CHAPTER - II

REVIEW OF THE RELATED LITERATURE
2.0.0 Overview

The review of the literature in educational research provides one with means of getting to the frontier in a particular field of knowledge. According to Miller (1965) research worker must be aware of what is known with some degree of certainty, what is accepted as truth by some but not by others, and must have some linking of the nature of unexplored areas where additional research should be conducted.

2.1.0 Introduction

Borg and Walter states that the review of the literature on educational research provides one with means of getting to the frontier in a particular field of knowledge. It involves locating, realizing and evaluating reports of research as well as report of observation and opinions that are related to the individual’s planned research project. As such the review of the literature is necessary for scientific approach and is reported by almost all the investigators in areas of scientific research. The investigator cannot have an insight into the problem to be investigated, unless and until he has learnt what others have done and what remains to be done in a particular area of interest. Thus the related literature, besides forming one of the early chapters in a research report for orienting the readers, also serves some other purposes which are given by Good, Barr and Scates as follows-

(i) to know whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication,

(ii) to provide ideas, theories explanations or hypotheses valuable in formulating the problem,

(iii) to suggest methods of research appropriate to the problem

(iv) to locate comparative data useful in the interpretation of results and

(v) to contribute to the general scholarship of the investigator.
2.2.0 Justification of Literature

The researcher has tried to find out the needed studies in the areas of intellectual development, academic achievement and socio economic status and during her hunt for the related literature it was found that there was no study available which was parallel to the present study. All the studies had either different combinations of variables or were taken at different levels and on different sample. The researcher also tried his best to review foreign as well as Indian studies necessary for this project. These are presented under the following headings

1. Studies related with Academic Achievement
2. Studies on Gender.
3. Studies related with Intelligence

Survey of related information contributes at each step of the research that is in formulation and testing of hypothesis, method of research for collecting data and interpretation of findings. While planning a strategy, review of the books, journals, dissertations, thesis and other relevant documents acquaints the researcher with the current knowledge in the field and also serves in defining and delimiting the problem. It also helps in avoiding duplication of well established findings. It enhances the understanding of research methodology and suggests studies for further research.

A brief review of some researches is presented which have relevance to the problem of academic achievement.

2.3.0 Studies Related to Academic Achievement

Home environment acts as a positive catalyst which boosts academic achievement. Congenial home atmosphere, emotional security from the parents and the care they
give provides them with a feeling of satisfaction which facilitates academic achievement.

**Misra (1983)** conducted a study of the relationship between need for achievement and birth order. The major conclusions were that there was no significant relationship between need for achievement and birth order even when analyzed in relation to socio economic status, class differences and family size.

It is normally found that the children who are good achievers come from good educational background and their home environment is also very congenial.

**Salunke (1979)** did a study of the home environment, socioeconomic status and economic management in relation to academic achievement of the first year college students. His finding that -

a) The academic achievement of the student was related to their home environment.

b) Educational climate and emotional climate were related with academic achievement.

c) Educational facilities and emotional happiness in the home contributed positively to academic achievement of the students.

Along with home environment, intelligence also plays an important role in academic achievement. The intelligent students understand and comprehend the study material better and as a result that helps them to get good grades in examinations. Intelligence plays a very important role in the academic achievement of the child.

**Srivastava (1980)** conducted a study of intelligence, interest, adjustment and family status as predictors of educational attainment of high school students and his study showed that there was substantial correlation between intelligence and achievement.
Zimmerman, Barbara, Zaman (1981) did a study of individual difference and learning and their conclusion was that the gifted children demonstrated their greatest advantage when initial learning conditions featured physical participation and/or explicitly presented information on the elements of the task. An important implication of the finding is that an overall linkage was exhibited between intelligence and learning but influences for differentiation were also detected. Initial learning condition could both suppress and enhance the relationship.

Parents are a great anchor point for the child’s educational gains. Parents coming from good status families believe that their children also get good placement in their jobs. Therefore they strive hard to help their children in studies by developing good study habits and a positive attitude towards studies.

Chopra (1982) did a study of some non intellectual correlates of academic achievement and his major finding were-

a) parents from higher socio-economic class gave greater help and encouragement to their children for studies.

b) study habits were positively related to academic achievement

c) home adjustment was more closely related to academic achievement than emotional health and social adjustment.

d) attitude towards education had very high positive correlation with academic.

Children who get good grades in examinations are usually found to be having good intelligence. There are number of studies that prove, that intelligence has a very high correlation with academic achievement.

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

Another following study also shows that birth order has no effect on the academic achievement of the children.

**Wallace, Jerome (1984)** studied the effect of family constellation, birth order and spacing on the academic success of special programme students at Pace University. This showed that family constellation, birth order and spacing do not have a statistically significant effect on the academic success of special programme students. Moreover that racial ethnic background, family, sex, parental marital status, living arrangements and academic class status had no statistically significant effect on the academic success of the respondent population in this investigation.

**Mehrotra (1986)** conducted a study of the relationship between intelligence, socioeconomic status, anxiety, personality, adjustment and academic achievement of high school students. The results showed that there were a positive relationship between intelligence and academic achievement.

**Misra (1986)** did a critical study of the influence of socioeconomic status on the academic achievement of higher secondary students in rural and urban areas of Kanpur and his findings also showed that intelligence positively affects academic performance of the students.

There are studies that prove that those parents who have high educational aspiration for their children they have a good academic record. They continuously boost up the morale of their children to get better scores in examinations.

**Cox Sandra (1986)** did an analysis of the middle child in the three child family constellation and the findings of data were-
a) birth position as an isolated entity had no effect on the self esteem of middle children.
b) birth position did not effect academic achievement.
c) birth position was not a factor in parents expectations of their children.
d) the birth of a new individual into the family affected the family interaction process.
e) life events/crisis in and of themselves were not factors that affected the academic achievement and self esteem of the middle children.

Singh (1986) conducted a survey of the study habits of high, middle and low achiever adolescents in relation to their sex intelligence and socioeconomic status. The findings were –

1. Adolescent boys had significantly better study habits than adolescent girls.
2. Study habits were related to the academic achievement. Significantly high achieving adolescents had better study habits than middle achievers.
3. Study habits of adolescent boys and girls differed significantly at different levels of academic achievement i.e, middle and low. The girls are found to be more academically oriented than boys.
4. Misra (1986) conducted a critical study of the influence of socio economic status on academic achievement of higher secondary students. His findings were that the academic performance of girls was superior to the performance of girls was superior to the performance of the boys.

There are number of reasons that affect academic achievement.

Cherian, Varghese (1990) studied the birth order and academic achievement of children in Transkei. His study included 369 boys and 652 girls (all aged between 13-17 yrs.) in Transkei, South Africa and their parents provided birth order data and
grades on standard examinations were used to assess academic achievement. Birth order was negatively related to academic achievement.

