Chapter-II

REVIEW OF RELATED LITERATURE

The present chapter deals with a review of related literature and studies related to Academic Achievement in relation to Family Environment, Mass Media and Socio-Economic Status. To carry out the review for the purpose of the present Study, the key concepts, namely academic achievement, family environment, mass media and socio-economic status have been focused upon and the review is organized around them.

It is also the intention of the investigator to identify the research gaps that have been existed in this area and to focus on areas that have received priority and attention in this regard. In such a pursuit, the relationship of academic achievement with the family environment, mass media and socio-economic status with which it has been explored for this study has been considered.

The studies have been presented under the headings given below.

1. Studies related to Academic Achievement
2. Studies related to Family Environment
3. Studies related to Mass Media
4. Studies related to Socio-Economic Status

2.1 STUDIES RELATED TO ACADEMIC ACHIEVEMENT

Nazim and Kumar (2014) purposed of the present study was to find-out the relationship of Academic stress and achievement motivation among higher secondary students. 200 students from U.P board and 200 students from CBSE board were randomly selected from ten schools of U.P board and ten schools from CBSE board of Meerut district on the basis of their scores on Academic stress scale developed by Akbar Husain and Tabassum Rashid. Achievement motivation was measured with the
help of Deo Mohan achievement motivation (n-ach) scale developed by Pratibha Patil and Asha Mohan. The data was statistically treated by using Pearson correlation formula and $X^2$. Test the results clearly revealed that academic stress of higher secondary students of U.P board was negatively correlated with achievement motivation, on the other hand in CBSE board also, Academic stress negatively correlated with achievement motivation but correlation coefficient value among CBSE board students is slightly lower than U.P board student but correlation coefficient value between above two variables among girls of U.P board is slightly lower than boys, but in CBCE board correlation value among girls in slightly lower than boys shows that CBSE girls have more academic stress and low achievement motivate than boys.

**Ahinda et al. (2014)** studied the effects of television on academic performance and languages acquisition of pre-school children. The purpose of the study was to investigate the effects of television on academic performance and languages acquisition of pre-school children in Tiriki East Division, Hamisi Sub-County, Vihiga County, Kenya. The study involved 40 teachers and 132 parents drawn from 20 pre-schools selected by simple random technique. It employed descriptive survey design and an ex-post facto research design. Data was collected by questionnaires. The study found out that; Television watching has a negative effect on both academic achievement and languages acquisition of pre-school children.

**Acheaw and Larson (2014)** assessed the reading habits among students and its effect on academic performance: a study of students of Koforidua polytechnic. The study was conducted in Koforidua Polytechnic situated in the Eastern Region of Ghana. A questionnaire was used for the data collection. The data collected were analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). From the total of 1052 copies of questionnaire distributed, 1000 copies, representing 95.0% were filled and returned. The findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction
within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit has influence on academic performance and there was a relationship between reading habit and academic performance.

Sharif; Wills and Sargent (2010) studied the effect of visual media use on school performance: a prospective study to identify mechanisms for the impact of visual media use on adolescents’ school performance. To conduct a 24-month, four-wave longitudinal telephone study of a national sample of 6,486 youth aged 10-14 years. Latent construct for screen exposure time (weekday time spent viewing television/playing videogames, presence of television in bedroom) and variables for movie content (proportion of PG13 and R movies viewed). Outcome Measure: Self and parent reports of grades in school. Effects of media exposures on change in school performance between baseline and 24 months were assessed using structural equation modeling. Information about hypothesized mediators (substance use, sensation-seeking, and school problem behavior) was obtained at baseline and at the 16-month follow-up. The results of the study found that Adjusted for baseline school performance, baseline levels of mediators, and a range of covariates, both screen exposure time and media content had adverse effects on change in school performance. Screen exposure had an indirect effect on poor school performance through increased sensation-seeking. Viewing more PG-13 and R-rated movies had indirect effects on poor school performance mediated through increases in substance use and sensation-seeking. R-rated viewing also had an indirect effect on poor school performance through increased school behavior problems. The effect sizes of exposure time and content on the intermediate variables and ultimately on school performance was similar to those for previously recognized determinants of this mediators— including household income, parenting style, and adolescents’ self-control.

