CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION:

The review of related literature in the context of a research problem is a fruitful part of any research work. A review of related literature provides the researchers an insight into the problem that the researcher is going to carry out. It also helps in determining objectives and formulating hypotheses of the work. Therefore, the main objective of a review of related literature is to have knowledge of the trends of research in the field.

The present study entitled “Scholastic Achievement of the Post-Graduate Students of Dibrugarh University: A Study of Some Associated Variables” deals with scholastic achievement of the post-graduate students of Dibrugarh University in relation to some cognitive, social and psychological variables.

In this chapter, a brief review of the researches that have a bearing on the problem under investigation has been presented. The researcher had gone through the various research articles, theses, dissertations, abstracts, journals, research surveys etc. and observed that in comparison to other states, a negligible
number of studies in the context of the present problem have been conducted in Assam. Some of the relevant findings of the studies are furnished under the following headings.

2.1 STUDIES RELATED TO SCHOLASTIC ACHIEVEMENT AND ITS ASSOCIATED VARIABLES:

A number of studies on different associated variables of scholastic achievement have been carried out in India and abroad, some of which are reported here.

2.1.1 Studies Carried Out in India:

Ghuman (1976) conducted a study on aptitudes, personality traits and achievement motivation of academic over achievers and under achievers and found that over achievement was primarily determined by the non-intellective personality variables whereas underachievement was closely related to the intellective factors.

Grover (1979) studied parental aspiration as related to personality and school achievements of children and found that there was significant difference in the school achievement of the children belonging to the groups of parents where father was low aspiring and mother was high aspiring and where both father and mother were low aspiring.
Hirunval (1980) conducted a study on pupils self-concept, academic motivation, classroom climate and academic performance and found that pupils academic performance, self concept and classroom climate were positively related.

Jasuja (1983) conducted a study on frustration level of aspiration and academic achievement in relation to age, educational and sex differences among adolescents and found that frustration and academic achievement was significantly and negatively related. Level of aspiration and frustration did affect the achievement.

Sarkar (1983) studied the contribution of some home factors on children’s scholastic achievement and found that the home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent child relations contributed to scholastic achievement.

Singh (1984) conducted a study on study habits of high, middle and low achiever adolescents in relation to their sex, intelligence and socio-economic status and found that study habits were significantly related to the academic achievement. High achieving adolescents had significantly better study habits than middle achievers and middle achievers had significantly better study habits than low achievers.

Lall (1984) studied the child rearing attitudes, personal problems and personality factors as correlates of academic achievement and found that
academic success was negatively and significantly related to personal problems, sensitivity, anxiety and neuroticism.

Oza (1995) studied the factors influencing the learning strategies of 9th standard students and found that a positive learning orientation and effective learning strategies facilitate academic achievement.

Patel (1996) conducted a study on study habits of pupils and its impact on their academic achievement and showed that good study habits were positively related to achievement.

Chaturvedi (1996) conducted a study on adolescent’s perception of material role of professional and non-professional mothers in relation to their level of aspiration and academic achievement and found that maternal role perception was related to achievement.

Minnalkodo (1997) studied higher secondary school students achievement in zoology in relation to anxiety, achievement motivation and self concept and found that amongst students studying in 11th grade, achievement motivation, academic achievement, and self concept were positively related.

Gyanani (1998) studied the effect of classroom climate, teachers leadership, behaviour and expectations of student-teachers scholastic achievement and found that classroom climate, teacher’s leadership and expectations significantly influenced the scholastic achievement of students.

Krishnamurthy (1998) studied higher secondary students achievement in history as related to certain variables and found that academic
achievement motivation was a vital factor while interest and attitude were negligible.

Aggarwal and Kapoor (1998) conducted a study on parent’s participation in children’s academic activities in relation to their academic achievement at the primary level and found that at primary level, parents giving direction and guidance at appropriate time contributes towards children’s performance in school.

Hazarika (1998) conducted a study on scholastic achievement of the students of secondary schools under different types of management and found parental encouragement, study habit, different components of socio-economic status were associated with scholastic achievement.

Chakravarty (1998) found school environment, family environment, achievement motivation, self concept and level of aspiration as significant correlates of scholastic achievement.