**Steinberg et.al (1990)** conducted a study on authoritative parenting, psychosocial maturity and academic success among adolescents. They examined the overtime relation between three aspects of authoritative parenting (acceptance, psychological autonomy and behavioral control) and school achievement in 120 families with a first born child (aged 11 to 16 yrs) to test the hypothesis that authoritative parenting facilitates school success. Each component of authoritativeness made an independent contribution to achievement. The positive impact of authoritativeness on development of a healthy sense of autonomy and a healthy psychological orientation towards work. Students who described their parents as treating them warmly, democratically and firmly were more likely to develop positive attitudes towards their achievement and to do better in school.

**Bunch, Fretta (1990)** did a study of the effect of students feelings toward school work and gender, race and system size on academic achievement. The analysis revealed that students feelings about school work and gender, race and system size on academic achievement. The analysis revealed that students feelings about school work effect academic achievement. Additionally gender, race, and system size effect academic achievement.

The fathers are a great support to the daughters in their academic performance. Their involvement facilitates their performance in the class.

**Deb, Madhu & Gulati, Jatinder (1990)** examined paternal attitude in relation to academic achievement of adolescent daughters. They administered a paternal attitude inventory to 82 female adolescents and reviewed students academic achievement based on overall grade point average (GPA) during their school term. Results support
the notion that high paternal expectations in a positive father daughter relationship may facilitate the daughter’s development of characteristics that can help her intellectual and career success.

**Cherian, Varghese (1991)** studied parental aspiration and academic achievement of Xhosa children. They examined whether the academic achievement of 369 male and 652 female Xhosa speaking South African children (aged 13-17 yrs) was significantly correlated with their parent’s aspirations. Findings show a positive relationship between parental interest and academic achievement of Xhosa children. The result showed positive relationship between parental interest and academic achievement.

There are researches which prove that the parental education influences the academic achievement of their children. The parental education act as a motivating factor for them.

**Marjoribanks, Kevin (1991)** studied sibling variable correlates of children’s academic achievements: family group differences. They collected data from 900 Australian children and their parents. Children completed such measures as Raven’s Progressive Matrices. Children were classified into four family contexts that were defined conjointly by family social status and parents academic socialization. In general within family environmental groups sibling variables were not related to academic achievement at different levels of children’s ability. However, there were variations to this general proposition that indicated some complex associations between sibling variables and children’s academic achievements in different family environment groups).

Gender also affects the performance of the children.
Petiprin, Gray & Marks (1991) studied the effects of gender, attributional style and item difficulty on academic performance in 101 females and 39 males. The results reveal significant gender and attributional style, scoring higher on the criterion than females or students with self derogatory attributional style. A significant three way interaction indicated that the effects of item difficulty on subsequent performance were dependent on each student’s attributional style and gender. Universally it is seen that girls are doing better than boys in the academic field. Comparatively they are more dedicated towards their goals.

Burlock, Jeffery et al (1992) studied gender differences, student well being and high school achievement. The focused on gender differences in student achievement in Newfoundland, where girls are performing better than boys in all school subjects except physics. Support for a biological and a culturally based theory is reviewed and arguments in favour of both are rejected.

Gender differences are also found in their performance in various subjects. Boys are often found to be out performing girls in various technical subjects.

Randhava, Bikkar (1992) studied gender differences in academic achievement. A closer look at mathematics and language and mathematics achievement on 5088 male and 4909 female students in grade 10. The males out performed in mathematics while outperformed males in languages/reading. These grade X male /female advantages did not significantly change between 1978 and 1985. In mathematics components, grade 10 results were consistent and systematic, indicating consistent male advantage in computation, concepts and problem solving. These differences could not be attributed to differences in perceived classroom behaviours of males and females by their teachers nor to differences in cognitive structures. Gender difference in academic field in found more prominently in India because of the present notion of the parents
that the girls should also have mastery in the household chores. This attitude of parents places them in a disadvantaged position because their study schedules are disturbed because of the housework which is a great drawback from them.

Kaur (1992) studied the effect of home and school environment on study habits of high school students. They examined the relationship between the home and school environment and the study habits of 80 male and 80 female students, attending grade 8 to 10 in India. Results of the self report questionnaire indicate that 85% of boys studied at home according to a planned schedule. Among girls who had more housework responsibilities than did boys, 82.5% used a planned schedule, 72.5% of parents of girls and 68.75 of parents of boys and girls were satisfied with their school facilities, teacher’s teaching methods and the grading system.

Parents are found to be very much involved with the activities of their children. Especially, parents of girls are found to be most involved.

Hickman, Wehlberg (1993) studied Parent involvement: Relationship between Socio-economic status, gender, grade level and academic achievement at the secondary level. The result showed that the student gender variable was significantly related to the home based communicator and advocate types of parent involvement. Parents of females were found to be more involved in these types.

The social behavior of both the sexes is not in any way altered because of their studies. Both the males and females behave in a normal pattern without showing any gender differences.

Burleson, Brant & Samter (1993) researched on ‘Are their gender differences in the relationship between academic performance and social behaviour’. They found that there was no gender difference in the relationship between academic achievement and social participation.
Although social behavior is found to be almost the same but the academic achievement vary between both the sexes. Girls are normally found to overscore in comparison to boys.

Cherian, Varghese (1993) studied the relation of parental education and life status to academic achievement by Xhosa children and the results showed significant effects of parental education on academic achievement of children regardless of whether the children’s parents were deceased or alive.

Cherian, Varghese (1993) studied relationship between parental education and academic achievement of Xhosa children from monogamous and polygamous families. A positive and statistically significant relationship was found between parental education and the academic achievement of the children regardless of whether the family was polyagamous or monogamous.

Those adolescents having good adjustment with their parents are more apt to study well with this feeling of satisfaction from the home.

Johnson, Charlene (1993) who conducted a research on the influences of gender, academic achievement, socio-economic status and school on the learning preferences of middle grade students. The results showed a significant gender effects which were found for competitive preferences, but not for cooperative of individualistic preferences. Academic achievement was a significant predictor of both competitive and individualistic preference, but nor for cooperative preferences. There was a significant interaction between school and academic achievement for competitive learning preferences.

Wentzel, Catherine (1994) did a study of family functioning and academic achievement in middle school social emotional perspective. They discussed relations between family functioning and academic achievement in young adolescents, based
on a literature review of links between parenting and children’s cognitive competence. It is proposed that social and emotional adjustment might play a critical role in mediating relations between parenting practices and young adolescents academic performance.

The parents who are involved with their children’s studies are more apt to know their weakness as well as their strong points. The result being that they provide help to them whenever needed.

**Keith, Patricia, Lichtman, Marlyn (1994)** conducted a study to find out whether parental involvement influence the academic achievement of Mexican American eighth graders. (Result from the National Educational Longitudinal Study). They examined the influence of parental involvement on academic achievement of 1714 eighth grade Mexican American children. The most salient finding was that parental involvement influenced overall academic achievement as well as promoting gains in the specific areas of reading, mathematics, science and social studies.