Bakara et al. (2010) purposed of this study was to identify the relationships between the achievement motivation, attitude and student academic performance in
Malaysia. The research design employed was a descriptive correlational. Data were collected by self-reported questionnaire on a sample using cluster sampling technique based on the different faculty of studies in the university. The respondents were 1484 students from a local university (1102 females and 382 males). They were following the education, science, humanities, agriculture/technical/engineering programmes. Results indicated a positive significant correlation between students’ attitude towards learning and achievement motivation ($r = 0.53$, $p < .001$), and between students’ attitude and academic achievement ($r = 0.16$, $p < .001$). However, a negative and low correlation ($r = -0.038$, $p > .05$) was observed between students’ achievement motivation (nAch) and their academic achievement.

Arrepattamannil (2010) explored the study of parenting practices parenting style, and children’s school achievement examined the predictive effects of parenting practices and parenting style on children’s school achievement, and the predictive effects of parental expectations and parental beliefs on parenting style for 6,626 respondents with children aged 5-18 years in Canada. Hierarchical multiple regression analyses, after controlling for family socioeconomic status (SEES), revealed the substantial positive predictive effects of family SEES, parental encouragement, parental expectations, and parental beliefs on children’s school achievement. In contrast, parental monitoring had a substantial negative predictive effect on children’s school achievement in the context of other variables. Although parental expectations were not related to parenting style, parental beliefs were positively associated with both parental encouragement and parental monitoring—the two dimensions of authoritative parenting style.

Singh (2008) explored the relationship between learning style preferences and academic achievement of high school pupils. The sample of the present study were the 538 pupils studying in class X in the schools/colleges situated in the urban and rural locality of Dehradun district of Uttarakhand State. The data was collected by using
learning style Inventory and Record of Annual Examination. $X^2$-values were calculated to find out the relationship between learning styles preferences. It was found that, (a) flexible, aural, short-attention span, non-motivation centered, learning-styles preferences) were observed to be positively affecting the academic achievement of urban-pupils (both boys and girls), (b) Non-flexible, visual, non-motivation centered and environment free learning styles (preferences) were observed to be positively affecting the academic-achievement of rural pupils (both boys and girls).

Ahmad and Nigam (2008) studied the effect of motivation on academic achievement of aided and private higher secondary students. A sample consists of 500 students of higher secondary level were taken. The data was collected on the basis of motivation test by Sharma (1984) and academic achievement was taken as the percentage of class 10\textsuperscript{th} Marks obtained by students. The result suggests the motivation is significantly related to academic achievement of aided and private higher secondary students. This shows the motivation affects academic achievement of aided and private higher secondary students.

2.2 STUDIES RELATED TO FAMILY ENVIRONMENT

Kenchappanavar; Soubhagya and Avargerimath (2015) influenced the study of family environment on study involvement of adolescents. The study makes an attempt to examine the influence of Family environment on study involvement of Adolescent students. The influence of various dimensions constituting the Family environment on study involvement is assessed using Family Environment Scale and Study Involvement Inventory. A sample of 110 (55-boys and 55- girls) students studying in IX Class of Dharwad town schools, Karnataka were administered the above the Scales. Family Environment Scale (FES) constructed by Dr. Harpreet Bhatia and Dr. N.K. Chadha were used for the study. The results indicate that many dimensions of Family environment like Cohesion ($r=0.36$), Expressiveness ($r=0.39$) and Acceptance and Caring ($r=0.29$) had a significant positive relationship with Study involvement of
Adolescents; whereas dimensions like Conflict ($r=-0.25$) had an inverse relationship with Study involvement of adolescents. Multiple Step-wise Regression indicate that Cohesion had emerged as the strongest predictor of Study involvement.

Sathyabama and Eljo (2014) examined the study of family environment and mental health of adolescent girls. The present study was undertaken to examine the relationship between family environment and its influence on mental health of adolescent girls. The family environment of the respondents was assessed by using Family Interaction Pattern Scale developed by Bhatti (1986). 90 adolescent girls were chosen through disproportionate sampling procedure in Government Higher Secondary School, Ammapalayam, Perambalur District of Tamilnadu. Data was analyzed in terms of percentage, Anova and coefficient of correlation. Results indicated that more than half of the respondents have low scores in various dimensions (reinforcement, social support system, role, communication, cohesiveness and leadership) of family interactions and mental health of adolescent girls. The statistical analysis revealed that there was a significant relationship between the family interactions and mental health of adolescent girls. The findings of the study help to understand the role of family environment to enable the adolescent girls to cope with the challenges that arise in these critical transitional periods.