Haseen (1999) studied academic achievement as a function of social class, parent child interaction, dependency behaviour and school management and found that social class, parent-child interaction and dependency behaviour had significant effect on academic achievement.

Verma and Kumar (1999) conducted a study on study habits and achievement in different school courses and found that study habits were positively related to achievement in 10th grade examination in Delhi.
Dangwal (2000) conducted a study on relationship of reaction to frustration and academic achievements of class V students and found that obstacle dominance was negatively and ego defense was positively related to academic achievement. In girls the relationships were non-significant.

Vyas (2002) studied the learning style, mental ability, academic performance and other ecological correlates of under graduate adolescent girls of Rajasthan and found that the environmental, emotional, sociological dimension of learning style does not affect significantly the academic performance of girls.

Sujata (2005) conducted a study on influence of aptitude and personality profile on academic achievement of undergraduate students of UAS, Dharwad and found no significant relation between socio-demographic factors and academic achievement of students. On the other hand, boys and girls students of Agriculture differed significantly in academic achievement. Girls were in higher academic achievement category as compared to boys. The personality factors viz; outgoing, bright, self controlled were influencing factors for academic achievement of students. Among the second order personality factors independence was an influencing factor on academic achievement of students. The aptitude in the area of verbal reasoning, numerical ability, abstract reasoning and space relations were significant factors influencing the academic achievement.

Mokashi (2007) studied the correlates of anxiety and scholastic achievement of residential school students and found no significant relationship
between ordinal position, type of family, family size, income of the family, arts and music, sports, intelligence and scholastic achievement of the boys. Age was negatively related with the scholastic achievement of the boys. No significant relationship was found between age, ordinal position, type of family, family size and income of the family and scholastic achievement of girls. Arts and music, sports and intelligence were positively related to scholastic achievement of the girls.

Dutta (2007) found that vocational interest, different components of socio-economic status were associated with the scholastic achievement of the girls.

Satapathy (2008) conducted a study on psycho-social and demographic correlates of academic performance of hearing-impaired adolescents. A total of 80 hearing-impaired and 111 non-impaired secondary school (class VIII and X) Indian adolescents from New Delhi, were selected. Results showed that stress had a significant inverse correlation with academic performance of non-impaired students, whereas the relationship was low positive in case of hearing-impaired students. While social-emotional adjustment enhanced academic performance of both groups, self-esteem did not relate significantly in either case. However, many socio-demographic variables like number of siblings, socio-economic status, and age were found to have significant correlation with academic performance of hearing-impaired students.
2.1.2 Studies done Abroad:

Drew and Watkins (1998) conducted a study entitled “Affective Variables, Learning Approaches and Academic Achievement: A Causal Modelling Investigation with Hong Kong Tertiary Students” and it was shown that as predicted, both academic causal attributions and academic self-concept influenced academic achievement indirectly via students learning approaches. Locus of control was significantly and negatively related to the surface approach to studying while academic self-concept had a positive significant influence on the deep approach. Both the surface and the deep approaches to studying showed significant direct effects on academic achievement.

Ivanovic, et al. (2004) conducted a study on “Scholastic Achievement: A Multivariate Analysis of Nutritional, Intellectual, Socio-Economic, Socio-Cultural, Familial, and Demographic Variables in Chilean School-Age Children”. The findings showed that scholastic achievement is conditioned by multiple factors depending on the characteristics of school-age children, their families, and the educational system. Nutritional indicators of past nutrition were significantly associated with scholastic achievement.

Casanova, et al. (2005) conducted a study on influence of family and socio-demographic variables on students with low academic achievement. In the group of adolescents with normal academic achievement, socio-demographic variables better predict achievement; for students with low achievement, family variables play a more important role in predicting achievement.
Fakeye (2010) conducted a study on students personal variables as correlates of academic achievement in English as a second language in Nigeria and showed a positive relationship between students attitude and their achievement in English language.

2.2 STUDIES RELATED TO SCHOLASTIC ACHIEVEMENT AND SELECTED ASSOCIATED VARIABLES OF THE PRESENT STUDY:

2.2.1 Studies related to Scholastic Achievement and Intelligence:

Intelligence has long been considered as an associated variable of scholastic achievement. Following are some of the related overview in this context.