**Mboya, Mzobani (1994)** conducted a research on the self concept of academic ability: relation with gender and academic achievement. They studied 440, 10th graders (307 boys) completed the self concept of academic ability scale and the California Achievement Test. Girls had a higher means score on self concept of academic ability and on academic achievement than did boys. A significant positive relationship was found between self concept of academic ability and academic achievement between boys and girls, but the magnitudes of this relationship was stronger for girls than for boys.

The role of parents is found to be very important in relation to the child’s social behavior as well as the development of their study habits. Those parents who keep a strict control on their children and monitor their habits, such children are found to be
better behaved as well as they devote more time to their studies and have good academic gains.

**Hickman, et al (1995)** did a study of high school parent involvement : relationship with achievement, grade level, socio economic status and gender. They examined the relationship between the achievement of high school students and the total amount and types of parent involvement in which the primary care giving parent was engaged. A sample of 47 parents were interviewed using a structured interview, the Parent Participation Interview (PPI). The analysis found a significant curvilinear relationship between achievement and total PPI score.

The parental involvement, good intellectual ability and good parenting style all contribute towards good academic achievement. A cross cultural study : linkage among intelligence, psychological maturity, parenting practices and academic achievement of adolescents was done by **Oh-Hwang, Youngjoo (1995)** and the results of the analysis showed that-

- a) children of higher intellectual ability and whose fathers are more highly educated set higher educational goals
- b) Children’s higher educational goals influence parents to become more involved and grant more psychological autonomy to their children.
- c) better parenting practices foster development of greater psychological maturity of children
- d) greater psychological maturity leads to higher level of academic achievement.

The birth order of children and their need for academic achievement has got no relations because the motivation and need has got no relation to which ordinal position the child belongs.
**Fletcher, Anne (1995)** did a study of parental and peer influences on the academic achievement of African-American adolescents. The results showed that among girls academic grades were positively associated with parental behavioural control, parental involvement in education and peer grades. Parental behavioural control is aloe predictive of academic grades among girls.

The ability of the students results in their getting good grades in the examinations. Those children who put in more efforts are found to score better although the gender difference is also here. Both boys and girls differ on account of reasons they place for their success.

**Reid Sharon (1995)** studied the relationship of achievement, motivational variables and gender. The results showed that females attributed success to efforts more than males on only one of the three occasions. There were no gender differences in attribution to ability or effort following failure. Successful students especially female students tended to attribute success to ability.

As such no preconceived notion can be established that whether boys are more academically motivated or the girls. Their achievements also vary depending upon other reasons as well.

**Jogede, Joseph (1995)** studied the influence of motivation and gender on secondary school students’ academic performance in Nigeria. They examined the influence of achievement motivation and gender on 160 Nigerian secondary school students performance in English. Two multiple regression analysis indicates that gender was not a significant predictor of achievement and motivation.

### 2.4.0 Studies Related to Gender

**Alan Feingold (1992)** focused on male-female differences in average performance. It was observed that males score higher than females on tests of general knowledge,
mechanical reasoning whereas females score higher than males on tests of language usage. There was no notable sex differences in general verbal was notable sex differences in general verbal ability, arithmetic, abstract reasoning and memory span.

**T.J. Vidyapati and TVS Prakasa Rao (2003)** conducted a study on the sample of Class IX students of JNV, located at Mundali, to bridge the gender and socio cultural differences. The results show that there exists a significant gender difference in favour of girls in science achievement. No significant gender difference in scientific attitude, scientific creative abilities and no significant socio cultural differences in scientific attitude, scientific creative abilities and science achievement has been observed.

**Zebun Nisa Khan (2005)** conducted a study on scholastic achievement of Higher Secondary students in Science Stream. The effect of socio-economic status on academic has shown sex differences in the present achievement has shown sex differences in the present study. Boys from low socio-economic status have been found to achieve high.

The affect that sex has on a student’s academic achievement has been debated and heavily researched over the past several decades **Chambers and Schreiber (2004)**, **Eitle (2005)**. Past research has indicated an academic achievement gap between the sexes, with boys ahead of girls. However, more recent research has shown that the achievement gap has been narrowing and that in some instances girls have higher academic achievement than boys **Chambers and Schreiber (2004)**. For example, girls have been found to exert more effort at school, leading to better school performance **Ceballo, McLoyd, and Toyokawa (2004)**. Additionally, studies show that girls perform better in reading than males **Eitle (2005)**. But, males are found to outperform females in mathematics and science **Eitle (2005)**. Still, other research
has found little to no difference in achievement between the sexes Chambers and Schreiber (2004).

Jannette Elwood (2005) revealed in her study on Gender and achievement that the gender difference in performance are due to style of examinations. Coursework and unequal opportunities for boys and girls. It is argued that the mismatch of boys and girls construction of knowledge and gender as opposed to that of their teachers and their examiners goes some way to account for the differential performance observed. Examination Systems do not provide equal operational for boys and girls to achieve within examination.

Naderi, Abdullah, Hamid, Sharir (2008) examined intelligence and gender as predictors of academic achievement among under graduate Iranian students. They found that intelligence and gender explain only 0.019 of the variance in academic achievement (CGPA scores) Partial correlations between academic achievement and IQ scores and gender were non significant at 0.05 coefficients also show there is no significance between academic achievement and IQ and gender at 0.05.

Iqbal Mattoo (2011) in his study on vocational Interests and Academic Achievement of Secondary School students at different levels of creative thinking Ability tried to find out the effect of gender on academic achievement of high and low creative students and the effect of gender on scientific and outdoor interest of high and low creative students. He revealed that Gender has a significant impact on scientific and outdoor interest of high and low creative students.

B.O. Abau-Raheem (2012) conducted a study on the influence of Gender on Secondary school students’ Academic performance in South West Nigeria. The sample consisted by 2305 students. Stratified random sampling was used to select 2
schools from each state. Purposive sampling was used to collect WASCL results of students sampled. Chi square was used. The study revealed that male and female students performed equally in language. Males performed better than females in Mathematics & Science. The female out performed males in Arts except in Yoruba.

**Dr. J. Maria Prema (2012)** conducted a study on concept of Higher Secondary students in relation to their certain achievement. The sample consisted of 710 students. The important finding of the study was that there was no significant difference in academic achievement of Higher Secondary students with reference to sex and type of family.

**Judith Glaesser and Barry Cooper (2012)** described gender differences, based on data for pupils who sat their GCSE’s in 2005 and secondly considered how gender and social background interacted to produce or predict these pupils’ educational outcomes. Both gender and social background play a part in predicting educational attainment.