Ramaprabou (2014) studied the effect of family environment on the adjustment patterns of adolescents. The present investigation was undertaken to study the effect of family environment on adjustment patterns. For this research 70 adolescents studying undergraduate programmes were randomly selected from the Arts and Science Colleges of Puducherry. Family Environment Scale by Harpreet and Chadha (1993) and Adjustment Inventory for College students constructed and standardized by Sinha and Singh (1971) was used for data collection. Analysis was done by using one way ANOVA. Findings of the study revealed that family environment has significant effect on the adjustment patterns of the students.
Kumar and Lal (2014) conducted a study of academic achievement in relation to family environment among adolescents. The present study was an attempt towards examine the pattern of relationship between the academic achievement and family environment. The research was carried out of 200 adolescents in the age group of 15 to 18 years. The researchers used academic achievement scores which were the aggregate percentage of marks from the previous two classes, serve as indicators of academic achievement. Moos (1974) Family Environment Scale (FES) was used to study the impact of family on adolescent’s academic success. The academic scores of girls were found better than the boys while boys lead the girls on family environment scores where the t-value was significant at 0.01 levels. There was a clear cut difference between the scores of high and low groups and the t-value was again significant at 0.01 levels. The obtained results indicate that the adolescent experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to low family environment.

Kaur (2014) presented a study on family environment as a determinant of behaviour orientation among adolescents of Bathinda district. The objectives of the study were, to study the Behaviour Orientation among adolescents; to find out the relationship between Behaviour Orientation and Family Environment among adolescents with respect to gender; to find out the relationship between Behaviour Orientation and Family Environment among adolescents with respect to type of Family of Bathinda district schools. A sample consists of 60 adolescents; it includes 30 male and 30 female adolescents of Schools of Bathinda district. Random sampling technique was employed in the study. Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N. K. Chadha (1993) was used for the collect the data. Descriptive statistical techniques namely, mean and S.D. was done; t-ratio and Coefficient of correlation ‘r’ were used for analyzing the data. It was found that, there exists no significant difference in mean scores of family environment among adolescents of nuclear and
joint families; there exists significant difference in mean scores of family environment among male and female adolescents; there exists significant difference in mean scores of behaviour orientation adolescents of nuclear and joint families; there exists no significant difference in mean scores of Behaviour Orientation among male and female adolescents; there exists significant between Behaviour Orientation and Family Environment among adolescents of Nuclear Families and there exists significant between Behaviour Orientation and Family Environment among adolescents of Joint Families of Bathinda District.

Kamble (2014) studied the impact of family environment on academic performance: the need of social work intervention. The present study was based on a sample of 40 students drawn from Padmaraje High School, Shirol, Dist. Kolhapur, Maharashtra. It was planned to assess the effect of family environment on the academic performance of secondary school children of class VIII & IX. Interview schedule was used to assess the quality of family environment and academic performance was ascertained with the help of report cards of students and other school records. Results of the present study showed that, good quality of family environment had more significant positive effect on ‘high’ level of scholastic achievement in children. On the other hand, it was also found that, unhealthy family environment affects negatively to the academic performance of students.

Grewal (2014) conducted a study of academic achievement of adolescents in relation to family climate. The purpose of the study was to understand the extent of relationship between academic achievement and family climate of adolescents. Present study was conducted on a random sample of 767 adolescents (460 female and 307 male) studying in 10+1 class in Govt. /Private Senior Secondary Schools of Punjab. There was positive significant correlation between family climate and academic achievement of adolescents. Thus highly satisfactory the family climate, higher is the academic achievement of adolescents. Significant difference exists in the academic
achievement of adolescent due to highly satisfactory family climate and highly dissatisfactory family climate. It was also found that academic achievement of adolescent living in highly satisfactory family climate is higher as compared to their counterparts living in highly dissatisfactory family climate. As per the results of the present study significant difference was obtained in the academic achievement of male adolescents due to highly satisfactory family climate and highly dissatisfactory family climate. Significant difference exists in academic achievement of female adolescents due to highly satisfactory family climate and highly dissatisfactory family climate.