2.2.1.1 Studies Carried Out in India:

Makhija (1973) conducted a study on “Interaction among values, interests, intelligence and its impact on scholastic achievement” and showed significant positive influence of intelligence on scholastic achievements.

Dhami (1974) conducted a study on intelligence, emotional maturity and socio-economic status as factors indicative of success in scholastic achievement and found that intelligence contributed to scholastic achievement.
Acharyulu (1978) conducted a study on relationship among creative thinking, intelligence and school achievement and concluded that scholastic achievement had a positive relationship with intelligence and creativity.

Shivappa (1980) studied the factors affecting the academic achievement of high school pupils and found that intelligence made the maximum contribution to the academic achievement.

Srivastava (1980) studied intelligence, interest, adjustment and family status as predictors of educational attainment of high school students and found a significant correlation between intelligence and achievement.

Girija (1980) studied the intellectual and non-intellectual factors in academic achievement of advantaged and disadvantaged students from professional colleges and found that out of 62 predictor variables, 32 were potential contributors to student achievement where intelligence was one predictor.

Patel (1981) conducted a study on general ability as a predictor of academic achievement of the pupils of standards II, III and IV and found that the general ability variable influenced the achievement of the pupils of standard II through standard IV in all subjects and in their all achievements.

Sharma (1982) conducted a study on intellectual factors and academic achievement in Arts, Science and Commerce courses at higher secondary stage and found that the students of scientific stream possessed a
higher level of verbal intelligence than those of the literary and commercial stream.

Aggarwal (1982) studied causes and their remedial measures of the two groups of X and XII classes of relatively identical intelligence but differing in educational achievements. The findings of the study showed that intelligence made the least contribution to academic achievement at the both level.

Shanmugasundaram (1983) conducted a study on factors related to academic achievement among undergraduate students under semester system and found that high achievers had higher intelligence than low achievers.

Singh (1983) studied memory, symbolic representation and some other mental abilities in relation to achievement in chemistry at graduation level and found that some mental abilities namely numerical abilities, reasoning ability, memory and symbolic representation indicated a positive influence on academic achievement.

Rajput (1984) studied academic achievement of students in Mathematics in relation to their intelligence, achievement motivation and socio-economic status and found that intelligence affected the achievement of students in Mathematics significantly.

Mitra (1985) conducted a study on some determinants of academic performance in preadolescent children and found that intelligence was the most significant correlate of achievement irrespective of sex.
Jahan (1985) studied the personality profiles of students of science, arts and commerce at the higher secondary level of education in relation to their academic achievement and found that the over achievers of science were intelligent, emotionally stable, excitable, obedient, sober, conscientious, shy, self-assured, self-sufficient, controlled and relaxed as compared to the underachievers. The over-achievers of the arts stream were more warm-hearted, intelligent, affected by feelings, undemonstrative, assertive, enthusiastic, conscientious, zestful, apprehensive and tense as compared to underachievers. The overachievers of the commerce stream were more reserved, intelligent, affected by feelings, sober, conscientious and self-assured as compared to the underachievers.

Dixit (1985) made a comparative study of intelligence and academic achievement of adolescent boys and girls studying in classes IX and XI and found no differences in academic achievement of the intellectually superior and intellectually very superior boys and girls in both classes. Very high correlation between intelligence and academic achievement was found in case of boys where an average correlation between these two variables was found in case of girls.

Deshpande (1986) conducted a study on interactive effects of intelligence and socio-economic status of students and homework on the achievement of students. The findings of the study showed a significant relationship between intelligence and academic achievement.
Das (1986) studied peer influence and educational aspiration of secondary school students in relation to their academic achievement and found that intelligence was the most powerful predictor of academic achievement.

Singh (1986) studied some possible contributing factors to high and low achievement in Mathematics of the high school students of Orissa and found that achievement in Mathematics was positively and significantly related with intelligence.

Mehrotra (1986) studied the relationship between intelligence, socio-economic status, anxiety, personality adjustment and academic achievement of high school students and found a positive relationship between intelligence and academic achievement.

Misra (1986) critically examined the influence of socio-economic status on academic achievement of higher secondary students in rural and urban areas of Kanpur and found a positive relation between intelligence and academic achievement.