**Edmore Mutekwe, Maropeng Modika and Cosmas Maphosa (2012)** conducted a study to explore girl students’ perceptions of gender and academic achievement in the Zimbabwean schools. The study found that female students believed that they were not at par with boys in terms of treatment. Female high School students held certain perceptions which they believed negatively affected their academic achievement. The study recommends that gender sensitivity should be taken seriously in schools and in homes as well as in society at large for improved academic attainment.
2.5.0 Studies Related to Intelligence

Intelligence can be defined as the general intellectual capacity for learning and problem solving when considered as a trait determining the individual capacity achievement. That is it is a person's ability to learn and adopt to some new problems.

The role played by intelligence in the field of academic achievement has been studied frequently by many researchers who found that high correlation existed between the two variables. Although some studies have also shown that other factors also influence the performance of the child, yet the importance of intelligence was not denied by them.

Since long the construct of intelligence has fascinated the researchers of diverse interest as a critical individual difference variable. It has been assigned great theoretical and practically in importance. The Indian researchers have also shown interest in assessing intelligence and relating it to many other variables and processes. A sizeable number of studies have attempted to examine the relationship between intelligence and various background variables.

The description given by Garrett (1946) is both comprehensive and appropriate as it relates the functioning of intelligence to the tests which the psychologists use to measure it. Garrett says that intelligence includes abilities demanded in solutions of problems which require comprehension and use of symbols.

The views expressed by Vernon (1955) and Garrett (1946) were considered as the theoretical basis of intelligence in the present study as both consider it an ability which helps in solving while interacting with the environment. This consideration is relevant as the subjects under study are adolescents. Similarly, Hebb (1949) and later Vernon (1955) expressed their view that intelligence has meanings. Intelligence (a) representing innate potential, the capacity for development, a fully innate property,
that amounts to possession of a good brain and good neural mechanism the other (b) reforms to all sound capacity or mental efficiency which children or adults display in every day life at school or at work intelligence in the second sense results from interaction of innate potential with the environment.

**Burt** (1958) Regarding the mature of intelligence the second statement made by **From & Hartman** (1955) that “intelligence is a separate entity, presumably inherited but that its growth can either be retarded or accelerated by environmental factors” appear to be the commonest assumption at present.

**Baller & Charles,** (1961) one of the three major theories of intelligence, i.e. global factor and general plan, special factor and it is far more important from the practical standpoint of educational guidance and also the prediction of Academic success.

**Sinha N.C.P.** (1967) conducted a study on intelligence and some personality factors in relation to Academic achievement of school students. The sample consisted of 400 male students in class X in the sample 200 were high achievers and 200 were low achievers. The finding were that the intelligence and academic achievement were significantly related (beyond 0.01 level)

**Shanmuga Sundaram, R.** (1983) investigated into factors related to Academic achievement among undergraduate students under semester system. The objective of the study was to identify and assess the influence of certain factors on the academic achievement of undergraduate students sample consisted of 620 students. The statistics used for in analysing and hypotheses testing were mean, standard deviation, critical ratio, partial, correlation, multiple correlations and multiple regression. The findings of the study were that high achievers had better study habits, higher intelligence and higher achievement motivation than low achievers. Urban students
were more intelligent, had better study habits and higher achievement motivation and performed better academically than semi urban and rural students. Women students had higher intelligence, great achievement motivation and better study habits and they also performed academically better than men students. The cumulative effect of the achievement related variables upon academic achievement was higher among the women students than among the men students.

Leena Khare (1983) studied the educational and occupational aspirations of the high school students in relation to sex, socio-economic status and level of intelligence. The major findings were that the level of educational aspiration of the urban students was comparatively higher, students from upper socio economic families aspired for education upto post graduation as compared to graduation and higher school. The level of educational aspiration of the high intelligence students was comparatively higher.

Dixit, Mithilesh Kumari (1985) conducted a study of Intelligence and Academic achievement of Adolescent Boys and Girls studying in Class IX and XI. The sample consisted of 800 students. Half were boys and Half were girls. The main findings of the study were that among class XI students there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls. At all other intellectual levels the academic achievement of the girls was superior to that of the boys. Among class IX students, there was no difference in the academic achievement if intellectually very superior and intellectually superior boys and girls. In general, the intelligence test scores of the boys were higher than those for the girls. In case of boys there was very high correlation between intelligence test scores and
academic achievement. In case of girls there was an average correlation between intelligence tests score and academic achievement.

Mitra R, (1985) studied the determinants of Academic Performance in Pre adolescent children. The objectives of the study were to see the variation in academic achievement and its correlates with reference to schools. To find out the sex differences with regard to academic achievement, intelligence and achievement motivation. To study the relationship between intelligence and achievement for both sexes. To ascertain the pattern of prediction of academic achievement from its correlates, indicating the contribution of sex. The sample consisted of 400 students, 200 boys and 200 girls with age 9+ to 13+. The findings were that the intelligence was the most significant correlate of achievement, irrespective of sex. There were no sex differences at the pre-adolescent level with regard to intelligence & achievement motivation. The prediction equation of academic achievement from its correlates accounted for 3/5 of the variance and it did not significantly vary with sexes.

Das, S. (1986) studied the poor influence and educational aspiration of secondary school students in relation to their academic achievement. The effect of intelligence and socio-economic status and their interaction on peer influence of the students was studied. The effect of intelligence socio-economic status and their interaction on educational aspirations of students. The high intelligence group had higher aspiration than the low intelligence group. Intelligence was the most powerful predictor of academic achievement. Students of high socio-economic status group had higher educational aspirations than students of the low socio-economic status group.

Mehrotra, S. (1986) studied the relationship between intelligence, socio-economic status, anxiety, Personality Adjustment and Academic achievement of High school
students. The sample conducted of 535 class X students. Around 260 were boys and 275 girls. The main findings of the study were that both for the boys and girls was an inverse relationship between level of anxiety and academic achievement. Both for boys and girls there was positive relationship between socio-economic status of the family of the students and academic achievement. There was a positive relationship between intelligence and academic achievement. In general girls had higher level of anxiety than the boys.

S. Deshpande (1986) studied the effects of intelligence and socio-economic status and homework on the academic achievement of students. The intelligence was measured by the Chinnamma Satyananda verbal test and socio-economic status was measured by Kuppuswamy’s scale. The statistical techniques used were ANOVA and t-tests. The findings were that the intelligence was significantly related to achievement at the 1% level.

S. Chakrabarti (1988) critically studied the effect of socio-economic background on the performance of students and relationship between academic achievement and quality of school. Mental ability of the students on their academic achievement was also studied. The tools used were S.P. Kulshrestha, Socio-Economic status scale, progressive matrices for measuring mental ability, and achievement tests in English, Arithmetic and G.K. The collected data was analysed by computing means, t-values and coefficients of correlation. The major findings of the study were that the students from private schools scored better than corporation schools. There was significant difference in the achievement of boys and girls students scored better in their mother tongue than those of English Medium schools.


Shah, J.H. (1990) studied the relationship among intelligence, and academic achievement of pupils of standard X of semi urban and rural areas. There was significant difference in Academic achievement in favour of boys. Intelligence was more related to academic achievement.

