CHAPTER – II

REVIEW OF LITERATURE
A Review of the vast number of studies related to the Academic Achievement of pupils is neither feasible nor necessary. It would be appropriate to consider the literature that is directly related to the study on hand. Therefore the psychological abstracts were scanned through with a view to pick up the relevant studies in the published literature as background knowledge for the present investigation.

Academic Achievement:

Stewart, Janice Porterfild (1995) examined literacy in home environments and how children perceive literate events that occur in their families. Two children (1 Back and 1 biracial) were from a low income urban community. The other 2 were White and from a small farm community. 96 hrs of observations over 8wks during the summer of the kindergarten school year were conducted. Data collected include field notes, tape recordings, parent questionnaires, Heffernan, Erin J (1996) conducted a study on “Self Image and Academic Success of fourth through eighth grade girls”. The majority were from a relatively high socio-economic group. Experimental evidence clearly shows that girls in the school are academically challenged, have a wide range of resources, actively participate in class, and have a positive self-image. Single sex schools do seem to have a positive effect on their female students.

Oginska-Bulik, Nina (1996) studied whether children’s behaviour type is related to their scholastic achievement and their parents’ educational level. 154 normal Polish school-age children and adolescents (6th-8th graders) were tested to determine whether they demonstrated Type A (coronary prone) or Type B (noncoronary prone) behavior using adapted measurements including the Matthews Youth Test for Health and the Hunter-Wolf A-B Rating Scale. Results were correlated with subject school grades and their parents’ educational level. Findings show that children characterized by Type A behavior achieve better academic results than other pupils. Parents of these children most frequently had higher or secondary school education.
Research Programme of Brody, Gene H; Flor, Douglas L. (1996) devoted to examine the ways in which diverse sources of influence, including socioeconomic factors and processes within the family, school, and church, operate together to contribute to academic and psychosocial competence among school-age children from rural 2-parent African American families. Informed by this research, the authors seek to extend it by identifying both dyad and family-level processes linked to academic and psychosocial competence among rural African American children from 2-parent households. 90 African American families with married parents and 9-12 yr old firstborn children (48 females and 42 males) were interviewed in their homes on 3 separate occasions, each about a week apart. Results reveal that co-parental support, as perceived by each parent, is differentially related to whole-family interaction. Perceived co-parental support (in the case of fathers) was indirectly linked to child outcomes through whole family interaction and, in the case of mothers, through the child's self-regulation.

Lee-Corbin, Hilary; Evans, Roy (1996) explored the factors influencing the achievers (ACs) and the underachievers (UACs) from 3 schools with different approaches to education. 13 teachers selected 34 children whom they categorized as ACs and UACs based on their verbal and non-verbal scores on the British Picture Vocabulary Scale and the Standard Progressive Matrices. Each school's teaching style was determined by 4 criteria: classroom management, discipline, instructional strategies, and communication patterns in the classroom. Other factors used to compare ACs to UACs were marital breakdown, hand writing, SES, self-concept, parents, teacher rating, field dependence/independence, and gender. Results reveal marked differences on attainment scores among the 3 schools. Written language difficulties, low parental investment, SES, and emotional disturbance hinder the UACs. Higher expectations from teachers and parental support help the Achievers.
Muijs, R.Daniel (1997) examined the relation between academic achievement and academic self-concept among Belgian primary school-age children, controlling for variables such as school commitment, parental SES, gender, and teacher expectations. Subjects were 1,001 Flemish primary school children. There were 2 data collection waves in 1994 and 1995, when the Ss were in 4th and 5th grades (mean age 9.5 and 10.5 yrs, respectively). Academic self-concept and academic achievement were found to be strong predictors of one another, even controlling for other variables and stability of both over time. Both the regression analyses and path analysis undertaken specifically to test causal predominance found achievement to be casualty predominant in these subject. The fact that academic achievement was causally predominant over academic self-concept, that global self-esteem was not a significant predictor of achievement, and the significant contribution of parental SES to achievement all suggest that self-esteem enhancement in itself cannot be solution to the problem of academic failure.

Peet, Susan H.; Powell, Douglas R.; O'Donne;, Barbara K. (1997) conducted a study on mother-teacher congruence in perceptions of the child's competence and engagement in school. The sample consisted of 117 mothers and 45 teachers of 1st or 4th grade children. The children of mother teacher dyads who were relatively high in congruence had significantly higher standardized grade point averages in school than did the children of mother teacher dyads who were relatively low in congruence. Hierarchical regression analysis clearly reveals that within the 4th grade sample, mother-teacher congruence significantly contributed to children's report card grades after mothers' and teachers' individual perception entered the regression equation. Mothers' and teachers' perception of the child's competence and engagement in school were moderately and positively correlated. The findings point to parent-teacher congruence in perceptions of the child as a promising focus of experimental attempts to strengthen linkages between home and school.
A study conducted by Mpofu, Elias (1997) consists of 376 upper-middle-class, 12-13 yr old Zimbabwe Black and White school children and their teachers (N=13). Multiple regression analysis indicated that, taking into account ethnicity, sex, family size, and number of languages spoken, social acceptance measures accounted for a significant portion of the variance in the children's academic achievement. Within social acceptance measures, the children's actual rather than perceived social acceptance explained a greater proportion of the variance in their academic achievement.

Okagaki, Lynn; Frensch, Peter A. (1998) examined the relation between home and school environments for Mexican-American children, specifically, factors that need to be considered to understand how the home environments influence their school achievement. It was found that the relation between home and school is a dynamic one and that both home and school environments need to be examined.

A study conducted by Liu, Ruth Wang (1998) explored the experience of second-generation Chinese-Americans as they confront issues of personal and perceived parental educational and career expectations. The findings of this study, in which individual interviews were conducted with 30 second-generation Chinese-American undergraduates, revealed high self-imposed and perceived parental educational and career expectations. The data suggest the powerful role of culture and parental pressure in the development of inner drive for achievement, which in some cases exceeded parental pressure.

Using data on 1795 children from 15 State and 25 Catholic academically oriented elementary schools, this article examined whether school sector in itself, net of children's home environmental characteristics, exerts any influence upon the equality of educational opportunity in Belgium. Data were collected during the 1989-90 school year by means of written questionnaires concerning academic achievement, parental socio-economic status, family intactness, mother's employment status, parental support and
parental involvement in children's education. Taking these variables into account and the effect of sex, the results show that the influence of parental socio-economic status upon children's academic achievement is not as strong in Catholic schools as it is in State schools. It is suggested that this effect is due to the more strenuous demands of Catholic schools in Belgium. (Brutsaert, Herman 1998).

Guay, Frederic; Boivin, Michel; Hodges, Ernest V.E. (1999) conducted a study on 397 school children (206 girls, 191 boys; mean age = 108 months) to test a model of Peer experiences and academic achievement among elementary school children. This model postulates that the quality of children's social relations in the peer group can foster or inhibit feelings of connectedness which in turn affects children's perceptions of academic competence. Perceptions of academic competence are hypothesized to predict change in academic achievement. Results provided support for the proposed model.

Findings showed that (1) all parents provided support for literacy, but there were differences in the way literacy was constructed, (2) differences in subjects awareness responses describing how they were learning to read at home reflected their home literacy experiences, and (3) the home literacy environments of these subject from low SES families were conducive to literacy development and school success.

Le, Vi-Nhuan; Kirby, Sheila Nataraj, Barney, Heather, Setodji, Claude Messan, Gershwin, Daniel (2006) uses data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K) to examine how children's skills and knowledge at kindergarten entry predict their achievement in later grades. It extends previous research by examining longer-term achievement outcomes, namely test scores at the end of fifth grade, and gives an indication of how the other nonacademic areas of school readiness (i.e., physical and socio-emotional development) may be related to
test performance. This study addresses two research questions: (1) What is the relationship between children’s school readiness skills at kindergarten entry and reading and mathematics achievement through the fifth grade; and (2) What kindergarten program factors predict the development of nonacademic school readiness skills? In particular, is attendance at a full-day program related to nonacademic school readiness skills at entry to kindergarten were significantly related to eventual reading and mathematics achievement in fifth grade. Attendance in a full-day kindergarten program was negatively associated with attitudes toward internalizing (measured by a scale indicating presence of anxiety, loneliness, low self-esteem, and sadness) and externalizing behaviors. Instead, positive home background factors, such as higher income and higher parental involvement with the school, were associated with all five dimensions of nonacademic school readiness skills; higher income and more parental involvement were positively related to a child’s attitudes toward learning, self-control, and interpersonal skills and negatively predictive of internalizing and externalizing actions. The analyses reinforce the findings of earlier studies that suggest that full-day kindergarten programs may not enhance achievement in the long term. It also suggests and investment in the development of nonacademic school readiness skills may not only raise overall achievement but may also narrow the achievement gap between minority and white students. The findings should help inform the debate about the merits of full-day kindergarten and should be of interest to educational researchers and education policymakers at the national, state, and local levels who are struggling with issues of school readiness and how to give all students an opportunity to learn to high standards.

Bailey, Deryl F, Bradbury, Bailey, Mary E (2007) described how the effective use of groups can promote academic achievement for adolescent African American males. Literature regarding adolescents’ and African Americans’ experience with groups is reviewed. The authors provide information on academic misidentification and achievement gaps, both critical
to understanding the problem of academic achievement for this population. Finally, specific group interventions employed by Gentlemen on the Move (GOTM) (Bailey, 2001; Bailey, 2005; Bailey & Paisley, 2004), a group founded and directed by the authors to develop and nurture academic and social excellence in African American males, is discussed.

A study was conducted by Althoff, Sarah E, Linde, Kristen J, Mason, John D, Nagel, Ninja M, O'Reilly, Katie A, 2007 to improve student achievement and motivation through the posting and communication of daily learning objectives. The research participants included 150 students and five teachers. The students were members of the five researchers' high school classrooms including social science, English, and world language. Targeted students at the high school site exhibited difficulty with understanding their teachers' expectations. Miscommunication interfered with students' overall academic growth. Evidence for the existence of the problem included a document analysis of anecdotal records, observations, and student and parent interaction. The interventions chosen for this project included three different types of surveys distributed during this research. A student survey was given to students during the first week of Quarter One to determine prior levels of motivation. Additionally, a teacher survey was distributed to 36 different teachers not affiliated with the study or its outcome to determine if teachers are posting and communicating daily learning objectives. Finally, a parent survey was sent home during the first week of Quarter One to determine the amount of parent-student communication and parental involvement. Another tool that was used during this study included a Bi-Monthly Student Comprehension Checklist to determine the level of comprehension after daily learning objectives were posted. Lastly, the researchers documented and kept confidential records of class achievement averages of major assessment throughout each unit. These assessments were specifically created to address the learning objectives posted during that unit while implementation occurred. Posting learning objectives not only benefits teachers, but also parents and
students. Teachers will be able to plan assessment that reflects exactly what they will teach and what they expect students to learn (Arter, Chappuis, & Stiggins, 2003). When students realize that they are acquiring intentional daily skills, it allows students to see the importance and relevance of education in their lives. Finally, by understanding and knowing the learning objectives, parents understand what grades mean in terms of what their children have or have not learned (Arter, Chappuis, Stiggins, 2003). After posting and communicating daily learning objectives, the results displayed an increased student achievement and motivation. In conclusion, the findings of this research indicated the specific interventions did work, and the increase in communication of goals and expectations improved student academic achievement and motivation.

To raise the achievement of every student, Maryland designed “Achievement Matters Most,” a plan for public schools that sets goals in the areas of achievement, teaching, testing, safety, and family involvement in schools. Achievement matters. Most supports Maryland schools efforts to meet the goals of the federal No child left Behind (NCLB) Act. Five goals for Achievement matters Most are cited: (1) Achievement will improve for each student; (2) curriculum, instruction, and testing will be better aligned and understandable; (3) All educators will have the skills to improve student achievement; (4) All schools will be safe, drug-free, and conducive to learning; and (5) Parents and legal guardians will be involved in education.

Holland, Holly (2007) interviewed two leading thinkers in the field of education. Richard Rothstein and Kati Haycock talk about the possibility of closing the achievement gap through education and face off on poetry, race, and school achievement. In his book, “Class and Schools” (Teachers Collage Pres, 2004), Rothstein writes that “the influence of social class characteristics is probably so powerful that schools cannot overcome it, no matter how well trained are their teachers and no matter how well-designed are their instructional programs and climates.” Rothstein, a research associate at the
Economic Policy institute and former education columnist at the “New York Times” suggests that policy makers would be more effective in closing the achievement gap if they focused on reforms such as income equality, school-community clinics, and early childhood education in addition to school improvement. Giving in to the common belief that schools cannot succeed with disadvantaged children belies the growing evidence that skilled and dedicated educators are doing so every day in schools around the country, says Kati Haycock, director of the Education Trust. Rather than blame factors outside their control, effective schools focus on what they can do to close the achievement gap, including providing consistent and rich curricula and instruction proven to raise achievement for all students. “Poor and minority children do not underachieve in school just because they often enter behind,” Haycock writes in “Teaching Inequality,” a new report from Education Trust. Education writer Holly Holland probes whether these seemingly opposing points of view have any commonalities, and whether two leading the inkers in the field of education can agree that teachers can truly make a difference in all children’s lives.

A study conducted by Witkow, Melissa R, Fuligni, Andrew J. (2007) examined the fit of a 2x2 achievement goal model among a diverse sample of nearly 700 10th grade students, distinguishing between both mastery and performance goals and approach and avoidance orientations. Additionally, relationships between achievement goals and GPA and intrinsic value of school were examined, and adolescents' interpretations of daily school experiences and feelings were found to mediate these relationships. Together, these findings suggest that experiences in adolescents' daily lives help explain the relationship between goals and achievement outcomes.