Bagi and Kumar (2014) purposed of the study was to find out the relationship between family environment and subjective wellbeing of adolescents. Sample of present study comprised 100 college students between the ages of 18-24 years old. Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N.K. Chadha and PGI general Wellbeing Measure developed by Dr. Santosh K. Verma & Ms. Amita Verma were used for the purpose of the study. Descriptive statistics and Pearson product moment correlation statistical analysis were used between FAS and PGIWBGM with the help of SPSS 11.5. Results indicated that there were significant positive correlation between cohesion and expressiveness, cohesion and conflict, acceptance and caring. Subjective Wellbeing was not significantly correlated with any of the factor of family environment.

Paramasivam and Mani (2013) influenced the study of home environment on achievement in chemistry among higher secondary students. This study was carried out to find out the influence of home environment on achievement in chemistry among higher secondary students. Stratified random samples of 500 first year higher secondary students were involved in the study. Family Environment Scale constructed and standardized by Harpreet Bhatia and N.K. Chadha (1996). Survey method was adopted by the investigators. Correlation and Multivariate Analysis was used to find out the significant influence of home environment on achievement in chemistry. The study
indicates the existence of significant positive relationship between the home environment and achievement in chemistry of higher secondary students. Further it also highlights Independence, Cohesion and Active Recreational Orientation Dimensions of Home Environment predicts the Achievement in Chemistry of higher secondary students.

**Dayal (2013)** studied the impact of family environment on study habits. The present study focuses on finding the impact of Family environment on the study habits of High school students. The research was carried out in Jagraon City on a sample of 120 high school students. Study habits and Family environment were assessed by Study Habit Inventory by B.V. Patel and Family Environment Scale by Dr. Harpreet Bhatia and N.K. Chadha respectively. Analysis of data revealed that there is a positive and significant relationship between study habits and family environment of high school students.

**Choudhary (2013)** investigated a study of mental health in relation to family environment and gender of school going adolescents. The main objectives of the study were, to find the relationship of mental health with family environment and to find out the difference in family environment of adolescent boys and girls. The researcher randomly selected sample of 100 (50 males and 50 females) students of senior secondary school. Family Environment Scale–Sanjay Vohra 1997 tool was used to collect the data. Co-efficient of correlation and ‘t’ test were used for calculated the data. It was found that, there exist significant relation between mental health of school going adolescent and family environment and there was no significant difference in family environment of adolescent boys and girls.

**Singh and Bhatia (2012)** determined a study of self esteem of secondary school students in relation to their family environment. The present study was conducted to explore the relationship between self esteem and family environment. Family Environment Scale was constructed and standardized by the investigator having 49
questions. The sample of 175 students was selected through random sampling and taken up for the study that the relationship between self esteem of school children and their family environment is positive and significant. Again there exists significant difference between the self esteem of students belonging to high and low family interaction group. The impact of socio economic status on the self esteem is found to be insignificant.

**Chauhan (2012)** investigated a study on perceived family environment: a study in relation to economic status of family. The objective of the present study was the differences and similarities with respect to various areas of family environment as perceived by adolescents belonging to lower, middle and upper economic status. A sample of 526 students of class 8th, 9th, and 10th were selected from the various schools of Rajkot city. Out of total sample 191 students belonged to lower economic status, 190 students belonged to middle economic status and 145 students belonged to upper economic status. Hind adaptation of Moos (1974) Family Environment Scale by Joshi and Vyas (1996) and personal data sheet were administered to the selected students. Significant difference were observed between lower and middle economic groups and between lower and upper economic group with respect to various area of family environment such as cohesion, expressiveness, conflict, independence, organization and control, however close similarities were observed between middle and upper economic groups with respect to various areas of family environment such as expressiveness, conflict, achievement orientation, intellectual cultural orientation and moral religious emphasis.

**Abbott (2012)** influenced the study of the family on adolescent academic achievement. This study investigated the relationship between specific family factors and adolescent academic achievement. Secondary data was used from the Iowa Youth and Family Project data set, a longitudinal project which at inception in 1989 consisted of White families from rural counties of Iowa with married parents, one target 7th
grader, and a sibling within four years of the target’s age (Family Transitions Project, 2011). Data for this thesis are from 1991, 1992, and 1994. A logistic regression analysis was used to analyze the relationship between parental alcohol use, selected family characteristics, and adolescent academic achievement. Multiple regression analyses were used to further describe the relationship between achievement and the three predictor blocks. In this sample, parental alcohol use did not have a significant relationship with achievement, but income per capita, target sex, and father marital happiness did. Furthermore, these results impacted in which the data were analyzed (i.e., using the entire spectrum of alcohol use instead of high alcohol use only) and by the manner in which achieving was defined (i.e., a grade point average of 3.00 and above as achieving, and a grade point average below 3.00 as non-achieving).