V P Garg and Chaturvedi, Seema (1992) conducted a study on intelligence and socio-economic status as correlates of academic performance. Jalota’s Intelligence Test and S.P. Kulshrestha’s Socio-economic Status scale, and Class X examination results of the M.P. Board were used as tools. Statistical Technique used were multivariate analysis and regression analysis. Major findings were linear relationship between IQ and academic performance relationship between IQ and academic performance for both rural and urban students. Academic performance is related to socio-economic status and also has a linear correspondence. Rural students (for all socio-economic status categories) had a higher mean of IQ scores as compared to urban students. The mean academic score of rural students was lower than the mean academic score of urban student.

Rani Radha (1992) in her study on intelligence socio-economic status and academic achievement studied the behaviour of students in classroom. Socio-Economic status scale by R. L. Bharadwaj, Group Intelligence Test of S.S. Jalota and achievement marks of high school examination were conducted. Mean, SD, critical Ratio and correlation were used to treat the data. It was found that sex differences existed in Academic achievement Girls showed a non-significant relationship between socio-economic status and Academic achievement while this relationship was negative and significant for boys. Socio-economic status had a direct influence on Academic
achievement. Boys and girls showed a non significant positive relationship between intelligence and work activity.

Behera (1993) observed that urban students of Navodaya vidhayalayas scored significantly higher on verbal intelligence, but not on non-verbal measure of intelligence.

Sharma (1993) noted that mental ability influenced projective performance on Loenfield Mosaic Test among juniors high School.

Thus, it is evident that majority of the studies have been concerned with identifying group differences in intelligence test performance and relating them to certain disposition as contextual Variables. Looking at the theoretical and empirical work in this field it is imp that concerted effort should be undertaken to go beyond the geographical metaphor of intelligence and looking for the multi-factorial intelligence abilities and evolve the strategies to understand the processes in culturally contextualized manner.

Mukherji and sharma (1993) reported that breast feeding, SES, and literacy were positively related to mental development.

Khakwal (1993) reported that in 11-15 Yr group high IQ bright students scored higher on the measure of formal operational thought.

Attempts have been made to document resonance differences of children varying in the level of intelligence.

Gupta, Mukherjee and Chatterjee (1993) studied 10th grade in west Bengal (N=1453) and found that intelligence and lack of prolonged deprivation contributed most towards academic achievement
Raja Gopalna (1996) has reported that at the formal operational level IQ and SES predicted in path analysis the level of mal operational thinking.

Monica (1997) showed that cognitive ability, memory and piagiatian ability improved with grade in primary schools

Some attempts have been made to link the psychometric approach to piagiation theory. For instance,

Bilquis and Umadevi (1999), using RPM (standard) in Andhra Pradesh, found that special class, mother’s education, SES, and family enouncemement were positively related to Intellectual ability among the rural adolescents. Ordinal position was negatively related to the measured level of intelligence

Mohanraj (1999) found that children with high IQ tended to read fiction as well as non fiction books Low IQ children were reluctant to try out new authors as different types of fiction books. The academically gifted are found to be Very of social backgrounds. The scholarly achievement of govt. school children was lower than those from the aided and unaided schools.

Agarwal Archana (2002) studied some correlates of Academic Achievement namely intelligence socio economic status, size of the family and birth order of the child. Major findings of the study were that a significant positive relationship was found between academic achievement and intelligence. The academic achievement of students was positively related with their socio-economic status. Significant negative relationship was found between academic achievement and birth order and academic and family size.

Ahmad N. Raheem A and Hasan A (2003) studied the attitude of secondary school students in relation to sex, socio economic status and intelligence. The students from
high socio economic background show better positive attitude than lower on middle groups. The students from middle intelligence level show positive attitude than the lower one.

Francisco Juan Garcia Bacete and Juan Carlos Oliver Rodriguez : (2004) suggested different predictive models for children’s academic achievement as a function of social status. For children of high social status the predictors were parents Involvement and the interaction of Parents’ Involvement and Intellectual ability. The findings suggest that there are differences in the nature of the relationships among intellectual ability, family variables and children’s academic achievement as a function of social status.

Shikha Dhall and Praveen Thukral (2005) have focused on intelligence as related to self confidence and academic achievement of secondary school students. The results of the study revealed that intelligence is significantly and positively related with self-confidence and academic achievement. This finding is supported by the studies conducted by Stoel, Peetsma and Roeloveld (2003), in which it was consistently reported that self-confidence is positively related with intelligence. Studies conducted by Panigrahi (2005) and Chamundesweri and Vaidharani (2006) also support the results that academic achievement and intelligence are significantly correlated. There exists positive significant relationship between intelligence and self-confidence in respect of secondary school students and boys, whereas for girls no such relationship exists. Intelligence relates significantly with academic achievement of the students of secondary school as well as boys and girls taken separately. As for as gender differences concerned it was found that for intelligence and academic achievement gender differences exist.
Naderi, Abdullah, Hamid and Sharir (2008) considered intelligence and gender as predictors of academic achievement among undergraduate students. The findings of the study indicated significant difference between males and females. According this study, females had higher school achievement index (academic achievement) than males.

Manjit Sidhu, Prabhjot Malhi, Jagat Jerath (Dec 2010) conducted a study on intelligence of children from economically disadvantaged families and the role of parental education. The major finding of the paper was that the children with high parental education had significantly higher IQs as compared to children with moderate and low parental education level. The economic disadvantage may not necessarily constrain the cognitive development of children living in poverty, provided parents have some threshold level of education.

However, other studies found that there was no gender difference in achievement Herbert & Stipek, (2005).

Extensive researchers have been conducted to examine the role of psychological and social factors on academic achievement Aluja & Blanch, (2004); Bruinsma, (2004); Caprara, Barbaranelli, Steca, & Malone, (2006); Dickhuser & Reinhard, 2006; DuPaul et al (2004); Englund, Luckner, Whaley, & Egeland, (2004); Evans & Rosenbaum, (2008); Gooden, Nowlin, Frank, & Richard, (2006) Greene, Miller, Crowson, Duke, & Akey (2004); Guglielmi, 2008; Howes et al., (2008); Martin, Montgomery, & Saphian, (2006); Martins & Alexandre, (2008); Papaioannou, Ampatzoglou, Kalogiannis, & Sagovits, (2008); Schwartz, Gorman, Duong, & Nakamoto, (2008). The direct relationship between intelligence and academic achievement has also been widely studied Ediseth, (2002); Gagné & St

In addition, several researchers have investigated the relationship between intelligence and gender and / or academic achievement Duckworth & Seligman, (2006); Ehrmann & Massey, (2008); Fraine, Damme, & Onghena, (2007); Naderi. Habibollah Rohani. Abdullah, & Tengku, Aizan, (2008).

According to Watkins, Lei, & Canivez (2007) there has been considerable debate regarding the causal precedence of intelligence and academic achievement.