Teachers and school-based administrators alike have searched to find ways to increase student achievement in their schools. Several widely known and discussed strategies include: (1) using data to drive instruction; (2) employing highly qualified teachers; and (3) improving school leadership.
Additionally, positive student engagement in the classroom is another compelling factor—but not as widely discussed—that research has reported to be critical in enhancing student achievement (Akey, 2006; Heller, Calderon, & Medrich, 2003; Garcia-Reid, Reid, & Peterson, 2005). Positive student engagement is not an easy term to define, yet it is known when it is seen. Students are engaged when they “devote substantial time and effort to a task, when they care about the quality of their work, and when they commit themselves because the work seems to have significance beyond its personal instrumental value” (Newmann, 1986, p. 242). There are many strategies that teachers and school leaders can implement to greatly enhance student motivation and investment in their educational experience. However, in order to be most effective in sustaining positive student engagement in learning and increase academic performance, all of these efforts whole be consistent and continual throughout the academic year and throughout each student’s education career.

Taub, Gordon McGrew, Kevin Keith, Timothy Z. (2007) examined the effect of improvements in timing on students’ reading achievement. 86 participants completed pre-and post-test measures of reading achievement (i.e., woodcock-Johnson III, Comprehensive test of Phonological Processing, Test of Word Reading Efficiency, and Test of Silent Word Reading Fluency). Students in the experimental group completed a 4-week intervention designed to improve their timing/rhythmicity by reducing the latency in their response to a synchronized metronome beat, referred to as a synchronized metronome tapping (SMT) intervention. The results from this “non-academic” intervention indicate that the experimental group’s post-test scores on select measures of reading were significantly higher than the non-treatment control group’s scores at the end of 4 weeks.

Caribbean immigrant students, who represent one of the largest subgroups in the Black population in the United States, are experiencing negative educational outcomes that are related to poor academic achievement.
and high dropout rates. These academic problems have been partially connected to the negative experiences Caribbean students and their families have within schools, particularly poor interactions with school personnel (Albertini, 2004; Fine et al., 2004) discusses the cultural experiences, and socio-political issues of Caribbean immigrants as a foundation for understanding appropriate school counseling interventions in working with this population. Specifically, the use of school-family-community partnerships to encourage positive interactions among Caribbean students, their families, and school personnel is discussed as a means to promote high academic achievement for Caribbean immigrant students. Specific strategies for counselors working with Caribbean immigrants within the context of such partnerships are provided. Mitchell, Natasha A.; Bryan, Julia A., study (2007)

Gardner, David (2007) studied the reasons for the differences in achievement. First, many urban minorities come from a background of poverty. One of the detrimental effects of growing up in poverty is receiving inadequate nourishment at time when bodies and brains are rapidly developing. Proper human development requires a steady and healthy diet, and poor children rarely get such a diet. Still another reason for the achievement gap has to do with what in academic circles is called “locus of control.” People with an internal locus of control see themselves as primarily responsible for their successes and failures. People with an external locus of control tend to attribute their successes and failures to outside factors: luck, fate, the boss likes me, the teacher doesn’t like me, etc. Finally, the long-term effects of racism on the achievement gap should not be underestimated. The achievement gap will begin to disappear when attitudes in the U.S. begin to change, when eliminating poverty becomes a national priority. It will begin to disappear when racism is recognized as the pervasive and insidious cancer that it is and when Americans are united in their willingness to do something
Recent research suggests that oppositional culture and a burden of acting White are likely to emerge for Black students in desegregated schools in which Whites are perceived as having greater educational opportunities. Using interviews with Black and White students in one desegregated secondary school, this school structures' argument is assessed. While Black students perceive race-based limitations to their opportunities for getting ahead and are cognizant of racial patterns of track placement within the local school context, the authors found no evidence that Black students oppose school achievement. These findings are important because they shed light on some of the educational dilemmas that Black students encounter, which have received limited attention in prior work on oppositional culture. These dilemmas include cross-race peer pressure from whites among high-achieving Black students and dilemmas of low achievement among Black students who struggle academically. Diamond, John B., Lewis Amanda E.; Gordon, Lamont (2007).

Rothstein, Richard (2008) studied achievement gaps requires combining school improvement with reforms to narrow the vast socioeconomic inequalities in the United States. Recognizing the effects of socioeconomic disparities on student learning is not “making excuses” for poor instruction or “letting schools off the hook” for raising student achievement. Teachers are well aware that although all students can learn, some learn less well because of poorer health or less secure homes. Refusing to acknowledge these issues prevents educators from properly diagnosing educational failure where it exists. Modest social and economic reforms—such as ensuring good pediatric care for all students, expanding existing low-income housing subsidy programs to reduce low-income families' mobility, and funding after-school programs—could have a palpable impact on student achievement.
Student mobility is a common phenomenon that disproportionately affects students in high-poverty schools. Research shows that students who move repeatedly are likely to fall behind in reading and other academic areas. This article reviews proactive strategies that high-poverty districts and schools are using to reduce the harmful effects of student mobility. Such schools should implement an enrollment plan that places incoming students at their appropriate level, a school wide instructional plan that gives them the ongoing support they need, and a coordinated assessment plan that closely monitors their progress. District wide consistency and good communication with parents are also important factors in easing transitions to new schools. (Smith, Jean Louise M.; Fien Hank; Paine, Stan C. (2008)).

Early, Margaret; Marshall, Sondra (2008) This study explored how, using a multimodal approach to integrating language and content teaching, high school students with limited English proficiency can be supported to engage in rich, complex interpretations of literary works in English and to realize their interpretations linguistically in written academic discourse. Findings suggest that a multimodal approach, in combination with cooperative group work and L1 use, has considerable potential in promoting ELL students' academic success.

Burl, Linnea R.; Park, Jong-hyo; Armstrong, Jeffrey M.; Kelin, Mariorie H.; Goldsmith, H. Hill; Zahn Waxler, Carolyn; Essex, Marilyn J (2008) investigation sought to discriminate children who were both aggressive towards and victimized by peers in the first grade, from those who were only aggressive, only victimized, or neither (i.e., socially adjusted), using early child and family risk factors. Two hundred thirty-eight children, their mothers, and teachers participated in a longitudinal study since birth. All three aggressor/victim subgroups showed greater temperamental deregulation than the socially adjusted children, but only aggressive victims had significantly poorer social perception skills. Aggressive victims were
distinguished from aggressors by greater exposure to maternal depression and from victims by lower levels of early inhibition, but they shared the experiences of negative family emotional expressiveness with aggressors and greater mother-child negativity with victims. The identification of early risk factors is crucial to prevention and early intervention efforts that have the potential to attenuate the long term emotional, social, and academic problems associated with aggressive victim status.

Stone, Margaret R.; Barber, Bonnie L.; Eccles, Jacquelynne S. (2008) analysis assessed the predictive relevance of nine characteristics measured in sixth grade for differentiating among social identities claimed 4 years later by 616 participants in the Michigan Study of Life Transitions. For females, the first discriminant function, associated with academic motivation, self-esteem, and appearance, accounted for 47% of between-group variability, and the second (sports competence and social skills) accounted for 36%. For males, the first discriminant function (academic ability and self-concept of appearance, in opposite directions) accounted for 54% of variability, and the second (sports competence) accounted for 30%. Findings suggest that differences among individuals with particular high school social identities predate adolescence and point to differences in the primary predictors of male and female identity categories.

Social capital theory, recent developments in the theory of identity and a small econometric literature all suggest positive attainment effects from faith schooling. To test this hypothesis, the authors use a unique data set on Flemish secondary school students from the 1999 repeat of the Third International Mathematics and Science Study to estimate and education production function. The results suggest modest attainment benefits in mathematics when schools are influenced by faith communities but not when they are influenced by trade unions or business groups. The authors estimate models with exogenous and endogenous switching to investigate the
robustness of this result to school selection policy and parental/student self-selection. These addition results not only suggest that the positive attainment effects of faith schooling do not reflect selection bias but also provide evidence suggesting that such attainment effects reflect forms of social capital that are more readily available in faith schools than in non-faith schools. However, the limitations of social capital theory and evidence caution against radical policy conclusions. Pugh, Geoff; Telhaj, Shquponie (2008)

By Fore, Cecil III Hagan-Burke, Shanna; Burke, Mack D; Boon, Richard T; Smith, Steve – 2008 study was to examine classroom placement, inclusive versus non-inclusive, relative to the academic performance of students with SLD in secondary content area classrooms. The Grade Level Short Form of the Multilevel Academic Survey Test (MAST) was administered to 57 high school students. Descriptive statistics and significance levels are reported for gender and grade level (Table 1), number of general education classes attended (Table 2), and type of placement (Table 3). There were no statistically significant differences in the performance for gender on the MASTE Reading and Math subtests. In addition, student performance on the MAST subtests did not differ by grade level. As displayed in Table 4, no significant differences were observed for reading across grade levels with a small effect size. In addition, no significant differences were observed for math across grade levels, also with a small effect size. No significant differences were observed for the MAST reading or math across class schedules, with a small effect size observed. For type of class taken, significant differences were observed between those students who were versus were not taking the general education literature calls for reading. However, the effect size for the difference was small. This was the only significant difference forum for type of class taken for reading as well as math.
ANXIETY

Gadzella, Bernadett M; Mastan, Willam G.Z Stacks, James L1998 Investigated the relationship between stress scores and learning strategies, test anxiety, and attributions for 126 university under graduates. Significant positive correlations were found between (1) cognitive appraisal (reaction to stressor's) and elaborative processing (strategy) (2) frustration and changes (stressors) and powerful others (attribution), respectively; (3) frustration, conflicts and changes (stressors), physiological (reaction to stressors) and total stress with chance (attribution), respectively, and (4) Significant negative correlation were found between: frustration (stressor) and deep processing (strategy), conflicts and self-imposed (stressors) and emotional (reaction to stressors) with methodical study (strategy), respectively.

Ellot Andrew J & M Gregor, Holly A. (1999) Research was designed to incorporate the test anxiety (TA) construct in to the hierarchical model of approach and avoidance achievement motivation. Hypotheses regarding state and trait test anxiety were tested in 2 studies and the results provided strong support for the predictions state (test anxiety specifically, worry) was documented as a mediator of the negative relation ship between performance avoidance goals and exam performance. The positive relationship between performance approach goals and exam performance was show to be independent of Text Anxiety processes. A series of analyses documented the conceptual and functional convergence of trait Text Anxiety and fear of failure (FOF), and further validation of the proposed integration was obtained by testing trait TA/FOF and state Text Anxiety together in the same model. Mastery goals were positive and performance avoidance goals negatively related to long-term retention.

Museh, Jochen & Broder, Amdt (1999) Study (U Bonn, Psychological Institute, Bonn, Germany) text anxiety versus academic skills : A comparison of two alternative models for predicting performance in a statistics
examination was made. British Journal of educational psychology 1999 (mar) Vo 69(1), 105-116 compared the interference and deficit models of academic performance by determining the relative contribution of test anxiety, study habits, and maths skill to performance in examination. The Interference-model stresses the detrimental effect of task. Irrelevant thought during the task-taking situation, while the deficit model suggests study habits and domain specific skills one main predictions of test performance. 66 undergraduate who were enrolled in the 1st Semester or 2 parallel introductory statistics courses participated. Hierarchical regression analyses indicated that both maths skill and test anxiety added unique variance in explaining performance, where as study habit did not. Although maths skills emerged as relatively more important than test anxiety, a purely deficit based account nevertheless appears untenable because interfering effects of test anxiety during the examination also contributed an important portion of variance. It is recommended that cognitive attentional accounts stressing test anxiety supplemented by a deficit formulation, and that multi model counseling address both test anxiety and skill deficits.

Onwuegbuzle, Anthony J & Daley Cristine 1999. Investigated the relationship between perfectionism and statistics anxiety, using a multivariate approach. Participants were 107 students (aged 22-55yrs) enrolled in graduate level research methodology course. Acanorical correlation analysis revealed that graduate students who hold un realistic standards for significant others (i.e. other oriented perfectionistsm and though who maintain a perceived need to attain standards and expectations prescribed by significant others (i.e. socially-prescribed perfectionists tend to have higher levels of statistics anxiety associated with interpretation anxiety, test and class anxiety, computation self concept and fear of asking for help.

Cognitive appraisal and state anxiety of 137 high school students were examined immediately before school examination, immediately after the examination and immediately after the announcement of grades (one week
later) situational coping responses were assessed immediately after the examination. Social evaluation trait anxiety was measured two weeks before the examination in an unstressful (neutral) situation. The results show that the social evaluation trait anxiety predicts state anxiety both before and after the school examination and in addition to this, an important role is played by the perception of the examination situation, where the different strategies were determined by different steps of variables success in the examination was best predicted by the social evaluation trait anxiety, by problem focused coping and by coping through imagination. U Split, Soric, Izabela. (1999)

A study conducted by Prins, prins, pier J.M.Hanewald, Gerrit J.F.P. (1999) addressed the as yet unresolved issue of whether coping self talk facilitates or interferes with effective task performance. Test of the relationship between coping cognition on task performance are reported when potentially controlled the result indicate that coping self talk of high anxious children was positively correlated with negative thought but did not contribute significantly to performance.

A study conducted by Zeidner, Moshe & Schleyer, Esther Jane.(1999) reports on the work of H.W. Marishetal (1995) on the “big fish-little-pond effect” (BFLPE). The BFLPE hypothesizes that it is better for academic self-concept to be a big fish in a little pond (gifted student in gifted reference group) the BFLPE was examined with respect to academic self concept, test anxiety, and school grades in a sample of 1020 gifted 9-12 yrs old participating in either (a) special homogeneous class for the gifted or (b) regular mixed ability class. The control hypothesis was that Ss enrolled in special gifted class will perceive their academic ability and chances for academic success less favorably compared to Ss in regular class. Ss completed group administered questionnaires. A path-analytic model linking reference group, academic self concept, evaluative anxiety and school performance, was employed to test his conceptualization. Overall the data lend additional support to reference group theory, with the BFLPE supported
for all 3 variables tested. In addition, academic self concept and test anxiety were observed to mediate the effects of reference group on school grades.