Deepshikha and Bhanot (2011) presented a study of role of family environment on socio-emotional adjustment of adolescent girls in rural areas of eastern Uttar Pradesh. The study was conducted at Kumarganj, Faizabad District of Eastern Uttar Pradesh. The purpose of the study was to assess family environment of adolescent girls and its impact on their socio-emotional adjustment. One hundred adolescent girls of age group between 17-18 years comprised the sample of the study. Family Environment Scale (FES-Bhatia and Chadha 1993) and Adjustment Inventory for School Students (AISS) were administered. Data was analyzed in terms of percentage and multiple regression analysis. The statistical analysis revealed that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Muola (2010) conducted a study of the relationship between academic achievement motivation and home environment among standard eight pupils. The objective of this study was to investigate the relationship between academic
achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupil’s levels of academic motivation and home environment. A significant ($p < 0.05$) positive relationship was found between six of the home environmental factors, that is fathers’ occupation ($r = 0.22$), mothers’ occupation ($r = 0.26$), fathers’ education ($r = 0.15$), mothers’ education ($r = 0.14$), family size ($r = 0.26$) and learning facilities at home ($r = 0.23$) and academic achievement motivation. Parental encouragement was the only factor that was not significantly ($r = 0.03$) related to academic achievement motivation. Although these correlations are low, they showed that pupils’ motivation to do well in academic work is to some extent dependent on the nature of their home environment.

Mohanraj and Latha (2005) studied the perceived family environment in relation to adjustment and academic achievement. The study aimed to investigate the relationship between family environment, the home adjustment and academic achievement in adolescents. The adolescents (106-Boys and 86 girls) were assessed using the Moos and Moos Family Environment Scale and Bell’s Adjustment Inventory. Academic scores were taken from the school records. Family environment appeared to influence home adjustment as well as academic performance. The majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral-religious issue with minimal conflict, cohesion, conflict, control, intellectual–cultural orientation and independence in the family environment influenced home adjustment. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment.
2.3 STUDIES RELATED TO MASS MEDIA

*Ullah et al (2014)* studied the impacts of electronic media on academic performance of female students. This study investigates the impacts of electronic media on academic performance of female students in university of agriculture Peshawar Pakistan using questionnaire as a tool for obtaining data while Frequencies distribution of data was conducted to know comprehensively about data layout. It targeted 152 female students between 20 to 25 years age. The study recorded the respondent’s consumption patterns, level of viewing, preferred channels, favorite watching time, respondents residents pattern and marital status. Two third of the sample size opined that electronic media help in cognitive development of students. Furthermore majority of the respondents 105 (59.0%) believed that electronic media help in solving academic problems of the students. Apart from these positive effects negative impacts of electronic media outweigh the positive impacts; like 80.2% of the respondents argued that electronic media negatively affect female academic performance. Similarly a sizable sample size were of the view that electronic media leads young female towards delinquencies. 120 (78/9%) disclosed that excessive use of electronic media cause low academic grades.

*Anatsui and Adekanye (2014)* emphasized the study on television and academic performance of Nigerian youths: implications for national development. The study employs both quantitative empirical primary and secondary data. The descriptive research survey design was adopted, because of the in-depth nature of the study, and structured questionnaire was used as an instrument. [Based on the research supervised by the researcher] The 2,450 students’ ages of 9-17 years in Command Secondary School Ikeja Military Cantonment as the population, while 250 were chosen as a sample size, irrespective of their age, gender and level. Purposive Random sampling method was employed to elicit information from the respondents. The findings of the study drew attention to the fact that TV viewing hours has significant effects on the
students’ academic performance. In other words, staying in front of the TV set for too many hours does not allow students to bring out their full potentials in their academics. It therefore recommends that all the stakeholders to this effect should become more active to ensure that the media become sensitive to the impact of violence on the youths. Parents should monitor what their children watch on TV.

**Akanbi; Usman Daji and Augustina (2014)** designed to find out the influence of social media usage on group behaviour and academic performance among senior secondary school students in Ilorin-West Local Government, Kwara State. The study used ex-post factor design. Purposive and simple random samplings were used to select the sample. Four senior secondary schools with a total population of 1,660 and a sample size of 310 students were drawn and used for the study. Two questionnaires were used for the study: Social Media, and Group Behaviour Questionnaire [SGBQ] and English Language and Mathematics Test [EMT]. Pearson’s Correlation and ANOVA were used for the statistical analysis. The result shows positive correlation exists between social media usage and group behaviour. The findings show that there is negative correlation between social media usage and academic performance. The result also shows significant age difference among students.