Laidra, Pullmann, & Allik (2007) revealed that students’ achievement relied most strongly on their cognitive abilities through all grade levels.

Deary, Strand, Smith, & Fernandes (2007) found a strong and positive relationship between intelligence and academic achievement.

Bruni et al. (2006) examined the relationships between academic achievement and demographic and psychology factors.

To summarize, there is still a gap in our knowledge of the relationship between intelligence, gender and academic achievement. While some research findings support intelligence and gender as predictors of academic achievement, others have failed to find any relationship between these three variables. The present study aims to assess the contribution of intelligence on academic achievement.

**2.6.0 Studies Related to Socio Economic Status**

The term socio-economic status has been defined by Frandsen (1961) in the glossary as ones’ rank in a given society as determined by the level of his occupation, income and social class. There is a widespread belief that socio-economic status and academic achievement are highly correlated.
The teachers opinion, too, reflects the impact of socio-economic factor in determining the emotional and motivational aspect of the home background when they talk of good’ or poor home in connection with students’ performance Good acre, (1961).

The philosophical and empirical investigation of this relationship has a long history resulting in thousands of articles employing the concept of socio-economic status in some way. The results of these studies are not very consistent as some find a strong relationship between socio-economic condition and academic achievement. Some studies indicate that socio-economic background has a greater effect on academic achievement than intellectual ability. Others come to conclusion that socio-economic back group has negligible or no relationship with academic achievement.

It is due to the heterogeneous quality of the Indian society where the difference between the different levels of strata are quite apparent. Inspite of the increasing facility provided by the government for the equality of educational opportunity equality of educational experiences fall short of the ideal.

Studies on the problem of social class and parent child relationship conducted over more than two decades have revealed certain differences between middle class and lower class homes.

For instance, the study by Anastasi (1959) revealed that the middle class child enjoys more freedom to communicate with both parents and experiences less fear of parents and less parental rejection than does the lower-class child.

It seems in India, poverty, cultural and social deprivations in homes of people of lower stratum of the society make it difficult for the adolescents of such homes to bear the stress and strain impoverished environment and adjust smoothly. Socio-
Economic Condition of the homes especially for the girls due to the social status accorded to them is really colored by their SES.

**Manual N.V. Feroze M. and Rao S 1960** The socio economic conditions of High school public in Coimbtore districts Shri R. K. Mission Vidyalaya Coimbtore. The project was undertaken to find out

The socio economic conditions are related to the environmental background of High School Pupils. The relationship between the socio economic conditions and educational achievement of pupils. The study was conducted on a sample of 1891 pupils of class fourth in forty five schools of urban and rural areas for final analysis 660 cases from urban and 340 from rural areas were taken up. In both the cases sample represented both the sexes. The variable studied were education, income, occupation of parents and elders and distance of home to school. A detailed questionnaire formed for the purpose was used as a research tool. The study revealed that the educational status of the average rural family is remarkably below that of the urban family and academic help obtained from parents and relatives is remarkably higher for urban group than rural group. There are good numbers of children from illiterate families getting higher marks. Students from educated families tend to score higher in examination. The contingency was calculated to find out the relationship between income of parents, educational achievements. Income came to be positive factor for educational achievement for the urban group. The relationship is very low in rural group. Comparison of percentage of boys and girls belonging to various occupational categories indicates that there is reluctance on the part of lower income group and unskilled labour to send their girls to school for the rural group this reluctance is greater among the agriculturists. Mean score of achievement were compared for occupational groups. Children from professional group scored the
highest and of unskilled the lowest. Distance of school from home is rural areas was handicap to educational progress. English was the more difficult subject for both rural and urban children, Tamil was easiest.

Desai (1962), Patel 1865, Shah 1960, Shastri 1960, Ahmed 1968, Chitra 1969, Honda 1968 Shah at 1971 In other study investigated in the impact of sex differences, socio economic status and academic performance on educational aspirations. The study reveals that the independent influence of socio economic status of students families in much greater than that of academic performance on their educational aspirations although the magnitude of independent influence of both socio economic status and academic performance of educational aspirations of females was greater than that of males. In the group of studies there are thirty two studies out of which nine studies relate to socio economic and cultural background of students.

Mathur K. 1963 studied the effects of socio-economics status on the achievement and behaviour of Higher Secondary School Students. The results revealed that the percentage of students belonging to higher SES was high for superior intelligence and achievement was highly correlated to adjustment.

A study by Gupta (1963) in Indian getting indicated higher insecurity in the subjects belonging to the lower income groups. achievement. The students of upper SES showed better achievement than the students of lower SES group.

S.L. Chopra (1964) studied the relationship of socio-economic factors with achievement of the students in the secondary schools with intelligence held constant. The results did not imply that children from the higher socio economic group are bright and that from lower socio-economic group are dull and it will not be possible to
predict the academic achievement of the individual children from the socio-economic level of their families alone.

S.L. Chopra (1964) conducted a study on the relationship between SES & Academic achievement of secondary school student. The important finding was that there were higher percentages of failures among students belonging to lower occupational categories. Disproportionately larger number of outstanding students came from families where father were engaged in professional, administrative, executive and managerial occupations. Father’s income, father’s education, cultural level of the home, size of the family, type of lodging, etc are not reaching the level of significance.

Dr. Ahluwalia and Shyam Deo 1975: ‘A study of relationship between socio economic status and academic achievement of high school students. The main objective of the study was to identify the nature of relationship of socio economic background as determined by father occupation, education and father income with the academic achievement of the pupil as determined by school marks obtained by students in different subjects. As there was no suitable standardized achievement that available for the population under study it was thought desirable to consider the usual marks of the last annual examination as an index of academic achievement of the students. The marks were taken down from the school records. The marks were taken down from the school records of the subjects with a view to keep the intelligence factor constant.

The subject was administered Joshi test of General Mental Ability.

To determine the socio economic status of the students a questionnaire was desired in Hindi education and occupation of the parents of the respondent.
1. There exists negative non significant correlation between socio economic status and total school marks in various subjects.

2. Positive correlation does exist between socio-economic status and achievement in some cases but it is very low and insignificant.

3. Lower performance was given by students belonging to lowers income group, uneducated and occupationally low family status.

4. The highest score was achieved by students belonging to high and average family where fathers as well educated and belonged to high income group.

The present study is only as exploratory investigation. Hence the finding cannot be generalized for a bigger group. However the following tentative conclusions are worthy of note:

1. There exists a negative but low correlation between socio economic status and academic achievement.

The correlation coefficient was negative negligible and not significant.

**J.P.Gupta (1978),** Conducted a study on anxiety and achievement motivation in relation to academic achievement, sex & economic status.