Greta M. Massetti Bénjamin B. Lahey, William E. Pelham, Jan Loney, Ashley Ehrhardt, Steve S. Lee and Heidi Kipp (2007) studied the predictive validity of symptom criteria for different subtypes of ADHD among children who were impaired in at least one setting in early childhood was examined. Academic achievement was assessed seven times over 8 years in 125 children who met symptom criteria for ADHD at 4-6 years of age and in 130 demographically-matched non-referred comparison children. When intelligence and other confounds were controlled, children who met modified criteria for the predominantly inattentive subtype of ADHD in wave 1 had lower reading, spelling, and mathematics scores over time than both comparison children and children who met modified criteria for the other subtypes of ADHD. In some analyses, children who met modified criteria for the combined type had somewhat lower mathematics scores than comparison children. The robust academic deficits relative to intelligence in the inattentive group in this age range suggest either that inattention results in academic underachievement or that some children in the inattentive group have learning disabilities that cause secondary symptoms of inattention. Unexpectedly, wave 1 internalizing anxiety symptoms independently predicted deficits in academic achievement controlling ADHD, intelligence, and other predictors.

F D Fincham FD A Hokoda A R Sanders R (2007) studied of individual differences in test anxiety and learned helplessness over a 2-year period and concurrent and future school achievement were examined. Several issues regarding the assessment do helplessness are also addressed. 82 children were administered measures of test anxiety and helpless grade and again in the fifth grade. Teachers also provided reports of learned helpless and mastery-original these 2 grade levels. It was found that:
(a) Both self-report and teacher-report measures of helplessness were stable over the 2-year period; the third grade was related to achievement test scores in the fifth grade; and (c) teacher reports may of identifying helplessness. These findings are discussed in terms of cognitive developmental changes understanding of effort and ability, and their implications for the assessment of learned helplessness.

Anxiety symptoms are relatively common among children and adolescents and can interfere with functioning. Prevalence of anxiety and the relationship between anxiety and school performance were examined among e middle, and high school students. Samples of elementary (N = 131, age 8-10 years), middle (N = 267, age 11-13 years), and high school (N = 16 years) children were recruited from four public schools in a predominantly middle-class community in Cate Children completed the Multidimensional Anxiety Scale for Children (MASC). T-scores were computed for the scores, and considered to be in the anxious range if 65 or above. Current academic grades were obtained from records. Of the 478 children, 35(7.3%) had a MASC T-score in the anxious range. The rate of children in the anxious 2.3% in elementary, 7.9% in middle, and 15.9% in high school ($x^2=11.68$, df = 2, $p < 0.01$). In this community sample of children and adolescents attending elementary through high school, the prevail abnormally high self-reported levels of anxiety increased in frequency with age and was negatively associated performance. Luigi Mazzzone, Francesca Ducci, Maria Cristina Scoto, Eleonora Passaniti, Vlaentina Genitor and Benedetto Vitello (2007)

Zhao Na (2007) Considered anxiety to be an important affective variable. Anxiety has been found to be correlated with English-learning achievement among different groups of people in various contexts. In order to explore high school students English learning anxiety in Chinese EFL (English as a Foreign Language) classrooms, this study surveyed and analyzed 115 students from a high school in Shandong Province, China. The
results indicated that students indeed had comparatively high anxiety in English learning. Males have higher anxiety of English classes than females. And it was also found that high anxiety of English classes than females. And it was also found that high anxiety plays a learning.

Costa, Elis Regina da and boruchovitch, Evely. (2008) Studies suggest that good academic achievement involves both the use of efficient learning strategies and control of the student's psychological variables. Using Cognitive Psychology, more specifically an Information Processing-based approach as a theoretical framework, the present study examined the relations between the use of learning strategy and anxiety of 155 elementary school students of a public school in Campinas. A structured interview on learning strategies and an anxiety scale were used. Overall, results seem to indicate that anxiety can either favor or interfere with the use of learning strategies.

Francoise Contreras; Juan Carlos Espinosa; Gustavo Esguerra; Andrea Haikal; Alejandra Polania; Adriana Rodriguez (2008) study was to determine whether psychological variables such self efficacy perception and anxiety maintain a relation with academic performance in a group of 120 secondary (high school) students attending a private school in Bogota. For this, the scale of generalized self-efficacy (GSS) and the state-trait anxiety inventory (STAI) was applied. The result demonstrated that self efficacy is directly and significantly associated with general academic performance, meanwhile anxiety does not present a significant association. The examination by knowledge areas indicates that both self-efficacy and anxiety turns out to be significant for the prediction of academic performance. The anxiety contextual role, as well as its possible mediation in self-efficacy and academic achievement is discussed.
Shireen Hashmat, Masooma Hashmat, Farhana Amanulla, Sina Aziz (2008) conducted a study to assess examination related anxiety among final professional medical students by VAS (Visual Analogue Scale) and to determine the factors contributing to exam anxiety among final professional medical students. A total of 120 students out of 200 (60%) filled in the questionnaire. There were 25.8% male and 74.2% female students. This study indicates moderate level of exam anxiety based on a Visual Analogue Scale in students of a medical college and also highlights factors such as extensive course load, lack of exercise and long duration of exams which contribute to Exam Anxiety.

STUDY SKILLS:

Although the topic of academic studying has been neglected historically researchers interested in academic self regulation have undertaken a program of research with important implication for understanding how academic studying can be optioned. In this article, I present a conceptualization of this topic in terms of 6 underlying dimensions that students can self regulate using specific processes. Extensive anecdotal evidence is described indicating that similar self regulatory processes are used by experts in such diverse disciplines as music sports and professional writing. These descriptions reveal that self regulatory processes are not only important during initial development of a skill but also during subsequent performance of it naturalistic settings Zimmerman, Barry J (1998). and secondary school.

Nola Purdie, John Hattie (1999) reported the results of a meta-analysis of 52 studies that investigated the relationship between a range of study strategies and outcomes measures. Low correlations were found between a range of different types of study skills and various outcome measures. Having many study skills (i.e. versatility), as assessed by total study skills scores, produced the largest correlations with both cognitive and affective outcomes.
Various deep and achieving approaches were positively related to outcomes. Surface approaches were negatively related to outcomes, although many surface strategies such as inflexibility and reproducing were unrelated to outcomes. Merely increasing time-on-task was not correlated to outcomes. Results are interpreted not as an indictment of the usefulness of engaging in good study behaviour. It is suggested that students do not do this of their own accord; however, when they are taught to implement affective outcomes are enhanced. The results of studies that have found a positive association between achievement and the use of a particular strategy or set of strategies have been used by writers of many study skills programs to justify teaching students a pot pourri of study methods. The skills typically stressed are related to organisation and management of time, setting goals, textbook study methods (such as scanning, underlining, SQ3R), memorising, using the library, essay writing, and preparing for and taking examinations.

Academic enabling behaviors play a significant role in the development of academically competent students. Academic enablers are behaviors that facilitate learning such as social skills, study skills, motivation, and engagement. In this study, teacher and student ratings were used to describe the academic enablers of a nationally representative sample of 2,060 K-12 students. Differences in academic enablers were also examined for students who differed according to their education status (i.e., general education; at-risk, and learning disability) and sex. Teacher ratings indicated that students without disabilities demonstrated higher levels of academic enablers that students with disabilities and students at-risk. Teacher ratings also indicated that female students demonstrated academic enablers more frequently than male students. Student self-ratings indicated that students without disabilities exhibited academic more enablers more frequently than students with disabilities. Stephen N. Elliott, James Clyde Diperna, Andrew A. Mroch, Sylvia C. Lang (2004)
Many educators have touted writing as a means of learning. Several reasons have been suggested for this purported enhancement: writing is a form of learning, that writing approximates human speech, that writing supports learning strategies. Alternatively, some researchers have cautioned that the educative effects of writing may be contingent on the contexts in which it occurs. The reach of writing's effects on learning is ambiguous. This meta-analysis of 48 school-based writing to learn programs shows that writing can have a small, positive impact on conventional measures of academic achievement. Two factors predicted enhanced metacognitive prompts and increased treatment length: implementation in Grades 6-8 and longer writing assignments. Robert L Bangert-Drowns; Marlene M Hurley; Barbara Wilkinson (2004)

Proctor, Briley E.; Prevatt, Frances F.; Adams, Katharine; Hurst, Abigail; Petscher, Yaacov (2006) used analysis to compare the study skills of academically struggling college students to their normal-achieving counterparts using the Learning and Study Strategies Inventory (LASSI; Weinstein & Palmer, 2002). Comparisons were made between: (a) students with high versus low GPAs; (b) students with a documented learning disability (LD) versus a non-LD control group; (c) students referred for a psycho-educational evaluation due to academic difficulties versus a control group; and (d) clinic-referred students with LDs versus clinic-referred students without LDs. Overall, the academically struggling groups displayed weaknesses in study skills relative to their comparison groups in five areas. When compared to the normative population of the LASSI, the groups also displayed weaknesses in seven of ten areas assessed.

Author Xu, Jianzhong (2006) reports that Home work takes place in one important setting beyond the classroom in which self-regulation capability can be learned (Boekaerts & Corno, 2005). Students are expected to independently manage homework—including, for example, planning their time, organizing the workspace, staying focused, maintaining the strength of
homework intention, persisting at difficult assignments, inhibiting homework distractions, and debilitating unwanted emotions surrounding homework tasks. However, the issue of how students manage homework has received little attention in homework research literature, especially at the middle school level (Bali, Demo, & Wedman, 1998; Xu, 2004). This is of particular concern as children, across a range of socioeconomic backgrounds, continue to experience various distractions while doing homework well into the middle school years (Xu & Corno, 2003). Xu (2005) recently linked family help and time to spent on homework to students' attitudes toward homework and their use of homework management strategies. The results suggested that family help and time spent on homework were related to homework attitudes and management strategies. However, that study was limited to a group of high school students.

Self-Calculating, Computerized Learning Styles Profile and Study Skills inventory are described with applications for its use in diagnosing and prescribing learning according to the individual needs of the student. After completing thirty nine items on "How I Learn and Remember Best", six charts relating to modalities, interpersonal and leadership skills are then visible on the Learning Styles Profile (LSP). The forty-two item Study Skills Inventory (SSI) provides results on their students for the development of effective instructional strategies and assessment techniques. Matching a student's learning style to a variety of study methods enhances academic achievement. Leonard W. Parker, Liberty University; Karen L. Parker, Liberty University (2007).

Roehrig, Alysia D.; Petscher, Yaacov; Nettles, Stephen M.; Hudson, Roxanne F.; Torgesen, Joseph K. (2008) studied the validity of DIBELS ("Dynamic Indicators of Basic Early Literacy Skills") and ORF ("Oral Reading Fluency") for predicting performance on "Florida Comprehensive Assessment Test" (FCAT-SSS) and "Stanford Achievement Test" (SAT-10) reading.
comprehension measures. The usefulness of previously established ORF risk-level cutoffs [Good, R.H., Simmons, D.C., and Kame'enui, E.J. (2001). "The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes." "Scientific Studies of Reading", 5, 257-288.] for third grade students were evaluated on calibration (n[subscript s1] =16,539) and cross-validation (n[subscript S2] = 16,908) samples representative of Florida's "Reading First" population. The strongest correlations were the third (February/March) administration of ORF with both FCAT-SSS and SAT-10 (r[subscript S] = 0.70-0.71), when the three tests were administered concurrently. Recalibrated ORF risk-level cut scores derived from ROC (receiver-operating characteristic) survey analyses produced more accurate identification of true positive than previously Study Skills Profiles of Normal-Achieving and Academically-Struggling College Students.

High parental socioeconomic status is known to have a positive effect on students' academic achievement. We examined whether variation in the dopamine receptor gene (DRD2 polymorphism, Rs. 1800497) modifies the association between parental educational level and school performance in adolescence. The genotyping was performed using TawMan 5'-nuclease assay. A significant interaction was found between childhood parental educational level and students' DRD2 polymorphism on academic achievement after adjustment for age, gender, household income, parental occupation, maternal nurturance, hyperactivity, and sociability. Parental educational level was significantly positively associated with school achievement. Pulkki-Raback, Saija Alatupa, Jari Lipsanen, Nina Airla, Terho Lehtimaki (2008)

PEGGY - YUA (2008) Studied the relationship between students prior high school types and their college academic performance and preparation were examined. The research hypothesis states that non-public high school
students should have better academic success, both perception of college career and study discipline in college than those who attended public high schools. Result of an independent sample t-test was found to be statistically non-significant in any of the variables between public and non-public high school students. There were correlations found between G.P.A. and high school standard, SAT scores, study skills; high school standard and SAT scores, highest degree strive for; study hours and college standard, study skills.

