of class X CBSE Examination, 2008 of Kendriya Vidyalayas of greater Guwahati was above 85%. Thus academic performance of the Kendriya Vidyalaya was excellent in 2008. Out of the total students(N=120) 40% achieved 80%, 28.34% students achieved up to 90% and above 20.83% of students achieved up to 70% and 10.83% of students achieved 60%. The findings of the study revealed that majority of the students achieved above 80% showing brilliant academic performance. It was also found that there was significant relationship between socio-economic status and academic achievement of the students.

Bora, Ashim. (2010)¹⁰² studied on “A study on gender difference and achievement in mathematics among the secondary school students in Karbi-Anglong district of Assam”. The study found that the socio-economic condition of parents was positively effect on gender difference achievement in mathematics in H.S.L.C. Examination. The findings of the study also revealed that there was significant difference in pass percentage between male and female students in H.S.L.C. Examination.

Chutia, Manju.(2012)¹⁰³ conducted a study on “Self-concept and academic achievement of the tea garden school going adolescents in Lakhimpur district of Assam”. One of the main objectives of the study was to find out the academic achievement of boys and girls school going adolescents of tea garden. The findings of the study revealed that academic achievement of tea garden school going adolescent’s boys were better than girls and there was significant difference of academic achievement between boys and girls students in tea garden in Lakhimpur district.

Devi, B. (2013)¹⁰⁴ made a study on “Influence of parents education and occupation on the academic achievement of class X students”. The study revealed that academic achievement of students is positively related to their parent’s education and occupation level. Again as far area is concerned the achievement of urban students is better than rural areas.

Devi, Bijaya (2015)¹⁰⁵ studied on “Influence of socio-economic status on academic achievement among the Tribal and non-Tribal adolescent students at Goalpara district of Assam”. The findings of the study revealed that Tribal adolescent students are significantly better in their achievement than the non-Tribal adolescent students both in case of middle and low socio-economic status levels. But in case of high socio-economic status level the non-Tribal adolescent students are better than Tribal adolescent students in academic achievement.