The study reveals that girls are more anxious than boys. Anxiety and academic achievement vary in inverse direction. Higher the economic status, lower is the anxiety. It is also found that at all the levels of academic achievement, in general, those belonging to upper and low economic status are respectively least and most anxious. The study also reveals that boys have higher achievement motivation than girls. Hence boys should be given more difficult tasks involving risks and uncertainties. Higher the economic status, the higher is the achievement motivation. The groups belonging to low and upper economic status, irrespective of the level of
academic achievement are respectively least and most achievement motivated. In case of girls, anxiety and achievement motivation are positively correlated. In case of boys, it is negatively correlated.

**Leena Khare (1983)** A study of the educational and occupational aspirations of the high school students in relation to sex, community of residence, socio-economic status and level of intelligence.

The result shows that the level of educational aspiration of the urban students was comparatively higher. The comparatively lower level of educational aspirations of the rural students appears to be due to the fact that there are no institutions for higher learning in the rural area. Students from upper socio-economic families aspired for education up to post-graduation as compared to graduation and high school were lower.

The level of educational aspiration of the high intelligence students was comparatively higher. The results of the study revealed that because of socio-economic handicap, many students can not continue their studies beyond the high school stage.

**Deshpande, S. (1986)** studied the interactive effects of intelligence and socio-economic status of students on achievement of students. The findings of the study were that the intelligence was significantly related to achievement at the 10% level.

**Mishra, M (1986)** conducted a critical study of the influence of socio economic status on Academic Achievement of Higher Secondary students. A sample of 1000 students was taken the main findings were that there was a positive relationship between socio-economic status and academic achievement of the students. There was a positive
relationship between the intelligence test score and academic performance of the students. Intelligence positively affected academic performance of the student.

**Narang, R.H. (1987)** conducted a comparative of the socio economic and home factors affecting Academic achievement of Boys and Girls in the urban and rural areas. The major findings of the study were that socio-economic status did not affect academic performance in the city, town and village areas.

**Vineeta Trivedi (1987)**. A study of the relationship of parental Attitude socio-economic background and the feeling of security Among the Intermediate students and their academic achievement. The students revealed that the students belonging to various parental attitude groups and socio-economic status groups defined significantly from each other as regards academic achievement. As far as the socio-economic status variable was concerned an increasing trend in the mean values of academic achievement was observed.

**Trivedi, Vineeta (1988)** conducted a study of the relationship between socio economic background and academic achievement among the intermediate students. The sample consisted of 523 girls students from 11 institutions. The finding of the study revealed a significant relationship between socio-economic status and academic achievement.

**Ganguly Malabika (1989)** revealed in his study of socio economic status and scholastic achievement a relationship between the two in a particular setting. The study investigated the difference in scholastic achievement of upper, middle and lower socio-economic groups of students. The major findings of the study were the mean achievement scores of the upper SES groups of urban areas in all the three groups of subjects different significantly from those of the lower groups. The upper SES groups had done better in all the three groups of subjects. The mean scores in the
upper socio-economic status and lower socio economic status of rural areas differed significantly. The difference between the means in all the areas of achievement was found to be significant.

**HariKrishan M. (1992)** conducted a study of academic achievement of the students of the higher secondary stage and socio economic status. A sample of 300 students was selected randomly. For Analysis t-test and correlation coefficients were used. The major finding of study was that the girls obtained a higher mean than boys. Socio economic status was significantly related to academic achievement.

**Singh (1996)** found that high SES was positively related with achievement. The achievement of girls was low, the students in govt. schools was poor.

**Rupa Das Barbora (2001)** conducted a study on the academic achievements of children belonging to the background classes focusing on Kamrup District Assam to find out the causes of their low academic achievements. It was found that the children of literate parents show better academic achievement than the children of illiterate parents. The academic achievement of Girls is better than that of the boys.

**Selcuk, R. Sirin 2005** conducted a Meta Analysis to review the literature on Socio Economic status and academic achievement between 1990 and 2000 to see whether the SES achievement correlation had changed since white’s initial review was published. The results showed a slight decrease in the average correlation.

**Zebun Nisha Khan (2005)** conducted a study on Scholastic Achievement of higher secondary students in science stream. The important findings are that in the case of girls, socio-economic status is positively related to academic achievement in science stream at higher secondary level, but the relationship between socio-economic status
and academic achievement is significant and negative in the case of boys.* That the academic achievement of a student is not only a function of his/her intellectual and personal characteristics but is also influenced by his/he socio-economic status and which in turn, also influences and determines the attitudes, interests and motivation of students for studies. Thus, socio economic status of a family is an important variable determining the academic achievement of its students. That the effect of socio-economic status on academic achievement has shown sex differences in the present study. Boys from low socio economic status and the girls from high socio economic status have been found to achieve high.

Jennifer Barry (2006) studied the effect of socio economic status on academic achievement. Research has found that socioeconomic status, parental involvement, and family size are particularly important family factors.

Uniyal Narayan Prashad (2007) conducted a correlation study of level of aspiration and school achievement in relation to sex and caste. The findings of the study revealed that the sex and achievement of students do have interactive effects on level of aspiration. Boys and girls did not differ in their educational aspiration.

Paul R. Sackett (2009) studied the socio economic status and its relationship between Admission tests and post secondary Academic performance. The study revealed that the majority of the test academic performance relationship was independent of Socio Economic status.

Andrew Mc Conney (2010) conducted a study to show that both students and school socio economic status that both students and school socio economic status are strongly associated with student outcomes. It was found that mathematics achievement was greater in higher SES school as compared with lower SES schools.
2.7.0 Family Background

Family background is a key to a students’ life and outside of school, is the most important influence on student learning and includes factors such as socioeconomic status, two-parent versus single-parent households, divorce, parenting practices and aspirations, maternal characteristics, family size, and neighborhood

Majoribanks (1996). The environment at home is a primary socialization agent and influences a child’s interest in school and aspirations for the future.

Majoribanks (1996). Previous research has shown that children from single-parent households do not perform as well in school as children from two-parent households. There are several different explanations for this achievement gap.

Majoribanks (1996). Single-parent households have less income and there is a lack of support for the single-parent which increases stress and conflicts. Single parents often struggle with time-management issues due to balancing many different areas of life on their own.

Majoribanks (1996). Some research has also shown that single-parents are less involved with their children and therefore give less encouragement and have lower expectations of their children than two-parent households

Seyfried (1998). Low SES students have been found to score about ten percent lower on the National Assessment of Educational Programs than higher SES students

McNeal (2001). SES has also been shown to override other educational influences such as parental involvement

Jeynes (2002). The socio-economic status (SES) of a child is most commonly determined by combining parents’ educational level, occupational status, and income level. Studies have repeatedly found that SES affects student outcomes

Eamon (2005), Hochschild (2003). Students who have a low SES earn lower test scores and are more likely to drop out of school

Eamon (2005), Majoribanks (1996), Jeynes (2002). It is believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home

Eamon (2005). The economic hardships that are caused by low SES lead to disruptions in parenting, an increasing amount of family conflicts, and an increased likelihood of depression in parents and single-parent households For these reasons SES is closely tied to home environment and one could argue that SES dictates the quality of home life for children.