PRIVATE Vs PUBLIC SCHOOLS:

A study conducted by Owings, Jeffrey and others (1995) used national data to categorize college-bound high school seniors on each of five criteria identified as representative of those required for admission to highly selective colleges. Data came from the National Education Longitudinal Study of 1988 Selected criteria included grade point average (GPA), the Scholastic Aptitude Test (SAT) scores, courses taken, teachers' perceptions, and participation in extracurricular activities. Demographic and social characteristics of the college-bound seniors who met the highly selective criteria were examined and less restrictive criteria were considered as well. Findings included: (1) more females than males excelled in grades; (2) the percentage of college-bound seniors who achieved GPAs of 3.5 or more and SAT scores of 1100 or more was higher for Asian and White students than for Hispanic, Black, or American Indian students; (3) seniors from high socio-economic backgrounds were more likely than their contemporaries at other status levels to meet any of the selective criteria; and (4) about one-half of college-bound seniors attending schools identified as “all other private schools” scored 1100 or higher on the SAT while about 20 percent of their peers at public and Catholic schools achieved this level.
A study conducted by Williams, Paul L.; And Others (1995) is a first look at the results of the 1994 NAEP U>S, History Assessment. It presents national findings of 4th-, 8th-, and 12-grade students' overall performance and summary data for the major demographic subpopulations in the United States. Results are reported on a 500-point scale, used to show comparisons and trends over time, and according to the achievement levels, which are in a developmental stage, established by the National Assessment Governing Board. About 60 percent of the assessment was devoted to performance exercises with the remainder to multiple-choice questions. Sample questions for grade level are provided. The preliminary results show: (1) the pattern of average scores by grade was typical of other subjects assessed by NAEP; (2) among the different regions of the united states, student scores varied by each grade level with high school serious in the south east scoring a lower average than those in the northeast and central regions (3) 17 percent of 4th graders, 14 percent of 8th graders, and 11 percent of 12th graders reached the proficient level which demonstrates competency in challenging subject matter; (4) 64 percent of 4th graders, 61 percent of 8th graders and 43 percent of 12th graders attained at least the basic level which demonstrates partial mastery of challenging subject matter; (5) across the three grades, 1 to 2 percent reached the advanced level showing superior performance; (6) U.S. history scores at all grade levels were higher for students whose parents had more education; (7) at grade 12, males scored higher than females in U.S. history with no differences between males and females in average scores evident at grades 4 and 8; (8) at grades 4, 8, and 12, White and Asian students had significantly higher U.S. history scores than did Black and Hispanic students; and (9) 4th-, 8th-, and 12th-grade students attending non-public schools displayed higher U.S. history scores than their counterparts attending public schools.

Myers, David, and others (1995) study is based on the National Education Longitudinal survey of 1988 sponsored by the National Center for Education Statistics. is a nationally representative sample of approximately
25,000 eighth graders who were enrolled in public or private school in 1988. About 21,000 students were resurveyed in 1990, a second follow-up was completed in 1992, a third follow-up was completed and one more additional follow-up interview is planned for 1998. NELS: 88 provides a wealth of information on students as they progress through the school system, including information collected from their parents, teachers, and school principals. This study examined the characteristics of students who switched between school sectors (public to private or private to public) as they moved from 8th to 10th grade. Variables were examined in the following categories: (1) student and family background; (2) parent involvement; (3) academic achievement and educational expectations; (4) characteristics of the student's school; and (5) parental satisfaction with the school. Families of high socioeconomic status were more likely to shift to private schools, as were Catholic students. Females were more likely to shift to public school than were males, but there was no significant association between student race and ethnic background and the likelihood of shifting between school sectors.

A Nationwide study of home education provides highlights of a national home schooling survey of 1,516 families in the United States. The study explored five fundamental questions: (1) What are home education families' demographic and educational characteristics? (2) To what extent have home-schooling families been engaged in legal matters regarding their involvement in home education? (3) What are the demographic, educational, and post-high school characteristics of home-educated students? (4) What are the academic achievement outcomes of these students? (5) Is the academic achievement of home-educated students related to variables such as education level of parents, teacher certification status of parents, or degree of home education regulation in the student's state? Initial conclusions revealed that, on average, home education families have parents with greater formal education, more children, and higher family income. Two-parent families were the norm and they were predominantly Christian in viewpoint. The
average age of the children was just over eight years—a majority of the children had never attended public or private schools. There were equal numbers of male and female students. On standardized achievement tests, the home-schooled students performed at or above the 80th percentile on national norms in reading, listening, language, math, science, social studies, basic battery, and complete battery scores.

Vincent Vandenberghe (UCL) (2003) Studied the effect on achievement of various types of schools: private, private but government-dependent and public ones. It is based on the analysis of Reading test scores of 15-year-old students surveyed in 2002 across OECD and non-OECD countries. The main result is that private government-dependent schools can have a significant positive effect on 15 year-old's academic achievement. Regarding private independent schools, the conclusion is rather the opposite. Our results also support the view that, in most cases, expanding the size of the more effective sector would improve average achievement.

Vandenberghe V and Stephane R. Robin (2003) Studied private vs. public school effect on academic achievement. It is based on the analysis of Math, Science and Reading test scores of 15 year-olds students surveyed in 2002 across OECD and non-OECD countries. Its main purpose is to get an accurate measure of the achievement differentials of students that have chosen to attend private and public schools. To do so, it is absolutely necessary to control for all exogenous factors that influence outcome and have nothing to do with a private/public effectiveness differential. Estimation show that the effect of a private education varies across countries: in a first group of country, students from private schools perform better. In a second group, there is no distinct effect of a public/private education. Finally, in a third, smaller group, public schools seem to outperform private ones.
David Locke Newhouse; Kathleen Beegle (2005) examined the impact of school type on academic achievement of junior secondary school students (grade 7-9). Students that graduate from public junior secondary schools, controlling for a variety of other characteristics, score 0.15 to 0.3 standard deviations higher on the national exit exam than comparable privately schooled peers. This finding is robust to OLS, fixed effects, and instrumental variable estimation strategies. Students attending Muslim private schools, including Madrassahs, fare no worse on average than students attending secular private schools. The results provide indirect evidence that higher quality inputs at public junior secondary schools promote higher test scores.

Peterson, Paul and Llaudet, Elena (2006), compared the performance in reading and math of 4th and 8th graders attending private and public schools. Using information from a nationwide, representative sample of public and private school students collected in 2003 as part of the ongoing National Assessment of Educational Progress (NAEP), the NCES study reported that the performance of students attending private schools was superior to that of student characteristics, the private school advantage among 4th-graders was reported to give way to a 4.5-point public school advantage in math and school sector parity in reading. After the same adjustments were made for 8th-graders, private schools retained a 7-point advantage in reading.

PARENTAL SUPPORT:

A study conducted by Fraser – Abder, Pamela (1990) examined some of the postulated determinants of science achievement at the elementary level. The determinants examined are gender, parental occupation, socio-economic status, school gender, and school type. The 977 students who served as subjects were randomly selected from approximately 20,000 Trinidadian students who wrote the 11+ examination in March 1989. They were spread among 9 denominational and 6 government schools, were equivalent to the
U.S. grade 6, and had taken 7 years of elementary schooling. Results indicate that numerous factors appear to influence the achievement of elementary school students.

Brody, Gene H., Stoneman, Zolinda, Flor, Douglas Study (1995) that links by the sample included 90 rural African American youth between the ages of 9 and 12 and their mothers and fathers. Parental educational attainment was linked with family financial resources and with parental involvement with the adolescent's school. Greater family financial resources were associated with more supportive and harmonious family interactions and with lower levels of inter parental conflict. Maternal involvement with the child's school, family processes, and family financial resources were liked directly with academic competence and mediated by the development of youth self regulation.

Marjoribanks, Kevin (1996) studied the relationship between learning environment, school-outcome measures and the social status. Results suggested that children's cognitive performance and affective school attitudes and adolescent's educational aspirations and perceptions of parental support for learning may influence their social status as young adults.

Parents play a critical role in both their children's academic achievement and their children's socio-emotional development. Studied the role schools play in encouraging and facilitating parents' roles in children's academic achievement. Critical this role is the relationship that develops between parents and teachers and between communities and schools. Although a relatively new research area, there is increasing evidence that the quality of these links influences children's and adolescents' school success. Jacquelynne S. Eccles ; Rena D. Harold (1996)
Gonzales, Nancy A., Cauce, Anamari; Friedman, Ruth J, Mason, Craig A., examined (1996) the influence of family status variables (Family income, parental education family structure), parenting variables (maternal support and respective control), peer support and neighborhood risk on the school performance of 120 African American junior high school students. In addition to main effects of these variables, neighborhood risk was examined as a moderator of the effects of parenting and peer support. Family status variables were not predictive of adolescent school. Performance as indexed by self reported grade point average. Maternal support at time 1 was prospectively related to adolescent grades at time 2. Neighborhood risk was related to lower grads, while peer support predicted better grades in the prospective analysis. Neighborhood risk also moderated the effects of maternal restrictive control and peer support on adolescent grads in prospective analyses. These findings highlight the importance of an ecological approach to the problem of academic underachievement within the African American community.

Brody, Gene H., Flor, Douglas L – (1996) examined the ways in which diverse sources of influence, including socio-economic factors and processes within the family, school, and church, operate together to contribute to academic and psychological competence among school-age children. Results reveal that co parental support, as perceived by each parent, is differentially related to whole-family interaction. Perceived co parental support (in the case of fathers) was indirectly linked to child outcomes through whole family interaction and, in the case of mothers, through the child’s self-regulation.

Bok, IA; Taris, T.W. (1997) conducted a combined-retrospective and longitudinal study of sex difference in the effects of parenting style and parental support on the development of the educational career of adolescents and young adults. It was hypothesized that the careers of boys would benefit more than the careers of girls from parental support.
Bogenschneider, Karen (1997) studied 10,000 high school students, parent who were more involved in their adolescent's schooling had offspring who performed better in school, irrespective of the parent's gender or education and the children's gender, ethnicity, or family structure. In univariate analyses, the levels of parental school involvement varied across ecological niches (e.g. parental education and family structure), yet the benefits to adolescent's school success were relatively constant. In multivariate analyses, mother's school involvement exerted a larger effect on grades among students whose mother had fewer resources than among students whose mothers were more advantaged.

Jimerson, Shane; Egeland, Byron; Teo, Adrian (1999) Study on high-risk children (N=174), examined deflections from predicted achievement scores on the basis of the discrepancy of observed scores from an established regression line (from first to sixth grade and first grade to age 16 years). Years in special education and socioeconomic status (SES) were related to changes in math achievement between first and sixth grade, whereas SES, child behavior problems, and quality of home environment were related to deflection in achievement from first grade to age 16 years. The environmental factors, quality of home environment, parent involvement in the child's education, and SES were related to improved achievement across time. These results suggest that early school, family, home environment, and child factors are important predictors of academic achievement deflection in late elementary and high school.

A sample of children, initially 12 years old, in the People's Republic of China participated in this 2-year longitudinal study. Data on parental warmth, control, and indulgence were collected from children's self-reports. Information concerning social, academic, and psychological adjustment was obtained from multiple sources. The results indicated that parenting styles might be a function of child gender and change with age. Regression analyses
revealed that parenting styles of fathers and mothers predicted different outcomes. Whereas maternal warmth had significant contributions to the prediction of emotional adjustment, paternal warmth significantly predicted later social and school achievement. It was also found that paternal, but not maternal, indulgence significantly predicted children's adjustment difficulties. The contributions of the parenting variables might be moderated by the child's initial conditions. (Chen, Xinyin; Liu, Mowei; Li, Dan – 2000).

Davalos, Deana B.; Chavex, Ernest L.; Guardiola, Robert J. (2005) examined the roles of perceived parental school support and family communication in the context of delinquent behaviors in Mexican American and White non-Latino adolescents. Family communication was defined as the degree to which adolescents endorsed that they communicated with their parents about a variety of topics. The Parental School Support scale was administered to assess adolescents' perceptions of parental support for academic pursuits. Data analysis included the relationship between these variables and their predictive relationship to delinquency, and the relationship to gender and ethnicity. Result demonstrated that adolescents' perceptions of family communication and parental school support were related to the likelihood of committing delinquents acts. There were no significant differences in gender or ethnicity; in perceived level of family communication and parental school support.

Dearing, Eric; Kreider, Holly; Simpkins, Sandra; Weiss Heather B (2006) studied Kindergarten to 5th grade on both family involvement in school and children's literacy performance were examined for an ethnically diverse, low-income sample (N=281). Within families, increased school involvement predicted improved child literacy. In addition, although there was an achievement gap in average literacy performance between children of more and less educated mothers if family involvement levels were low, this gap was nonexistent if family involvement in school by demonstrating that increased
wee high. These results add to existing evidence on the value of family involvement in school by demonstrating that increased involvement between kindergarten and 5th grade is associated with increased literacy performance and that high levels of school involvement may have added reward for low-income children with the added risk of low parent education. As such, these results support arguments that family involvement in school should be a central aim of practice and policy solutions to the achievement gap between lower and higher income children.

Agnes Ebi Maliki and Rachel D. Uche (2007) Study sought to determine the relationship between students background variables and the utilization of library resources among secondary schools students in southern senatorial district of Cross River State, developed a nineteen item student's background questionnaire (SBQ) and twenty two items students utilization of library resource scale (SULIRES) was utilized. The research findings indicated that students' background variables are significantly related to as well as significantly predict their utilization of library resource. Study advocate that parents need to provide the enabling physical and psychological environment for their children to read, study and developmental (reaction to stressors) with methodical study (strategy), respectively.

DePlanty, Jennifer, Coulter-Kern, Russell, Duchane, Kim (2007) study to understand the types of parent involvement that teacher, parents, and students believe effect the academic achievement of adolescent learners at the junior high school level. Research that included focus groups, interviews, and surveys indicated that teachers and students believed that parent involvement at school was considered less important to a child's academic achievement than parent involvement in academics at home. In addition, parents rated themselves as more participatory in academics than did their children or junior high school teachers.
A study conducted by Lohman, Brenda J, Kaura, Shelby A, Newman, Barbara M. 2007 applies the family-systems concept of differentiation (the balance of autonomy-granting and connectedness) to another primary system of adolescent development – school. This study assessed the relationships among levels of family and school differentiation to the eternalizing and internalizing behaviors, peer group membership, and academic achievement of 693 middle and high school students. High levels of family and such different were correlated with all measures of well-being. Individuals in the low-low matched differentiation group had the lowest academic achievement, whereas individuals in the high-high matched differentiation group had the highest academic achievement. Students in the mismatched group, who had high differentiation with parents, but low differentiation with school, had lower grade point averages, higher schools absences, and higher disciplinary actions than those in the mismatched group with high school differentiation and low parent differentiation. (Contains 3 notes 3 tables, and 3 figures.)