**Ahinda et al. (2014)** investigated the effects of television on academic performance and languages acquisition of pre-school children in Tiriki East Division, Hamisi Sub-County, Vihiga County, Kenya. The study involved 40 teachers and 132 parents drawn from 20 pre-schools selected by simple random technique. It employed descriptive survey design and an ex-post facto research design. Data was collected by questionnaires. The study found out that; Television watching has a negative effect on both academic achievement and languages acquisition of pre-school children.

**Nwagbara and Nwamnmuo (2013)** investigated the study on instructional Television (ITV) programmes and Academic performance of Senior Secondary School students in Anambra state-Nigeria. The study adopted survey research design using
questionnaire, interview schedule, and academic curriculum as instruments for data collection. The questionnaire was administered to 500 students drawn from a population of 50,832 senior secondary school students in Anambra state. The interview schedule was used in interviewing the producers of ITV programmes in Anambra Broadcasting service and Nigeria Television Authority. The result indicated, among other considerations, that senior secondary school students in Anambra do not watch ITV programs regularly and the basic reason for this is lack of electric power supply. Among those who watched the programmes, only 9% utilized the contents of the programmes on regular basis while 91% utilized the programmes only when they wanted to. This was as a result of lack of encouragement from teachers, parents and guardians and also non-utilization of contents in class. Hence, there was a slight difference in the academic performance of those who watched and those who did not watch ITV programmes. Among those who watched the programme, only 6% had excellent grades in English Language while 3% had excellent grades in mathematics, whereas 4% had excellent grades in English language.

Noor-Ul-Amin (2013) aimed to examine the impact of television watching on academic achievement of adolescents with special reference to their socioeconomic status. The sample for the study was 240 (120 heavy viewers and 120 low viewers) selected secondary school adolescents of 15 to 17 years of age, which were randomly selected from high and higher secondary schools in District Srinagar (J&K) run by the Government. Blank self constructed TV viewing information was used for the identification of heavy and low TV viewers. Academic achievement has been assessed on the basis of aggregate marks in all the subjects secured by the students in their two consecutive examinations, conducted by the J&K State Board of School Education. The statistics applied on the data comprised percentage, mean, standard deviation (SD) and ‘t’ test were used for analysis of data. It was found that the heavy and low television viewer adolescents differ significantly in their academic achievement. The mean
difference favors low television viewer adolescents. It indicates that low TV viewer adolescents exhibit a higher scholastic achievement than the heavy TV viewer group of adolescents. On the other hand, heavy and low television viewer adolescents, on the basis of gender, do not differ significantly with respect to academic achievement.

Ndaku (2013) analyzed the impact of social media on the student’s academic performance (A study of students of University of Abuja). To achieve this, the survey research method was used. Subjects were drawn from the University of Abuja, using the simple random sampling technique and purposive sampling. The researcher purposively selected a sample size of 150 respondents from the four faculties. Faculty of Law contributed a sample size of 40 respondents, Faculty of Sciences contributed a sample size of 40 respondents, Faculty of Arts contributed a sample size of 40 respondents, and Faculty of Management contributed a sample size of 30 respondents. Therefore, the sample size for the study was 150 respondents. Research findings showed that a great number of students in University of Abuja, had access to the internet.

Kumar et al. (2013) explored the study on interaction of media, sexual activity and academic achievement in adolescents. This study was conducted in two co-education schools using a self reporting questionnaire administered to students of class IX-XII. This study evaluated the relation of academic performance, exposure to media such as television & internet to sexual activity & academic performance of the students and the role of parental discussion on these. The study sample size was 586. The results of the study revealed that, there is no significant association between the number of hours of watching television per day and academic performance as measured by marks in examinations. Significant positive association was found among boys between sexual contact and average score in academics & unsupervised use of internet. In both genders a significant positive association was found between those watching English serials, movies and increased chances of indulging in sexual activity while a negative
relation with those watching Cartoons. There was no significant difference in occurrence of sexual contact in those who discussed sexual matters with parents and those who did not. It was concluded that, this being first of its kind of study from India and a cross sectional study, further prospective and detailed studies are warranted to delineate the interaction of media, parental discussion, academic performance and sexual activity.