2.8.0 Type of School:


Vergheese (1995) rated schools in terms of the facilities available in the school and found that achievement scores increased with increase in the degree of the facility available

Mohan (1998) reported that achievement was highest in Navodaya vidhyalayas followed by unaided schools. The govt. Schools did not represent and among the high academic achiever category in Kottayam. English medium students scored higher in Mathematics while Gujrati medium scored higher in EVS. Scholastic achievement is a
joint function of a member of factors in which teacher characteristics and school climate play important role.

**Santor, Messervey, and Kusumaker** (2000). Peer influences can also affect student performance. Peer pressure and peer conformity can lead to an individual participating in risk-taking behaviors which have been found to have a negative, indirect effect on test scores.

**William Carbonaro** (2005) defines school effort as “the amount of time and energy that students expend in meeting the formal academic requirements established by their teacher and/or school”.

**Carbonaro** (2005) has also identified three different types of school effort. These are: rule oriented effort (showing up to and behaving in class), procedural effort (meeting specific class demands such as completing assignments on time), and intellectual effort (critically thinking about and understanding the curriculum). It is expected that a student who puts forward significant effort in all three categories will perform the best **Carbonaro** (2005). And studies have shown that school effort is an indicator of academic performance **Ceballo et al (2004)**, **Carbonaro** (2005).

**Crosnoe, Johnson, and Elder** (2004b) suggested that school sector (public or private) and class size are two important structural components of schools. Private schools tend to have both better funding and smaller class sizes than public schools. The additional funding of private schools leads to better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement.

**Eamon** (2005). Smaller class sizes create more intimate settings and therefore can increase teacher-student bonding which has also been shown to have a positive affect on student success. The relative social class of a student body also affects
academic achievement. Students from low socioeconomic backgrounds who attend poorly funded schools do not perform as well as students from higher social classes.

Crosnoe et al. (2004). School composition or the general makeup of a school is another important factor regarding academic achievement.

Bali and Alvarez (2004), Eamon (2005). The racial make-up of a schools’ student body has been shown to influence test scores and students’ attachment to their school.

Crosnoe et al. (2004), Bali and Alvarez (2004) Students who attend schools with a high number of fully credentialed teachers perform better. Crosnoe et al. (2004) defines school climate as “the general atmosphere of a school”. School climate is closely related to the interpersonal relations between students and teachers. Trust between students and teachers increases if a school encourages teamwork. Research shows that students who trust their teachers are more motivated and as a result perform better in school. Crosnoe et al. (2004), Eamon (2005). School policies and programs often dictate school climate. Therefore, minority students benefit more from school policies if the administrators and teachers, who help create the policies, are representative of minorities.

Bali and Alvarez (2004). Students can focus more clearly when a school is able to create an environment where students feel safe. If a school is able to accomplish a feeling of safety students can have success despite their family or neighborhood backgrounds. Crosnoe et al. (2004).

Jeynes (2002). Divorce has also been found to negatively affect academic achievement. William Jeynes (2002) found that students whose parents had divorced were among those who scored lowest on standardized test. Possible explanations for this relationship are that divorce can cause a family’s SES level to decrease and...

Eamon (2005). Research shows that supportive and attentive parenting practices positively affect academic achievement In addition, high parent aspirations have been associated with increasing students’ interest in education Majoribanks (2005). The effect of parental involvement in their children’s school has on academic achievement is less clear Domina (2005). Parental involvement in school has been linked to both positive and negative influences on academic achievement Domina (2005), McNeal (2001). Explanations for this discrepancy are not conclusive. It is thought that the type of involvement may make a difference and that in some cases parents become involved after their child has already had academic difficulties Domina (2005), McNeal (2001). Other recent research has found more conclusively that while parental involvement may not help academic scores, it does help prevent behavioral problems Domina (2005).

Maternal characteristics are another key factor that affects academic achievement Baharudin and Luster (1998), Eamon (2005), Majoribanks 1996). Mothers who are more educated and have higher self-esteem have children who receive higher test scores Baharudin and Luster (1998), Eamon (2005). Also, mothers who delay childbearing have been shown to provide more “cognitively stimulating” and supportive environments at home which has a positive affect on school performance Eamon (2005).

Smaller family size has been linked with higher academic achievement Eamon (2005), Majoribanks (1996). Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance Eamon (2005), Majoribanks (1996).
Adolescents who live in higher quality neighborhoods typically perform better in school than those who live in poorer neighborhoods Eamon (2005). Poorer neighborhoods often lack positive role models, adult supervision, and connections to good schools Eamon (2005). That kind of environment often prevents students from creating healthy social networks and leads to a lack of motivation which negatively affects academic performance Eamon (2005).

Damon Clark (2007) studied the impact of attending a selective high school in a particular U.K school district.

The other strand of this literature considers the impact of attending a high-achieving public school, defined as one with more able students. Coleman, Hoffer, and Kilgore (1982) showed that test score growth between tenth and twelfth grade was similar across high- and low-achieving public high schools; compelling evidence from the Chicago Public Schools suggests that the causal effects of attending high-achieving public schools are, at best, small Cullen, Jacob, and Levitt (2005). Cullen, Jacob, and Levitt (2006)Majorbanks (1996).

2.9.0 Peer Influences

Santor et al (2000). Peer groups are an important socialization agent. Participating in peer group activities is a primary stage of development and adolescents’ identities are often closely associated with that of their peers Because peer groups are a key part of the developmental process they can have a negative affect on young people due to peer pressure and peer conformity. Higher degrees of peer pressure, which is the pressure from others to participate in certain activities, and peer conformity which is, the degree to which an individual adopts actions that are sanctioned by their peer group, have been shown to increase the likelihood of risk-taking behaviors such as substance abuse and

It is expected that students’ test scores will increase as the quality of the school increases. Family provides connections to the resources that are needed to be a successful student. Socioeconomic status (SES), family size, and parental involvement all influence the amount of available resources. This study predicts that as SES increases so will student test scores.

2.10.0 Critical Appraisal of the Related Literature

The present study deals with the Influence of Intelligence and Socio Economic Status on Academic Achievement of the Secondary School Students and to get an insight view of the selected problem deep study of the related literature was done.

The important findings of the researches were that parents education, size of the family, School type, Socio economic status, medium of instruction affect the academic achievement of the students. The studies explored many factors but not a single study could answer the question raised by the researcher in the present scenario. In a nutshell the critical appraisal of the reviewed literature indicates that the findings have restricted their scope. The present study departs from the quoted studies which could not throw light on the topic with reference to present scenario. It is the need of the hour to study the academic achievement with reference to intelligence level and socio Economic Status of the Student. The present study will look into the problem from different angles and it is hoped that the results will help in enhancing the academic achievement of such deprived students.
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