Sampson, William Alfred (2007) have done research that suggests that many or black and Latino families have Chile-rearing strategies and home environments that are inconsistent with school achievement. Each of these educators contend that in order to increase student achievement, minority families need to change if their children are to do better in life and in school. Race, Class, and Family Intervention reports on an effort to intervene in the home life of a group of non-white parents and grandparents who have low-performing children where each family is asked to adopt the characteristics of middle-class families. This research conducted on eight disadvantaged black and Latino families-details the author's analysis of the intervention and a conclusion based on actual results. Race, Class, and Family Intervention should be of interest to anyone striving to improve the education of minority students.
Codjoe, Henry, M (2007) emphasized the poor academic performance of Black students, or issues and problems related to their academic failure, or to stereotype them as loud, lazy, criminal, athletic, deprived, dangerous, and deviant. In contrast, this article looks at Black students in Alberta who have achieved academic success in spite of considerable adversity. The data show that factors such as the home environment and parental encouragement contribute to academic success.

Rayle, Andrea Dixon, Chung, Kuo-Yi (2008) study, Nancy Schlossberg's (1989) theory of college students mattering to others was revisited. Mattering is the experience of others depending on us, being interested in us, and being concerned with our fate. The relationships of gender, mattering to college friends and the college environment, and friend and family social support with academic stress of 533 first-year undergraduates were examined. Female students reported higher levels of family support, mattering to friends, mattering to their college, and academic stress. Regardless of gender college friend social support was the most powerful predictor of mattering, mattering to the college was the most powerful predictor of academic stress levels. Research-informed implications for reducing first-year student academic stress and enforcing their social support and experiences of mattering are discussed.

A study conducted by Cooper, Carey E, Crosnoe, Robert (2007) considers academic risk and resilience in the context of economic disadvantage, examining the associations among such disadvantage, parental involvement in education, and children's academic orientation in a sample of 489 inner-city families. Neither parents nor children's engagement in the educational system was significantly associated with a multidimensional scale of economic disadvantage after accounting for demographic characteristics and children's academic achievement. The association between parental involvement and academic orientation, however, differed by level of economic disadvantage. In economically disadvantaged families, parental
involvement was associated with greater levels of child academic orientation. In other families, parental involvement and academic orientation were inversely associated with each other.

Jenes, William H, 2007 examined a meta-analysis including 52 studies, to determine the influence of parental involvement on the educational outcomes of urban secondary school children. Statistical analyses are done to determine the overall impact of parental involvement as well as specific components of parental involvement. Four different measures of educational outcomes are used. These measures include an overall measure of all components of academic achievement combined, grades, standardized tests, and other measures that generally included teacher rating scales and indices of academic attitudes and behaviors. The possible differing effects of parental involvement by race and socioeconomic status are also examined. The results indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables under study by about 0.5 to 0.55 of a standard deviation unit. The positive effects of parental involvement hold for both white and minority children.

Scarpello, Gary 2007 revealed that math anxiety can begin as early as the fourth grade and peaks in middle school and high school. It can be caused by past classroom experiences, parental influences, and remembering poor past math performance. Math anxiety can cause students to avoid challenging math courses and may limit their career choices. It is important for teachers, parents and students to be aware of the effects of math anxiety so that if a student is affected, the student can receive the support necessary to lessen or eliminate it.

William H. Jeynes – (2007) Meta-analysis of 41 studies examines the relationship between parental in academic achievement of urban elementary school children. Analyses determine parental involvement overall and
subcategories of involvement. Results indicate relationship between parental involvement overall and academic achievement as a whole, was associated with all the academic variables by about 0.7 to 0.7 deviation unit. This relationship held for white and minority children and also find significance of these results is discussed.

Jeynes, William H. (2007) studied whether divorce or remarriage had the primary negative impact on academic achievement. Data came from the first -24yr follow up of 17874 8th graders in the National Education Longitudinal survey. Result show that the analyses that used models that did not control for the custodial parent (s) produced result that indicated that divorce had a greater negative impact on educational achievement than did remarriage.

Ewa Domagala - Zysk, (2008) studied the importance of social support from students' significant others (parents, peers and tea of doing well at school. The main hypothesis of the study was that students experiencing school failure differ from these with school success their relationships with significant others, as measured by the different amount of perceived social support from the peers and teachers. The results show that teenagers need parental support in the form of attachment with, not detect parents. Perceived parents', peers' and teacher's support helps teenagers to get good marks. Therefore, in order in achieve school success pedagogues should teach them not only academic skills, but show them how to create and relations with their parents and peers.

A meta-analysis was undertaken, including 21 studies, to determine the impact of parental involvement on the academic achievement of minority children. Statistical analyses were undertaken to determine the overall effects of parental obtained for each study as well as specific components of parental involvement. Four different measures of academic were used. The possible different effects of parental involvement by gender and socioeconomic status
wee also results indicate that the impact of parental involvement overall is significant for all the minority groups under study. Parental involvement, as a whole, affected all the academic variables under study by at least two tenths of a stand unit. However, among some of the races, certain aspects of parental involvement had a greater impact than did not significance of these results is discussed. (William H. Jeynes (2008))

Researchers have long been interested in understanding factors affecting student achievement. To contribute new study investigated grade-level differences in the relationships of students' perceived academic support (from parent academic achievement directly and also indirectly through their perceived academic engagement. Questionnaire Hong Kong adolescents in Forms 3-5 (equivalent to Grades 9-11 in the United States). Structural equation most important and interesting grade-level differences in the academic support-based achievement relationships. Special support was negatively linked to academic achievement fro Form 4 students, but it was positively related to academic perceived academic engagement for Form 3 students. Perceived teacher support was a significant predictor of academic Form 3 students. Surprisingly, perceived peer support had no significant direct or indirect relationship to student are were interpreted fro cultural, educational, socioeconomic and developmental perspectives. Suggestions for pront academic support for adolescents in different grade levels were discussed. (Jennifer Jun-Li Chen (2008)).

PARENTAL EDUCATION:

Undheim, Johan Olav, Nordvik, Hilmar, Gustafsson, Kari, undheim, Annemari (1995) examined sex differences and the influence of parent's education on achievement in high ability students at the end of compulsory education. 43 high-ability students (20 girls and 23 boys) were selected through tests of analytic ability at 10 and 12 yrs of age. Results show small sex differences in ability. Nevertheless, boys performed better in mathematics
and in general factual knowledge. Parental education correlated as much with achievement in the high ability group as had been found in unselected students, indicating that support and modeling influence of parental education are important for high-ability students as well as for the average student.

El-Hasan, Karma conducted a study (1998) between certain antecedent variables in student’s academic history and home environment and frequency of grade retention in Lebanon. A representative sample of 260 schools stratified by type, geographic location, and size was chosen. The result revealed well-defined characteristics of the retained students. A large percentage of the students entered school early, experienced frequent retentions, and changed schools, Demographically, most of them were male, average for their classrooms, and form public schools and rural areas. In addition, they were usually middle children in large families, with one third of the families headed by a single parent and Parental education and occupation levels were low.

Agrawal, Kusum Lata, Pande, Shashikiran (1998) estimated the difference in educational achievement of student groups that differed in parental education. 500 secondary students completed the parental Encouragement scale, an intelligence test, and an SES Scale; Ss were considered to be high, middle, or low achieving students on the basis of 4 previous examinations. High-achieving students received the highest amount of parental encouragement. However, average-achieving students got less parental encouragement than did those in the low-achieving group.

Young stram, Eric A; Kogos, Jennifer L., Glutting, Joseph J. studied (1999) the incremental validity of DAS (Diffential Ability scale) factors scores in predicting standardized achievement scores in word Reading, Basic Number skills, and spelling by using a nationally representative sample of 1,185 school aged children (aged 6-17) stratified on gender, ethnicity, geographic region, parental education, and educational classification. Results
showed that even when factor scores provided a statistically significant increment, the improvement was consistently too small in size to be of clinical significance. In terms of parsimony and efficiency, the GCA is the best predictor of different achievement criteria for both exceptional and non exceptional children. Sonnader, Kärin, Claesson, Malin (1999) examined the predictive value of the variable of parental assessment score, pre, peri, and postpartum optimality, sex, SES, and maternal education. Results show moderate but statistically significant correlations between predictor and outcome variables. Optimality score and maternal education were the best predictors of developmental delay at 18 Mo. At 8yrs, parental assessment score and maternal education constituted the best predictors of school achievement problems. At 14yrs SES together with parental assessment score were included in the model, when school achievement problems were predicted. Parental assessment score showed the strongest association with school achievement problems at both 8 and 14yrs. When children with intellectual disability were included in the analysis. Academic motivation was found to be independent from sex and socioeconomic level in both primary and secondary school.

Schaller, Ana, Rocha, Lisa Oglesby, Barshinger, David (2007) conducted a study of Mexican immigrant mothers of young children in the AVANCE-Dallas early childhood intervention program demonstrates that low-educational parents often exhibit ambitious attitudes about educational achievement for their children. Though they lack an extensive academic background, which places their children at risk for low education, their positive attitude manifested in daily pro-educational behaviors ever comes their low education level because they both motivate their children to pursue academic success and participate in their children's learning. The best way to capitalize on immigrant parents' educational drive for their children is to partner with them—either through an intervention program or through early childhood educations’ interaction with parents—by showing them how their participation
in their children’s learning through concrete activities (such as regular mother-child conversation, daily reading, and playtime activities that teach developmental skills) may increase their chances of achieving academic success.

GENDER

Khalid, Ruhi (1990) examined the relationship between children’s self esteem and academic performance and whether any ethnic or sex difference existed in this relationship. Significant correlations were found between self-esteem and academic performance and significant ethnic and sex differences were observed. The children in high self-esteem groups performed significantly better at school than the children in low self esteem groups.

Mansy, Mahmoud Abdul Halim (1993) studied the relationship between students aptitude to school card both academic achievement and socio cultural status among 160 male and 160 female Saudi Arabian intermediate school students (mean age 14 yr) sex difference in scholastic attitudes, academic achievement and socio cultural status were also examined. There were significant differences between boys and girls in attitudes to school and scholastic achievement. With girls having more positive attitudes and higher achievement.

In a study conducted by Mboya, Mzobonzi M (1993) 440 10th girls (307 boys) completed the self concept of Academic Ability scale and the California achievement test. Girls had a higher mean score on self-concept of academic ability and on academic achievement than did boys. A significant positive relation ship was found between self concept of academic ability and academic achievement between boys and girls, but the magnitude of this relationship was stronger for girls than for you.

Kelly, Kevink. (1993) studied gender differences in the academic achievement in relation to career self-effect for female, male and sex
balanced occupations. SS were 101 girls and 85 boys in grades 9 and 11. girls and boys did not differ in their efficacy expectations for sex balanced occupations. The overall influence of gender on career self-efficacy was modest. Achievement was more powerful predicator of career self-efficacy than was gender.

Mwamwenda, Tuntubyes – (1994) investigated whether there are gender differences in test anxiety among 92 part time graduate students and whether any difference in test anxiety have corresponding effects on academic performance. Result showed a small but significant sex difference in test anxiety. Further analysis showed and inconsistent pattern of result regarding the effect of test anxiety on academic achievement.

✓ Rach, Janice F (1994) examined and compared the Mathematics attitudes of a group of elementary and junior high school black students by grade level. Gender, and degree of academic success males possessed significantly more positive attitudes than females.

Kaiser, Javaid (1994) studied the effect of family configuration, income, and gender. On the educational achievement of 239 (137 boys, 102 girls) self care children in grades 3-5 form single- and 2 parent families. There were no statistically significant differences that could be attributed to family income. Third graders of single 2-partner families performed equally well on the CAT, but family configuration significantly influenced achievement scores in the higher grades. There were no gender differences among 3rd graders on any of the subscale of the CAT, In Grade 4, girls scored significantly higher than boys on the reading subscale but no gender differences were observed on language and math score. Fifth-grade boys of single parents scored significantly lower than boys from 2 parent family on 3 subscales of the CAT.
Authors studied the perceptions of causes of academic success and failure in 237 4H and 5H grade students (123 boys, 114 girls) using the Sydney attribution scale (H.W. Marsh, 1984). SS were categorized as low achievers (CA) or high achievers (HA) based on scores on the comprehensive test of basic skills. No gender differences in the attribution of success to ability were seen – (Bell, sherry Mee, Mc callum R, steev; Bryles, Janna, Driesler, Karla, 1994).

Mau, Weieneng – Cheng (1995) surveyed on Nationally representative sample of 24,599 8th graders from diverse cultural and ethnic background concerning their educational as privations planning, and achievements. Results indicate significance significant racial and gender differences in educational and vocational planning help seeking behaviours. Significant differences in mathematics, science and reading proficiency among racial and sex group also were indicated.

Magsud, M (1997) examined the relationship to metacognitive strategies and non-verbal reasoning ability to their performance in tests of mathematics and English comprehension. Data analysis revealed that both metacognitive ability and non-verbal reasoning ability have significant positive association with mathematics and English achievement scores. Significant sex differences in mathematics performance were also found.