Kapoor (1987) conducted a study on factors responsible for high and low achievements at the junior high school level. The findings of the study revealed that among both boys and girls the high achievers tended to show a higher level of intelligence as compared to the average and the low achievers.

Tripathi (1987) conducted a comparative study of the correlates of academic attainment of pupils of junior high school and found that the average
level of scores in intelligence and academic attainment were found to be low. Intelligence had a significant positive relationship with academic attainment.

Avadh (1987) conducted a study on factors responsible for high and low achievement at the junior high school level and found that high achievers were intelligent in comparison to low achievers.

Balasubramanium (1993) conducted a study on pupil’s academic achievement in English in relation to their intelligence and has reported that intelligence was positively related to English achievement in grade 12 children.

Kaur and Bawa (1995) studied intelligence as a correlate of academic achievement and proved that verbal intelligence was positively related to achievement in Hindi, Punjabi and English and non-verbal intelligence was positively related to achievements in subjects like Science, Mathematics and Social Studies etc.

Verma (1996) conducted a study on ‘Test Anxiety and Study Habits: A study of their main and interaction effects on Academic Achievement’ and noted that, in grade 10 intellectual ability influenced achievement.

Mokashi (2007) studied the correlates of anxiety and scholastic achievement of residential school students and found that intelligence was not related with the scholastic achievement among the boys. But intelligence of the girls showed a significant positive relationship with their scholastic achievement.

Lamare (2010) conducted a study on academic achievement in relation to some psycho-social variables of secondary school students in East
Khasi Hills District, Meghalaya and found intelligence as one of the positive correlate of academic achievement.

### 2.2.1.2 Studies done Abroad:

Laidra, *et al.* (2007) conducted a study on personality and intelligence as predictors of academic achievement and intelligence as measured by the Raven’s Standard Progressive Matrices was found to be the best predictor of students grade point average (GPA) in all grades.

Colom and Mendoza (2007) conducted a study entitled “Intelligence Predicts Scholastic Achievement irrespective of SES Factors: Evidence from Brazil” and found that children's intelligence tests scores predict their scholastic differences. The results underscore personal intelligence as a genuine predictor of individual differences in scholastic achievement.

Deary, *et al.* (2007) conducted a study on Intelligence and Educational Achievement. This 5-year prospective longitudinal study of 70,000 + English children examined the association between psychometric intelligence at age 11 years and educational achievement in national examinations in 25 academic subjects at age 16 and found that general intelligence contributed to success on all 25 subjects.

Rohde and Thompson (2007) conducted a study on predicting academic achievement with cognitive ability and found that the measures of
general cognitive ability continued to add to the prediction of academic achievement.

Leeson, *et al*. (2008) studied cognitive ability, personality and academic performance in adolescence and the results suggested that intelligence, gender, and positive thinking each play a unique role in predicting academic performance in youth.

Song, *et al*. (2010) studied the differential effects of general mental ability and emotional intelligence on academic performance and social interactions and found that general mental abilities have a unique power to predict academic performance.

Habibollah, *et al*. (2010) conducted a study on “Intelligence and Academic Achievement: an investigation of Gender differences” and found that intelligence was not related to academic achievement for both males and females.

Ghazi, *et al*. (2011) conducted a study on the relationship between students self perceived multiple intelligences and their academic achievement. Results of the study showed that the relationship between self perceived bodily/ kinesthetic intelligence and academic achievement was very weak.

It can be observed from the review of related literature that intelligence is an important associated variable that contributes to scholastic achievement.
2.2.2 Studies related to Scholastic Achievement and Anxiety:

It is acknowledged from the review of research work done in the area of anxiety that the relationship between anxiety and scholastic performance is complicated one. While a number of researchers well accepted the negative influence of anxiety upon scholastic achievement, few studies found no relationship and some studies emphasized that moderate degree of anxiety is required for better-quality scholastic achievement.

Following are some of the studies that examined the relationship between the scholastic achievement and anxiety –

2.2.2.1 Studies Carried Out in India:

Husain (1977) conducted a study on “Academic Attainment in relation to level of Aspiration and Anxiety” and found a rounded relationship between anxiety and academic performance. He reported that academic performance of the group with moderate anxiety was significantly better than both the high and low anxiety groups.

Homchaudhuri (1980) conducted a study on correlates of academic performance of college students (Tribal) of Mizoram and found that anxiety had low positive significant relationship with academic performance.

Shivappa (1980) conducted a study on factors affecting the academic achievement of high school pupils and found manifest anxiety as one of the predictor of academic achievement.
Girija (1980) studied intellectual and non-intellectual factors in academic achievement of advantaged and disadvantaged students from professional colleges and found that performance anxiety was a predictor of academic achievement.

Shanmugasundaram (1983) conducted a study on factors related to academic achievement among undergraduate students under semester system and found a negative relation between anxiety and academic achievement.

Lall (1984) conducted a study on child rearing attitudes, personal problems and personality factors as correlates of academic achievement and found that academic success was negatively and significantly related to anxiety.

Mehrotra (1986) conducted a study on relationship between intelligence, socio-economic status, anxiety, personality adjustment and academic achievement of high school students and found a negative relationship between the level of anxiety and academic achievement.

Balasubramanium (1993) conducted a study on pupil’s academic achievement in English in relation to their intelligence and reported that anxiety was negatively related to scholastic achievement among girls.

Verma (1996) conducted a study on ‘Test anxiety and Study Habits: A study of their main and interaction effects on Academic Achievement’ and noted that test anxiety influenced achievement in grade 10. But, academic anxiety was negatively related to scholastic achievement.
Krishnamurthy (1998) found that test anxiety was not significantly related to scholastic achievement in history.

Dangwal (2000) conducted a study on relationship of reaction to frustration and academic achievements of class V students and found that high test anxiety and frustration often results in poor study habits and low level of academic achievement.

Mokashi (2007) studied the correlates of anxiety and scholastic achievement of residential school students and found a significant negative relationship between anxiety and scholastic achievement of the respondents.

2.2.2.2 Studies done Abroad:

Mcewan and Goldenberg (1999) studied achievement motivation, anxiety and academic success in first year master of nursing students and found that academic ability and inherent anxiety had a greater potential for predicting students who would succeed.

Chapell, et al. (2005) conducted a study entitled “Test Anxiety and Academic Performance in Undergraduate and Graduate Students”. This study investigated the relationship between test anxiety and academic performance in 4,000 undergraduate and 1,414 graduate students and found a significant but small inverse relationship between test anxiety and grade point average (GPA) in both groups.
Yeh, et al. (2007) conducted a study on “Correlations between Academic Achievement and Anxiety and Depression in Medical Students Experiencing Integrated Curriculum Reform” and no significant correlation was found between academic achievement and anxiety.

Crede and Kunchel (2008) conducted a study entitled “Study Habits, Skills and Attitudes: The Third Pillar supporting Collegiate Academic Performance” and academic specific anxiety was found to be an important negative predictor of performance.

Yousefi, et al. (2010) conducted a study on the relationship between test-anxiety and academic achievement among Iranian adolescents and found that there is a significant correlation between test anxiety and academic achievement among adolescents.

Vitasari, et al. (2010) conducted a study on the relationship between study anxiety and academic performance among engineering students and found a significant correlation of high level anxiety and low academic performance among engineering students.

Qaisy (2011) conducted a study on the relation of depression and anxiety in academic achievement among group of university students and the results indicated that there is a positive relationship between achievement and Anxiety.

Yasin and Dzulkifli (2011) studied the differences in depression, anxiety and stress between low-and high-achieving students and found that there
were significant differences in depression, anxiety, and stress between low-and high-achieving students.

2.2.3 Studies related to Scholastic Achievement and Attitude towards Higher Education:

From the review of related literature it was found that most ignored aspect in the field of educational research is relation between scholastic achievement of the students studying in higher educational institutions and their attitude towards higher education. There is scarcity of research in investigating the relationship between scholastic achievement in post-graduate courses and attitude towards higher education.

2.2.3.1 Studies Carried Out in India:

Zacharia (1977) conducted a study on effect of attitude and interest on achievement in social studies of pupils of 10th grade and established a high positive correlation between attitude and secondary school pupils achievement in social studies.

Reddy (1978) studied academic adjustment in relation to scholastic achievement of secondary school pupils and proved that attitude towards self, learning, achievement, parents, teachers and peers was found to be positively related to scholastic performance.