Tinajero, Carolina; Paramo, M. Fernanda (1997) Examined the relationship between academic achievement and field dependence independence cognitive style. 408 students (215 boys and 193 girls) aged between 13 and 16 years were analysed. Results indicate that field-independence, boys and girls performed better than field-dependent ones in all of the subjects considered, although this superiority was only manifested in the cognitive dimension of field dependence-independence, evaluated by the Embedded figures Test.
Basu, Jayonti; chakroborty, urmi study (1997) the effect of sex role identity on academic achievement of 74 girls and 69 boys (aged 17-18 year) at higher secondary level in India. Result indicate that in boys, sex role identity affected achievement in GAP, Science, and Social science, while in girls it affected achievement in all 4 areas. Boys with more feminine and girls with undifferentiated traits achieved highest scores in GPA, Language, science, and social science. The culture-specific connotations of sex role and achievement seemed to influence their interrelationships.

Huppert, Jehuda, yaakobi, Judith Lazarowitz Reuven – (1998) investigated the achievement of 10th grade biology students who used computer assisted learning (CAL) to simultaneous experiments. Result showed that the group did not differ in their previous knowledge and no significant differences were found by gender with in and between the group.

Leondari, Angeliki, Syngollitou, Efi, Kosseoglou, Grigoris – (1998) examined the relation between possible selves, academic performance, motivation, self-esteem and persistence on task. The sample consisted of 289 14-15 Yr old high school students of both sexes. (The statistical analysis revealed that those who endorsed specific, elaborated positive selves out performed the other groups in academic achievement) we hypothesized that academic performance is best for S.S who are able to produce well elaborated, vivid factures of future selves. It was also predicted that SS whose working self concept was dominated by a well elaborated future self would have higher self esteem, show greater task persistence and be more motivated. Gender difference were also explored.

Shek, Daniel T.L, LCCT, Chan, L.K – (1998) conducted a study on the parenting characteristics and parent adolescent conflict in a sample of 365 Chinese secondary school students (aged 12-16) with low academic achievement. The date also showed gender differences in parenting characteristics, with father perceived to be relatively less responsible, less
demanding, less concerned, but more harsh in their parenting styles and having more conflict with their children.

Marjoribanks, Kevin, Kwok, Yanny (1998) study relationships between the economic, human, social, and cultural capital of families and adolescent’s academic achievement. Data were collected from 387 14yr Ad Hong Kong students (187 girls, 200 boys). The findings indicated that different combinations of the dimensions of family capital combined to contribute to moderate amounts of variance in adolescent girls academic performance, where as social capital was the only family measure to have a meaningful and significant modest association with adolescent boys academic environment.

Authors study Leondari, Angeliki, Sungollitou, Efi, Kiosseoglou, Grigoris – (1998) investigated the relationship between possible selves, academic performance, motivation, and self-esteem 289 high school students (aged 14-15 yrs old). Completed measures that included Rosenberg’s self-esteem monitory and the achievement motivation questionnaire. There were gender differences in terms of negative possible selves and in relation to academic achievement, task persistence, and self-esteem. Findings suggest that SS who imagine themselves successful in future and who have well-elaborated, specific positive possible selves will be more successful academically than other SS.

Rachel Seginer (2002) Study tested a four-step model consisting of family background, perceived demandingness, educational aspirations, and academic achievement. The most data collected from eighth graders (N=686) growing up in two cultural setting (israeli Arabs) and Western (Israeli Jews). LISREL analyses performed separa ethnicity-by-gender groups showed good fit of the model and supported the pr the links between the latent variables across ethnicity and gender. Specifically direct and indirect effects on the academic achievement of Arab but not Jewisl indirect family background-
academic achievement path showed gender difference adolescents via educational aspirations for girls and parental demandingness demandingness was directly related to academic achievement of Arab boys all. Discussion explained ethnic and gender differences in terms of democratic a conditions.

Lutz, Amy and Ciist, Stephanie (2006) Examined how gender and Spanish language skills together impact the academic achievement of English-proficient Latino/a children of immigrants. Further, we examine the role that Bernard Nyini Githa John Gowland Mwangi - (2003) investigated how students mathematics self concept (M.Sc) is related their motivation to learn mathematics (snot) and gender difference in the two constructs, at of 165900 students in 256 secondary schools. The study concludes that student’s M.Sc in related to Snot and is differentiated by gender, grade level and schools social setup, and that boys perceive their success in mathematics more positively than girls.

Penner, Andrew and Paret, Marcel (2006) Studied Gender differences in mathematics achievement are typically thought to emerge at the end of middle and beginning of high school, yet some studies have found differences among younger children. Until recently available to examine gender differences among young children consisted of small non-nationally representative. The study utilizes data form the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 to analyze differences in a nationally representative sample of kindergarteners as they progress from kindergarten to third. Using quantile regression techniques to examine gender differences across the distribution, differences are found students as early as kindergarten. Initially boys are found to do better at the top of the distribution and worse at bottom, but by third grade boys do as well or better throughout the distribution.
Anne C. Frenzel (1), Reinhard Pekrun (1), Thomas Goetz (2) (2007) Study analyzed gender differences in achievement emotions in the domain of mathematics. Based on Pekrun's (2000, 2) control-value theory of achievement emotions, we hypothesized that there are gender differences in mathematics emotions due to students' different levels of control and value beliefs in mathematics, even when controlling for prior achievement. The structural relations between prior achievement, control, and value beliefs, and emotions were assumed to be invariant across girls and boys in spite of hypothesized mean level differences of beliefs and emotions across genders. The emotions and beliefs of 1,036 male and 1,017 female grade students were assessed by self-report measures, and their prior mathematics achievement was assessed by academic grades. Though girls and boys had received similar grades in mathematics, girls reported significantly less enjoyment and pride than boys, but anxiety, hopelessness, and shame. Findings suggested that the female emotional pattern was due to the girls' low competence beliefs in the domain of mathematics, combined with their high subjective values of achievement in mathematics. Multiple-group comparison confirmed that the structural relationships between variables were largely invariant across the genders.

Petra Lietz (2007) Study conducts a meta-analysis using hierarchical linear modeling (HLM) to address the questions of the extent of gender differences in reading, whether or not these differences apply similarly across English and non-English speaking countries and decrease with age. Female secondary students performed 0.19 standard deviation units above their male peers, regardless of age, language of instruction, and whether effect sizes were based on mean differences.

Sandberg D.E; Eyer-Bahlburg H. F. L.; Yager J. (2007) Study on the relationship between gender role behavior and academic achievement and/or cognitive abilities in boys have led to somewhat conflicting hypotheses. The present study extends these hypotheses to a broadly representative school-
based sample of boys (aged 6-10) and asks whether feminine and/or masculine gender role behavior is associated with lower academic achievement in general as well as specifically in math, and whether these relationships increase with age.

Tella Adeyinka, Adu, Olusola, Emmanuel, Tella, Adedeji and F.A. Toyobo (2007) Study examined parental education, peer and gender effects on academic achievement of Senior Secondary Students in Gaborone, Botswana. The study drawn 500 Students selected through stratified random sample of ten senior secondary schools. Students bio-data questionnaire with \( r = 0.68 \) and a modified from National Assessment Educational Progress Scale were used to gathered data on the study. Two research questions were tested using Descriptive statistics, Multiple Regression and Student-t. The results indicates parental education, peer and gender have joint effect and contribute significantly to academic achievement of the participants. Findings reveals further that gender difference exists in the academic achievement of the secondary school students. Based on these findings, it was recommended that parents should use their education experience to give all the needed support to enhance academic achievement of their children. And that the issue of gender bias associated with our educational system should be removed without further delay.

Laura LoGergo, Austin Nichols, Duncan Chaplin (2007) studied Gender differences in academic achievement have long fascinated researchers and policy-makers alike. In this policy analyze differences in math and reading test score growth rates by gender for four different race and ethnic group white, black, Hispanic, and Asian students-for six different time periods. Our data cover both the earliest years education and the crucial years of adolescence. In addition, we have data bracketing one non-schooling period, these data enable us to get a very complete picture of how gender gaps evolve over the course of early element high school years and how these
trajectories differ by race and ethnicity. While the gender gaps are not always statistically significant, they are for 15 of 48 comparisons made, all during school. In addition, all of the statistic significant results suggest that males learn more math and females more reading during early elementary school again during high school.

William H. Jeynes (2008) Study A meta-analysis was undertaken, including 21 studies, to determine the impact of parental involvement on the academic minority children. Statistical analyses were undertaken to determine the overall effects of parental involvement obtain as well as specific components of parental involvement. Four different measures of academic achievement were differing effects of parental involvement overall is significant for all the minority groups under study. For all groups, parental involve affected all the academic variables under study by at least two tenths of a standard deviation unit. However, among certain aspects of parental involvement had a greater impact than did others.

Lutz, Amy and Crist, Stephanie (2008) Examined how gender and Spanish language skills together immigrants. Further, we examine the role that family interaction may play inner impact of language skills on grade point average differs across gender. Biliteral. However for girls there is no significant advantage or disadvantage to biliteracy advantage of biliteracy is explained by strong family social cohesion. Our result benefit from family social cohesion in the case of biliterate boys, strong family to and a vector of social controls families is associated with significantly lower academic achievement.

CASTE

Singhal, Suishila (1993) studied 150 scheduled caste (SCT), scheduled tribe(STB), and general category (GC) students enrolled in general arts course in college in an industrial township and examined the effects of gender and
category on SES, self-esteem, scholarship, PEQs (Perception of educational equity) and academic performance. Gender was significant in the industrial township group. Some effects of curriculum, college type, level of education, and category were significant. PEQs correlated significantly with student satisfaction and also correlated with the self-esteem of SCT, STB and GC students.

Chitra, J.U., Thiagarajan, AP., Krishanan, S. Santhana (1996) studied 6 Psycho-Social factors that could augment the educational achievement, Prestige and socio-economic status (SES) among Scheduled Caste (SC) communities. The personality traits of 104 SC girl students and 100 non-scheduled caste girl students pursuing a higher secondary course were assessed. SC Ss differed from the NSC group only their SES and all 6 Psychological factors were equally responsible for the academic achievement in both groups.

Chouhan, Vijayalaxmi, Suprithy, Murthy (1998) examined the effect of scholastic achievement on adjustment of adolescents (aged 16-18 yrs) of Scheduled caste, Scheduled Tribe, and General caste. Results show that subjects belonging to General castes were better adjusted than Ss of Scheduled Caste and Scheduled Tribe. Scheduled Tribe subjects were shown to be least adjusted male subjects were better adjusted than female Ss and high scholastic achievers were better adjusted than low scholastic achievers.

Development of a healthy academic identity is in part based in an understanding of the messages and meanings available to students about intellectual and academic performance, expectations and success. The substance of these messages that cast black students as academically and culturally deficient are widely circulated and used to frame ideas about these students. Even today, research suggests insufficient cultural capital and poverty as the conditions that produce failure. Yet, one of the most challenging issues is why the achievement gap is the largest among the most
affluent students - black middle class students. To better understand the recialized scripts and educational schizophrenia students experience, this paper explores (Via in-depth interviews with black middle class college students) the impact of these experiences and how they inform student behaviour, identity, and academic success. (Wright, Carol. (2008))

SOCIO-ECONOMIC STATUS:

Kellaghan, Thomas, Sloane, Kathryn, Alvarez, Benjamin, Bloom, Benjamin S. (1993) research relating to home-school relationship and it outlines a program that parents can use in their home to support and improve their children's scholastic development. The authors show that it is what parents do in the home, rather than socioeconomic status or cultural background, that is critical to academic success. Individual home situation, Parents, educators, and policy planners can work together to create stimulating home learning environments that complement and strengthen learning in school.

Pry, Rene, Manderscheid, Jean-Claude (1993) study on 785 French children, ages 9-20 years, identified factors contributing to academic achievement. The socio-economic class of the father correlated highly with academic success. When results were compared with the 1948 norms for the Raven's colour progressive matrices, scores increased by about one and one half standard deviations.

Burts, Diane C., Craig H, Charlesworth, Rosalind, Dewolf, D.Michel, et al (1993) assessed the relationship between the developmental appropriateness of kindergarten classroom (KC) instruction and 1st-grade report card overall averages and averages in reading, language, spelling, mathematics, science, and social studies. The interactive roles that gender, SES, and KC type play in children's later achievement were also examined. Findings indicate that Ss from more developmentally appropriate (DA) KCs
had higher average reading grades than Ss from less DA KCs. Low SES Ss had lower grades in reading than high SES Ss, and high SES Ss from less appropriate KCs had significantly higher overall academic average grades and higher grades in all subject matter areas except for reading than low SES Ss from less appropriate KCs. Females' out performed males in overall average grades and in all subject matter areas.

Meisels, Samuel J. Liaw, Fong-ruey (1993) examined the phenomenon of retention in kindergarten (k) through Grade 8 using data from the National Education Longitudinal study of 1988. Data on 16,623 white, Black, and Hispanic public school students show that boys minorities, and students from lower SES are more likely to be retained. Retention was associated with more negative out comes for female, white and higher SES students.

Trusty, Jerry, Dooley-Dickey, Katherine (1993) conducted a study on the variables of race, gender, race and gender combined, SES, education level of the head of household, reading achievement, mathematics achievement, grade failure, particular school attended, and racial similarity of the student to the schools racial composition predict feelings of alienation from school. 1636 students in grades 4-8 from 19 schools in Mississippi participated in a cross-sectional study that employed measures of self-concept school affiliation, and achievement. Males exhibited lower school affiliation scores. Gender and school variables were the best predictors of alienation.

Gullo, Dominic F, Burton, Christine B. (1993) examined the effects of children's SES, kindergarten class size, and public school. Pre kindergarten experience on the children's academic achievement and attendance patterns in kindergarten. Results indicate that a public school pre-kindergarten experience is effective in promoting children's early school adjustment, regardless of SES, however, low SES children appeared to benefit more from the public school pre-kindergarten experience than middle – SES children on socially oriented variables-A positive relationship was found between a pre-kindergarten experience and kindergarten attendance patterns.