Chopra (1982) conducted a study of some non-intellectual correlates of academic achievement and showed attitude towards education as
one of the non-intellectual correlates of academic achievement. The study showed a very high positive relationship between attitude towards education and academic achievement.

Patil (1984) conducted a study on post-graduate pupil-teachers of the colleges of Education affiliated to Nagpur University. The study showed a positive and significant relationship between attitude and achievement.

Singh (1986) studied some possible contributing factors of high and low achievement in Mathematics of the high school students of Orissa and found that achievement in Mathematics was positively related with their study attitudes.

Trivedi (1987) conducted a study on the relationship of parental attitude, socio-economic background, feeling of security among the intermediate students and their academic achievement and found that there was a significant relation between academic achievement and parental attitude.

Budhadev (1996) conducted a study on attitudes of secondary school students towards various school subjects and found that attitude is different across subjects. The mastery learning strategy develops the attitude towards mathematics.

Chaturvedi (1996) studied adolescent’s perception of material role of professional and non-professional mothers in relation to their level of aspiration and academic achievement and found that maternal role perception was related to achievement.
Bhattacharya (1997) conducted a study on scientific attitude and its relationship with academic achievement at higher secondary level and found that in higher secondary stage, student’s scientific attitude contributed 67% variance in their academic achievement.

Krishnamurthy (1998) conducted a study on higher secondary student’s achievement in History as related to certain variables and found that attitude was a negligible factor in academic achievement.

Sarwar (2004) conducted a study on relationship of study attitude and academic performance of students at secondary level in Punjab and found that study attitude was positively related to the academic performance.

### 2.2.3.2 Studies done Abroad:

Marjoribanks (1987) conducted a study entitled “Ability and Attitude correlates of Academic Achievement: Family-Group differences” and found that school attitudes had differential linear and curvilinear relations to academic achievement for boys and girls from different family groups.

Crede and Kunchel (2008) found that scores on attitude inventories is the most predictive of performance.

### 2.2.4 Studies related to Scholastic Achievement and Socio-Economic Status:

Indian society is the composite whole of different social classes and peoples of different socio-economic status. Socio-economic status (SES)
may be defined on the basis of parent’s occupation, parent’s education, family income, scope of social services, material capital and so on. Socio-Economic Status of the family has been an interesting area of educational research since a long time. Some of the related reviews in this context are presented below-

2.2.4.1 Studies Carried Out in India:

Dhami (1974) conducted a study on intelligence, emotional maturity and socio-economic status as factors indicative of success in scholastic achievement and found that the relationship between socio-economic status and scholastic achievement though statistically significant but not too high.

Singh and Venkatachalam (1976) conducted a study on socio-economic environment and performance of the students under trimester system and concluded that the students from different socio-economic status group performed well in trimester system than traditional system.

Ojha (1979) studied the correlation between socio-economic status and achievement of high school boys and concluded that socio-economic status had a positive relation with academic achievement of the students at the high school level.

Salunke (1979) conducted a study on home environment, socio-economic status and economic management in relation to the academic achievement of the first year college students and found that socio-economic status was not related to academic achievement.
Homchaudhuri (1980) conducted an analytical study of correlates of academic performance of college students (Tribal) of Mizoram where socio-economic status came out as a significant correlate of academic performance.

Khanna (1980) conducted a study on the relationship between student’s socio-economic background and their academic achievement and found that socio-economic status was positively and significantly related with academic achievement.

Srivastava (1980) studied intelligence, interest, adjustment and family status as predictors of educational attainment of high school students and found the moderate correlation between socio-economic status and achievement.

Aggarwal (1982) conducted a study on causes and their remedial measures of two groups of Xth and XIIth class of relatively identical intelligence but differing in educational achievement and showed that socio-economic status making the highest contribution to academic success at the intermediate level.

Sarkar (1983) conducted a study on contribution of some home factors on children’s scholastic achievement and found that the home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent child relations showed a significant difference between the high achievers and low achievers.

Shukla (1984) conducted a study on achievement of primary school children in relation to their socio-economic status and family size and
found that socio-economic status was positively and significantly related to academic achievement.

Rajput (1984) studied academic achievement of the students in Mathematics in relation to their intelligence, achievement motivation and socio-economic status and showed the effect of socio-economic status of the family on achievement of the children in Mathematics.

Jagannadhan (1985) studied the effects of certain socio-psychological factors on the academic achievement of the children studying in classes V to VII and found the limited and negligible role of socio-economic status in academic achievement of the students.

Singh (1986) studied some possible contributing factors of high and low achievement in Mathematics of the high school students of Orissa and found that achievement in Mathematics was positively and significantly related with socio-economic status.

Mehrotra (1986) conducted a study on the relationship between intelligence, socio-economic status, anxiety, personality adjustment and academic achievement of high school students and found a positive relationship between socio-economic status of the family and academic achievement of the students.

Misra (1986) studied the influence of socio-economic status on academic achievement of higher secondary students in rural and urban areas of
Kanpur and found a positive relationship between socio-economic status and academic achievement of the students.

Trivedi (1987) studied the relationship of parental attitude, socio-economic background and feeling of security among the intermediate students and their academic achievement and found that there was a significant relationship between academic achievement and socio-economic status.

Avadh (1987) conducted a study on factors responsible for high and low achievement at the junior high school level and found socio-economic status as an associated factor of academic achievement.

Narang (1987) conducted a study on socio-economic status and home factors affecting the academic achievement of boys and girls (10 and 11 years) in the urban and rural areas and concluded that socio-economic status did not influence academic performance of the students in the city, town and village areas.

Mahmood (1988) studied personal values, career aspirations, academic achievement and SES as determinants of educational choice at senior secondary level and found SES as the determinant of academic achievement.

Asthana (1993) conducted a study on socio-psychological correlates of dropouts of senior basic level and reported that socio-economic status contributed to drop-outs at the senior basic level.
Guha, et al. (1995) evaluated the attainment level of primary students in West-Bengal and observed that the scholastic achievement of primary school children hailing from privileged background was better.

Singh (1996) conducted a study on determinants of learner achievement at primary stage and found that high socio-economic status was positively related with scholastic achievement.

Laxmi (1997) studied educational maturity of father as related to academic self concept and academic motivation and showed that children belonging to more educated parents were academically more motivated. Parental responsiveness seems to be the most important factor related to scholastic achievement among adolescents.

Aggarwal and Kapoor (1998) studied parents participation in children’s academic activities in relation to their academic achievement at the primary level and noted that at primary level, parents giving direction and guidance at appropriate time contributes towards children’s performance in school.

Mohan (1998) conducted a study on ‘Academic Achievement and certain selected variables: A suggested determinant function model’ and found that the socio-economic status of parents has been positively related to scholastic achievement of students.

Sunitha (2005) studied academic learning environment of students from aided and unaided co-educational high schools and found that socio-
economic status of the family positively and significantly influenced the academic achievement of students.

Mokashi (2007) studied the correlates of anxiety and scholastic achievement of residential school students and found no significant relationship between type of family, family size, income of the family and scholastic achievement of the boys and girls.

2.2.4.2 Studies done Abroad:

Haseen (1999) studied academic achievement as a function of social class, parent-child interaction, dependency behaviour and school management and found that social class had significant impact on scholastic achievement.

Sirin (2005) conducted a study entitled “Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research”. This meta-analysis reviewed the literature on socioeconomic status (SES) and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong SES–Achievement Relation. This relation, however, is moderated by the unit, the source, the range of SES variable, and the type of SES–Achievement measure. The relation is also contingent upon school level, minority status, and school location.
Dills (2006) conducted a study on trends in the relationship between socioeconomic status and academic achievement and found that socioeconomic status influences the academic achievement.

Colom and Mendoza (2007) conducted a study entitled “Intelligence predicts Scholastic Achievement irrespective of SES factors: evidence from Brazil” and found that SES factors do not predict children differences in scholastic achievement.

Aktop (2010) conducted a study on socio-economic status, physical fitness, self-concept, attitude toward physical education, and academic achievement of children and found that academic achievements of the High SES group were higher.

2.2.5 Studies related to Scholastic Achievement and Settlement:

Though scholastic achievement and settlement is an important area of educational research but there is a shortage of research in investigating the settlement or urban-rural difference in scholastic achievement. Following are some of the studies concerned with settlement and scholastic achievement.