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Schultz, Geoffrey F (1993) conducted a correlation study and examined relationship between socioeconomic advantage (SECA), achievement motivation (ACM), and academic performance in 130 African-American and Hispanic 4th-6th graders. Multivariate analyses reveal that SELA and ACM were significant mediators of academic performance in minority children, independent of intellectual ability.

Rosselli, Monica, Ardila, Alfredo (1993) administered the Wisconsin card sorting Test (WCST) to 233 normal children (aged 5-22yrs) whose characteristics were balanced according to age, SES, and gender. An academic achievement questionnaire was also administered. No significant differences between socioeconomic and gender groups were observed. Non-preservative Errors, Errors, and categories Achieved scores correlated with academic achievement in different areas. Developmental norms for the WCST are presented.

Menchaca, Velma D. (1993) 120 8th grade students of Mexican-American and Anglo-American ethnic group in south Texas were administered an instrument to assess their achievement motivation and a measure of SES. Analysis indicates no significant differences between the 2 ethnic groups in achievement motivation, yet differences were noted on SES. Thus, Mexican-American students reports the same motivation to succeed and to avoid failure as do Anglo-American students.

Latuheru, E.J., Hessels, M.G., (1994) studied the correlation between ethnic background and school performance in 319 native born and foreign-born Dutch 2nd-grade students. The results were corrected for the factors of intelligence and socioeconomic background to determine whether ethnic background is a valid predictor of school performance independent of these other factors. Socioeconomic background was based on the educational level of the parents.
Trusty, Jerry, Peck, Hugh I., Mathews, Jerry (1994) investigated the relationship among achievement, SES, and self concept in 392 4th graders. Achievement and SES data were collected through questionnaire completed by counselors and teachers. Low achieving/low SES students generally had more negative social and emotional self-perceptions, whereas low achieving/higher SES students had more negative school-related self-perceptions.

Alexander, Karl, Entwisele, Doris R., Bedinger, Samuel D. (1994) examined the efficacy of expectations for future school performance with in a stratification framework. Report card marks, mark expectations, and mark recall as well as demographic data and California achievement test scores, were collected on a sample of 790 4th grade students and their parents. Results showed that expectations anticipate marks more accurately when recall of prior marks is correct than when it is incorrect. Because errors of recall are more common among lower SES and minority children and their parents, their school performance is affected most strongly. Research on school attainment processes from a motivational perspective must give more attention to the additional resources that facilitate successful goal attainment, given high expectations.

Fontaine, Anne Marie (1994) studied the relationship between achievement motivation at school and child rearing practices to determine what aspects of rearing practices differentiate higher and lower motivated pupils. Six variables (family life structuring autonomy, authoritarianism, child acceptance, expectation of success, and locus of causality) were assessed. Results show that the more motivated children live in more rigidly structured families than the less motivated. They have less autonomy, with the exception of rural girls from a high SES and urban girls from low SES who have more autonomy than the less motivated ones. Internal locus of causality is associated with higher motivation in pupils of both sexes from an average SES, in boys from high SES and in girls from a low SES.
Brinson, Jesse A. (1994) provides a synthesis of information on socioeconomic considerations, academic achievement, childhood patterns, and coping styles as they relate to the over representation of Black males in the criminal justice system. Socioeconomic problems are interconnected with the problems in academic achievement, while childhood patterns are related to coping styles.

Taj, Haseen, Rekha, S (1995) investigated 164 boys and girls studying in the VII standard, higher primary school of Bangalore North were divided into an experimental and control group based on the strength of 4 matching criteria; namely ability, socioeconomic status, social maturity and academic achievement. Result yielded significant enhancement in value oriented activities as well as national integration of experimental group.

Kattami, Haifa; Elkaisis, Hind, Kattami, yousef (1995) conducted a study to determine the social, economical and educational variables which distinguish between creative and non-creative students, and to investigate the differences between their scores in academic-achievement. The findings of the study showed that there were significant differences at between scores of creative and non-creative students related to some social, economical, and cultural factors. There were significant differences between mean scores of the creative and non-creative students in the academic achievement.

Georgiou, stelios N (1995) examined the extent to which family cohesion is related to school achievement with 391 9th grade students (used 15-26yrs) from urban or rural settings in Cyprus. Ss completed self report questionnaires and the family Adaptability and cohesion Evaluation scale FACES III. The degree of family cohesion was found to affect school achievement as negatively as their family’s SES. Both variables produced significant differences, in contrast to gender and place of residence.
Kupersmidt, Janis B, De Rosier, Melissa E., Patterson, Charlotte P. (1995) examined similarity in demographic, behavioural, academic, and social attributes as descriptors and predictors of children’s friendships. The characteristics of all possible pairs of 4725 unique classroom dyads were used to predict reciprocated school, home, and best friendship choices among 554 3rd and 4th graders. Peer reports of aggressive and withdrawn behaviour and sociometric status, teacher reports of poverty, and archival reports of sere, race, and academic achievement were obtained. The main finding was that as similarity increased, the likelihood of being friends also increased, specifically, patterns of gender race, poverty, aggression, withdrawn behaviour, achievement and socio-metric status between dyed members were descriptive and predictive of children’s friendship.

Fontinhas, Fernanda, Morais, Anam, Neves, Isabel P. (1995) analyzed the relation between general coding orientation and school achievement of 80 socially differentiated children and characteristics associated with the family (SES, race, gender) and school pedagogic practice. Results show that there is a mutual influence of family and school factors on Ss coding orientation and science achievement. Social groups were not equally sensitive to the relation between coding orientation and social class, race, and gender, specific characteristics of a pedagogic practice seen to be favorable to the development of the elaborated coding orientation required by the school.

Rattazzi, Anna Mariya Managanelli, Capozza, Dora, (1995) studied 495 female and 360 male Italian-students (aged 16-29) completed a questionnaire assessing their educational and occupational expectations, SES, parent’s education, family size, academic achievement, and their parent’s educational and occupational expectations. Results show that boys and girls have different expectations with more girls then boys planning a school career that is not too prolonged and fewer girls than boys aiming for the highest level professions. The mother’s influence was strong in both sexes expectations, thus, the mother represents a potential agent for social change in Italian
society. Shorter school careers were prefer by Ss with lower SES, while Ss in higher SES sought careers with the highest qualifications.

Bo, Inge (1995) studied the interrelations between neighborhood socio cultural factors and the networks, leisure preferences, and school behaviour of 92 15-26 yr old Norwegian boys. The analysis model included 3 background variables (Family; SES, neighborhood quality, and parental involvement), a group of process indices mainly composed of net work variables and indicators representing leisure time pursuit, and 2 effect variables (School report on conduct and academic achievement). The SES factor had significant, positive effects on school conduct and achievement.

Ramos, Lacila, Sanchez, Arthur (1995) investigated the impact of acculturation, academic achievement, SES, perceived parental education expectations, and future importance of job success and security on educational aspirations 71 rural Mexican, American high school students, mean age 16 yrs completed an 8-page questionnaire with specific measures for each of the variables. Results show that acculturation, academic achievement, and parental expectations predict the educational aspirations of Mexican-American high school students Acculturation was also shown to mediate Mexican-American students attitudes concerning the importance they placed on future job security and career success.

Bowey, Judith A. (1995) studied two groups of 5yr old children whose father's occupations differed markedly in education and skill levels were seen in preschool, where they were given tests of performance IQ, receptive vocabulary and grammar, verbal working memory, phonological sensitivity, letter knowledge, and novice reading ability. At the end of 1st grade, academic achievement was assessed. The result are consistent with the view that SES differences in word-level reading achievement are mediated partly through preexisting differences in phonological sensitivity.
Davis, James Earì (1995) examined the non-cognitive variables that were believed to bear on the educational outcomes of African American males. The data were drawn from M.T.Nettles (1998) survey on 4,094 students. A109 item questionnaire on college performance, behaviour and attitudes was administered. Variables used were institutional support, age, socioeconomic background, scholastic aptitude test, high school grade point average, aspiration, high school racial congruency, community racial congruency, academic integration, study habits peer relations, and academic achievement. Result show that with the exception of peer relations significant differences were found in all the variables in the study, for Black males enrolled at predominantly white VAs those enrolled at historically Black schools. The authors suggest the need for college and Universities to consider different approaches to affecting the academic and social lives of their Black male students.

Kennedy, Eugene (1995) conducted a study on 24,024 8th graders. The correlates examined in the present study included socio economic background, self-reported school graders, and perceptions of peer status with respect to academics, behaviour, and athletics. Analysis were conducted separately for male and female Asian, Black, Hispanic, and white American students. With the exception of Black females, athletic status yielded stronger correlations with perceived popularity among peers than did any other variable considered. For Black females, the strongest single predictor of popularity was academic status. SES background and grades were significant predictors for Hispanic and white Ss only. The regression models considered were found less effective at predicting popularity among Black students than among the other groups.

Hickman, Catherine Wehburg, Greenwood, Garden, Miller, M.David (1995) examined the relationship between the achievement of high school students and all the total amount and types of parent involvement in which the primary care-giving parent was engaged. Student gender, SES and grade
level were also investigated. The analysis found a significant, curvilinear relationship interview score. Only the home based type of involvement was related to achievement. Parent-as-learner and parent-as-supporter type were statistically related to SES.

Brodnick R.J. Ree, Malcolm James (1995) study on psychometric in relation to collegiate academic performance and SES. Ss submitted their results from both the scholastic aptitude test and the American college testing program confirmatory factor analyses were conducted. Psychometric of accounted for a substantial proportion of the variance in academic performance. The addition of the socioeconomic latent variable into any of the covariance structure models did not improve fit.

Alexander, Karl L., Entwisle, Doris R. (1996) study was how on school processes affect children and their families, consider 3 possibilities: (a) that school may compensate for initial inequalities that students bring to school, (b) that school reinforce initial differences, to increase those inequalities during students school careers, and (c) that schools are neutral in this regard—that they preserve but do not magnify initial inequalities. Study data to show that family disadvantage translates into educational disadvantage right at the start of children’s formal schooling, and that the gap between lower and upper SES children’s test score widens over the years data indicate that it is during the summer month that the upper SES children move ahead of the lower SES children.

Portes, Alejandro, Macleod, Dag (1996) study on the educational performance of 5,266 children of immigrants and examines its variation as affected by family, community, and school contextual factors. Data were gathered on a large array of variables, including national origin, parent’s education and occupation, family structure length of US residence, aspirations and psychosocial dimensions related to the process of adaptation. The study found that parent’s socioeconomic status(SES), length of US residence, and
hours spent on homework significantly affected the student's academic performance, but did not eliminate the effects of ethnic community. Attendance at higher — SES school increased the average academic performance and the positive effect of parent’s SES, where as attendance at inner city schools attend the negative effect of ethnic disadvantage.

Taris, Toon W., Bok, Inge A. (1996) study the impact of perceived parenting stoles on educational career during adolescence. Other variables included family background and the Ss age sex, disinheriting, boredom susceptibility and sensation seeking. Respondents who felt that their parents provided a warm and loving up bringing dropped out less frequently than others, white having had overprotective parents was associated with a longer stay at school and a lower level of education when leaving full time education, even after controlling other variables. However, warm and loving parenting styles were also associated with a longer stay at school. The presence of the father and S and parental SES were also related to educational achievement.

Wadsby, marie, Svedin, Carl Goeran (1996) examined whether academic achievement, measured by the children’s grade in compulsory school, is interior among Swedish children of divorce, if time elapsed since the divorce make a difference in the Ss final grades, and if there is a relationship between the Ss GPA and their SES. Results show the grades of the children of divorce and the controls were similar, but children of manual workers were found to have a lower GPA than children of professional or higher level non-manual employees.

Chen, Chuansheng; Lee, Shinying; Stevenson, Harold W., (1996) have taken a representative sample of 729 American, Chinese‘ and Japanese 1st graders were given achievement and cognitive test. Mothers were interviewed. Ten years later, 475 of the students participated in a follow-up study in which they were interviewed and given achievement tests. Results
indicate that high stability of achievement relationship within all 3 societies. Measure of early cognitive abilities were consistently related to the families socio economic status and exerted their influence on later achievement either through 1st grade achievement scores or through evaluation made by their mothers.

Castejon, JL., Vera-munoz, M.I., (1996) examined the determinants of academic achievement in secondary school students. Variables of socioeconomic status, intelligence, previous achievement, motivation, self concept and perceptions of the educational process were assessed in 1925 Spanish secondary school students. Casual analysis show that the determinants of achievement are mainly intellectual ability, previous achievement, self concept, and motivation. Variables related to the school have an effect that, although low, is significant.

Marjoribanks, Kevin (1996) examined the relationship between learning environment, school-outcome measures and the social status of the research participants of 2 earlier studies. When Ss were 11 and 16yrs old, respectively. In the present study, Ss of Anglo-Australian, Greek, or Southern Italian descent were divided into 8 social group defined by ethnicity, gender, and social status. It is suggested that children's cognitive performance and effective school attitudes and adolescent's educational aspirations and perceptions of parental support for learning may influence their social status as young adults.

Bandura, Albert, Barbaranelli, Claudio, Caprana, Gian Vittorio, Pastorelli, Concetta (1996) tested a conceptual model of the net work of psychological influences (socioeconomic, familial, peer and self processes) through which efficacy beliefs affect academic achievement 279 11-14yr olds were administered sets of scales measuring the variables of interest-results verify the divers paths of influence through which efficacy beliefs and aspirations contribute to children's achievement. Parent's a better fit than a
plausible alternative model or ones in which a key path is deleted. Parent’s beliefs in their efficacy to promote their children’s intellectual development and the educational aspirations they hold for them were both influential factors in the academic process.