2.2.5.1 Studies Carried Out in India:

Shanmugsasundaram (1983) conducted a study on factors related to academic achievement among undergraduate students under semester system and established that urban students were more intelligent, had better study habits
and higher achievement motivation and performed better academically than semi urban and rural students.

Shukla (1984) conducted a study on achievement of primary school children in relation to their socio-economic status and family size and found that there were no significant rural-urban differences in the academic achievement of primary school children.

Misra (1986) conducted a study on the influence of socio-economic status on academic achievement of higher secondary students in rural and urban areas of Kanpur and found that academic achievement of the rural students was lower than the achievement of the urban students.

Tripathi (1987) conducted a comparative study on correlates of academic achievement of pupils of junior high school and found that urban boys and girls had generally scored better in intelligence tests and they have better educational facilities.

Chakraborti (1988) found that students from urban areas were found to be significantly better in academic achievement than students from rural areas.

Verma, et al. (1993) conducted a study on rural elementary education with reference to socio-cultural deprivation and found the intellectual deprivation of the rural students in comparison to urban students.
Verma (1995) conducted a study on creativity styles of women students in relation to their rural-urban background and showed that rural students scored higher than urban students in grade 9.

Senapaty (1996) conducted a study on universalisation of primary education and equity in quality and established that urban children were in a more beneficial position as compared to their rural and slum counterparts on piagetian task.

Vyas (2002) conducted a study of learning style, mental ability, academic performance and other ecological correlates of under graduate adolescent girls of Rajasthan and found that residence as urban/rural have significant affect on the academic performance of girls.

2.2.5.2 Studies done Abroad:

Borland and Roy (1999) conducted a study on students academic performance in rural versus urban areas and found that students from both highly rural and highly urban areas perform similarly, but less well, in terms of educational achievement than students from moderate areas.

Yusuf and Adigun (2010) studied the Influence of school, sex, location and type on students academic performance and found that school type, sex and location had no significant influence on students academic performance.
2.2.6 Studies related to Scholastic Achievement and Medium of Study:

Following are some of the studies concerned with medium of study as an associated variable of scholastic achievement.

2.2.6.1 Studies Carried Out in India:

Joshi (1982) conducted a study on the relationship of selected factors with the academic achievement of the post-graduate students of the faculty of home science and found no relationship between academic achievement of the students and their medium of instruction at school and college levels.

Chakrabrati (1988) showed that students of Marathi medium schools scored better than those of English medium schools.

Sultana (1988) studied school achievement among adolescent children with working and non-working mothers and found no difference in academic achievement among children of working and non-working mothers, studying in English or Hindi medium schools.

Balasubramaniam (1993) conducted a study on pupil’s academic achievement in English in relation to their intelligence and has reported that medium of instruction is one of the important associated variables of scholastic achievement of the students.
Sunitha (2005) studied academic learning environment of students from aided and unaided co-educational high schools and found that students of both aided and unaided schools with English medium of instruction had significantly better academic achievement than Kannada medium students.

Sunitha and Khadi (2007) conducted a study on academic learning environment of students from English and Kannada medium high schools and found that students with English medium of instruction had significantly better academic achievement than students of Kannada medium schools.

Kumar (2011) studied the effect of change in medium of instruction and language background on the academic achievement of the school students. The students from Konkani medium scored significantly lower than the students from English medium in English, history, geography, science, mathematics and in overall academic achievement at class vii. But the students from Konkani medium scored significantly higher than the students from the English medium in Konkani at class vii.

2.2.6.2 Studies done Abroad:

Fakeye and Ogunsiji (2009) conducted a study on English language proficiency as a predictor of academic achievement among EFL students in Nigeria and showed that English language proficiency of the students has a significant positive relationship with their overall academic achievement.
From the above research studies it becomes evident that scholastic achievement of the students depends upon some social, economical, psychological, cognitive and personal variables. Though different researchers have taken up various studies regarding scholastic achievement in India and Abroad, but no full-fledged study could be traced out with respect to the post-graduate students of Dibrugarh University. The review of related literature with regards to the problem under investigation indicate that there is a negligible number of study in which such comprehensive associated variables of scholastic achievement have been studied. Considering above all the present investigation has been undertaken which is unique from the previous researches in respect to sample, tools used in the study, associated variables of scholastic achievement selected for the study etc.