Kotekova, Ratislava (1997) examined the differentiating influence of culture and socio-economic level in a family socialization atmosphere and its effect on social and performance competencies, the sample consisted of 205 11-12yr olds, from ethnically mixed classes at basic schools. The children came from 4 types of families (Slovak, Romany, higher, and lower, socioeconomic levels). Analysis of the empirical data which include socio-psychological and relationship characteristics of internal processes, indicates statistically significant differences in performance as well as social competences of children from Romany and Slovak families with differentiating influence of the socio-economic level. The highest score was achieved consistently by Slovak children from families of higher socio-economic level.

Battle, Juan J. (1997) studied the relative effect of being in a 1-parent versus dual-parent household on the educational achievement of 2,769 Hispanic 8th graders. Results show that under most circumstances, students in dual-parent households do better than their counterparts in 1-parent households. However, when appropriately controlling for SES, students in 1-parent households are not statistically significantly different from their counterparts in dual-parent households.

Salomon, Anne, Strobel, Michael G (1997) have taken 330 primary grade school children in a study of their social net work, interpersonal concerns, and help-seeking behaviour, as a function of sex, school performance, and economic status. Girls showed more affective association and looked for help more readily than boys. Children with poor academic performance had difficulties informing social relationship, were also sensitive
of the social consequences of their behaviour and enjoyed less support from friends, their immediate family, and even animals. Results in general most unfavorable for economically disadvantaged boys. Various strategy to counteract the negative effect of poor school performance.

Stipek, Deborah J., Ryan, Rosaleen H. (1997) studied cognitive competencies and motivation were assessed in 233 preschool and Kindergarten children in the fall and again in the spring. Cognitive assessment were given in the results revealed much poor performance among the economically disadvantaged children compared with advantaged children on all 8 cognitive tests.

Caldas, Stephen J., Bankston, Carl III (1997) examined to what extent does the SES one's peer environment in school exert an independent influence on student achievement, regardless of a student's own individual social status. Ss were 42041 black or white Louisiana 10th graders. Peer family social status in particular does have a significant and substantive independent effect on individual academic achievement, only slightly less than an individual's own family social status.

Anderson, Eileen S., Keith, Timothy Z. (1997) developed and tested a model of academic success for at-risk (minority-low SES) high school students. Longitudinal data from 8,100 high school students participating in the 1980 high school and beyond (HSO) study were used to test a model of at-risk students' school learning. Factors examined included quality of schooling, academic ability home environment or parental involvement, and student motivation. The results indicate that ability, quality of schooling, student motivation, and academic coursework are important predictors of academic achievement. Although the present findings indicate that student motivation may have a stronger impact on at-risk student's achievement than on the achievement of high school students in general, overall school learning influences appear very similar to those found for high school students in general.
Dixon-Floyd, Izola, Johnson, and Steve W. 1997) identified the effects of gender, ethnicity, SES, and basic skills performance on (1) grade failure, (2) Course failure, (3) Texas Assessment of Academic skills (TAAS) test scores, and (4) attendance of middle school students assigned to behavioural class rooms. The data were collected on 6th, 7th, and 8th grade students who were enrolled during the 1992-93 and 1993-94 school years. Results of chi-square analyses indicated that SES had a significant impact on grade failure, course failure, TAAS test scores, and attendance. In addition, basic skills performance was not related to grade failure but had a significant relationship with course failure, TAAS test scores, and attendance. Gender and ethnicity were not related to any of the dependent variables.

Battle, Juan (1997) examined the relative effects of parental marital status and SES on the educational achievement of 1617 African American 8th grade students. Data reveal that at lower levels of SES, African American students from divorced households scored significantly higher on a standardized test measure. At the mean and higher levels of SES, no significant difference was found between students from divorced and married household on the test measure.

Grosset, Jane M. (1997) tested a structural equation model of educational outcomes for 3 SES groups of 315 African-American students enrolled in a community college. Subjects were assessed at the beginning and end of a semester. Results demonstrate that higher levels of academic and social engagement had positive direct effects on educational outcomes for all students regardless of SES background. Other paths that were supported included the positive direct effects of educational intentions/commitment on academic and social integration and the negative impact of external commitment on social integration. Thus, the theoretical expectation that the quality of classroom and non classroom experiences among faculty, staff, and students have an unmediated effect on student outcomes was confirmed.
Yancy, William L., Saporito, Salvatore J., (1997) examined the racial and socioeconomic segregation of public schools in 2 very different cities; Philadelphia and Houston/examine the following 2 issues: what factors explain racial and economic segregation in public schools. Result of the pattern of segregation between Latino and white populations/school policy has had direct effects on the patterns of racial and economic integration of the school/that the most important determinant of academic success is the proportion of students who are from low-income families.

Brustsaert, Herman (1998) studied children from 15 state and 25 catholic academically oriented elementary schools. Children's home environmental characteristics data were collected during the 1989-90 school year by means of written questionnaires concerning academic achievement, parental socio economic status, family intactness, mother's employment status, parental support and parental involvement in children's education. Results show that the influence of parental socio-economic status upon children's academic achievement is not as strong in Catholic school as it is in state school.

Breznitz, Avia, Norman, Garbiella(1998) investigated the relationship between the ability to concentrate and academic achievement among low-socioeconomic status (LSES) and high-socio economic - status (HSES) 4th graders. The result indicated that the differences between the ability to concentrate and academic achievement found when the students were in the 1st grade persisted in part, to 4th grade. Compared with HSES children, LSES children obtained significantly lower scores on measures of academic achievement and concentration. LSES children were more likely to be characterized by aggressive-impulsive behaviour. This behaviour accounted for most of the differences found between HSES and LSES pupils on the academic and concentration measures.
Bhargava, Alok (1998) presents an integrated analysis of the scores obtained on cognitive tests and school examinations by approximately 110 Kenyan children in the Embu region of Kenya. A dynamic multivariate model, controlling for the unobserved between-children differences, is formulated for the scores and is estimated using three repeated observations. The family household's socioeconomic status is positively associated with cognitive scores, and morbidity is negatively associated.

Data was collected from 1795 children from 15 state and 25 catholic academically oriented elementary schools. Data were collected during the 1989-90 school year by means of written questioners concerning academic achievement, year by means of written questioner concerning academic achievement, parental socio-economic status, family intactness, mother's employment status, parental support and parental involvement in children's education. The result show that the influence of parental socio-economic status up on children's academic achievement is not as strong in catholic schools as it in state schools. (Brutsaert, Herman) (1998).

Mooney, Edward S., Thornton, Carol A (1999) studied the difference in attributions for success and failure in mathematics between African American and white students from low and higher socioeconomic status (SES). 264 7th grade students from 5 schools in midsize urban school district were surveyed to analyze attribution differences. Results were found for low Vs higher Ss. Further, higher SES Ss attributed success significantly more to effort than did low SES Ss. Failure in mathematics was most commonly attributed to a lack of effort.

Stefanie Arnett (2006) Study widely considered means to economic and social mobility, sociological literature indicates that family background is frequently a stronger predictor of student achievement than are school themselves in modern societies. Low socioeconomic status students often have a disadvantage that cannot be overcome by schools, and family
socioeconomic status, not merit often determines student academic success. These findings of strong macro-level influences on student achievement have the potential to advance the objective of equal educational opportunities for all students, as they suggest ways to break the link between socioeconomic background and learning outcomes.

Haile, Getinet and Nguyen, Ngoc Anh (2007) study investigate the determinants of high school students' academic attainment in maths, reading and science; focusing particularly on possible effects that ethnicity and family background may have on attainment. Using data from the NELS2000 and employing quantile regression techniques, we find two important results. First, the gaps in maths, reading and science test scores among ethnic groups vary across the conditional quantiles of the measured test scores. Specifically, Blacks and Hispanics tend to fare worse in their attainment at higher quantiles, particularly in science. Secondly, the effects of family background factors such as parental education and father's occupation also vary across quantiles of the test score distribution.

Yang, Wenzhong (Eric) (2007) study focuses on Chinese-American parents' perceptions of their children's Chinese language use and proficiency. When comparing parental perceptions of different groups, significant differences were found between parents of different income levels. Significant differences were also found in parental activities related to Chinese language proficiency between parents of gifted/talented students and those of average students. No significant differences were found in other groups. Bivariate Correlation analyses indicated that parental perceptions and activities were highly positively-correlated.

Peter Robert (2007) study investigated the impact of homogeneous vs. heterogeneous grouping of students with respect to their social origin on the differences in educational achievement. There are two competing hypotheses in this respect: heterogeneous grouping increases students' educational
outcomes, or homogeneous grouping is the proper solution for improving students' achievement. Further hypotheses refer to the conventional beliefs that a) students with underprivileged parental background benefit from being in heterogeneous schools, or b) students with privileged parental background perform worse in integrated schools. The paper uses the PISA 2003 data for investigating the consequences of the various possibilities in structural settings. Social background is measured by parental socio-economic status and education. In addition to the main effects of social origin, contextual school level variables are used to investigate the impact of educational segregation. These indicators involve the general level of the school regarding the social and cultural status of the parents. Interaction terms are used to reveal the relationship between students' parental characteristics and school characteristics regarding level of segregation.

Jimerson, Shane; Egeland Byron; Teo, Adrian (2007) examined deflections from predicted achievement scores on the basis of the discrepancy of observed scores from an established regression line (from first to sixth grade and first grade to age 16 years). Years in special education and socioeconomic status (SES) were related to changes in math achievement between first and sixth grade, whereas SES child behavior problems, and quality of home environment were related to deflections in achievement from first grade to age 16 years. The environmental factors, quality of home environment, parent involvement in the child's education, and SES were related to improved achievement across time. These results suggest that early school, family, home environment and child factors are important predictors of academic achievement deflections in late elementary and high school.

Benson, James G, Borman, Geoffrey D. 2007) have disagreed about the extent to which differences in achievement based on socioeconomic status (SES) accumulate during the school year as compared to the summer, and the literature has not fully assessed the contributions of social contexts — in the form of both school and neighborhood poverty concentration and racial and ethnic composition — to seasonal disparities in learning. We addressed these
shortcomings in the literature by examining how family SES and school and neighborhood contexts explained differences in children’s achievement growth during the kindergarten and first grade years and the summer season between them. Data on student achievement, family background, and the school context came from the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K). We linked information regarding neighborhood social context by merging data from Census 2000 with the ECLS-K sample using students how zip codes. We partitioned variation in reading and mathematics outcomes between the individual and organizational levels of analysis by using there-level growth models. Findings provide strong evidence that differences in family SES were associated with reading and math achievement gaps during the school year, in both kindergarten and first grade for reading and in kindergarten for math. The totality of school season SES disparities was large than that for summer season disparities. The impact of SES-based inequalities during the school year raises important questions regarding previous research on seasonal learning outcomes and suggests that schools may not necessarily serve as the “great equalizer.” Moreover, we found that school and neighborhood social contexts exacerbated family-based learning inequalities in ways that resulted in a double disadvantage for many students from low-SES families and a double advantage for many students from high SES families. (Contains 6 tables and 24 footnotes.

N.H. Sunitha and P.B. Khadi (2007) conducted a study to investigate the academic learning environment at home and school, of coeducational high school students from English and Kannada medium school and its influence on academic learning environment at home and school. The sample consisted of to know the influence of socio-economic factors on academic learning environment at home and school. The sample consisted of 240 students, selected from 8 coeducational high schools in Dharwad city, Karnataka state. The results revealed the students with English medium of instruction were significantly higher in students involvement, had higher qualified teachers in schools, received significance better parental encouragement and care and had
significantly better facilities in home (separate room to study, table, light ventilation, and surrounding environment), had significantly better academic achievement than students of Kannada medium schools: Socio-economic status of the family exhibited positive and significant influence on home learning environment and school learning environment of students of both Kannada and English medium schools.

Nyarko, Kingsley (2008) conducted a study in Ghana to investigate, (1) factors that predict parental involvement, (2) the relationship between parental home and school involvement and the educational achievement of adolescents, (3) the relationship between parental authoritativeness and the educational achievement of adolescent students, (4) parental involvement serving as a mediator between their authoritativeness and educational achievement of the students, and (5) whether parental involvement decreases as children reach adolescence. 239 students from diverse socio-economic backgrounds between the ages of 15 and 20 as well as their teachers took part in the study. As expected, the results indicated a positive and significant correlation between mothers and fathers' home involvement and the academic achievement of the students. Finally, parental achievement of the students. The findings highlight the importance of parental involvement in adolescents' school success.

Amanda L. Griffith (2008) finds that students from low-income families at more selective institutions achieve lower grade point averages than other students and are less likely to graduate within 6 years from their original institution. This effect seems to be mainly due to the gap between SAT scores of these students and the median SAT scores at the institution they attend. This paper also explores how these effects differ by race. Peer group size, as defined by income or race status seems not to affect grades or persistence, but does play a role in college major choice.
Lynn Okagaki; Peter A. Frensch (2008) Study is an examination of the relations between parenting and the school performance and fourth- and fifth-grade children (mean age = 10 years, 2 months) in 75 Asian-American, 109 Latino, and 91 European American families. Five aspects of parenting were studied: (a) expectations for children's educational attainment, (b) grade expectations, (c) basic childrearing beliefs (i.e., development of autonomy, development of conformity to external standards, and importance of monitoring children's activities) (d) self-reported behaviors (i.e., creating an academically enriching environment and helping with homework), and (e) perceptions of parental efficacy. School performance was measured by school grades and achievement test scores. Ethnic group differences emerged in parents' expectations for children's educational attainment, grade expectations, childrearing beliefs, perception of parental efficacy, and in the relations between these beliefs and children's school achievement. These results provide further evidence of the importance of considering the constellation of parents' beliefs, goals for their children, and the type of help parents can offer children when working with parents to facilitate their children's school experiences.