**Kaur (2013)** purposed the study of impact of mass media on school going children. Mass media plays a crucial role in the life of school going children. It has both positive and negative impacts. The influence of mass media on the psychosocial growth of school going children is profound. The beneficial and harmful effects of mass media on school going children’s mental and social life would be explored in the research. The prevalent messages in mass media and the impact of these messages on school going children would also be discussed. Different forms of mass media including Television, Music Videos, Videogames, Internet, Radio and Newspapers etc. affect the mental and social life of school going children. It is the man himself, who is responsible for its drastic effects. Therefore, it is imperative that school going children including parents and teachers become aware of its power and develop strategies to make wise media choices.

**Fehintola and Audu (2012)** purposed of this study was to examine the joint associations and effects of time watched, time spent, number watched, type watched, parents’ reaction and watch reason on the academic performance of secondary school students in Ido Local Government Area of Ibadan Metropolis, Nigeria. Simple random sampling technique was used to select 5 public secondary schools out of 18 found in the area. A structured questionnaire was administered to students and teachers using systematic and accidental sampling techniques. Data obtained were analyzed using tables, Pearson’s correlation and multiple regression analysis. Result of Pearson’s correlation revealed significant associations among the independent variables (time
watched, time spent, number watch, type watched, parents’ reaction and watch reason) and the dependent variable (academic performance) of secondary school students. The multiple regression result also showed that the academic performance of secondary school students is significantly influenced time watched, time spent, number watched, type watched, parents reaction and watch reason ($F = 26.125, p<0.01$). Time spent watching home video was identified by the model as the most potent predictor variable of academic failure ($B = 0.349$, $t= 8.134$, $p<0.01$). Hence, to tackle this recurrent phenomenon in our homes, parents are encouraged to monitor the shows, films and programmes their children watch. Also, to enhance students’ academic performance, parents are advised to ensure that high-quality educational programmes be made available and children should be encouraged to watch informational, educational and nonviolent movies and programmes.

**Aloraini (2012)** studied to find out the impact of using multimedia on students’ academic achievement in the College of Education at King Saud University. This study’s effort is to answer the following questions: What is the impact of using multimedia on students’ academic achievement in the “computer & its use in education” curriculum? Are there any statistically-significant differences between the average marks of the experimental group & that of the control group in the pre and post measurements of students’ academic achievement in the school of Education? To this end, an experiment of two equivalent groups was designed, one of the groups is experimental & the other is control; each of them consists of 20 female students. The lecture was given to the first group using a computer presentation program which uses multimedia treated as an experimental group, while the second group was given the same lecture using the traditional method which uses the dialog & discussion technique treated as a control group. Both groups were subjected to pre & post tests in the subject tackled by the lecture. The analysis result of the pre test showed no statistically-significant differences, which in turn proves the equivalence of the two groups.
Meanwhile, the analysis result of the post test showed the following: There are statistically-significant differences between the experimental group and the control group at a significance level of 0.05 for the interest of the experimental group.

Sharif; Wills and Sargent (2010) identified the effect of visual media use on school performance: a prospective study. The researcher conducted a 24-month, four-wave longitudinal telephone study of a national sample of 6,486 youth aged 10-14 years. Latent construct for screen exposure time (weekday time spent viewing television/playing videogames, presence of television in bedroom) and variables for movie content (proportion of PG13 and R movies viewed) self and parent reports of grades in school. Effects of media exposures on change in school performance between baseline and 24 months were assessed using structural equation modeling. Information about hypothesized mediators (substance use, sensation-seeking, and school problem behavior) was obtained at baseline and at the 16-month follow-up. The results found that, Adjusted for baseline school performance, baseline levels of mediators, and a range of covariates, both screen exposure time and media content had adverse effects on change in school performance. Screen exposure had an indirect effect on poor school performance through increased sensation-seeking. Viewing more PG-13 and R-rated movies had indirect effects on poor school performance mediated through increases in substance use and sensation-seeking. R-rated viewing also had an indirect effect on poor school performance through increased school behavior problems. The effect sizes of exposure time and content on the intermediate variables and ultimately on school performance was similar to those for previously recognized determinants of this mediators—including household income, parenting style, and adolescents’ self-control. It was concluded that, these aspects of visual media use adversely affect school performance by increasing sensation-seeking, substance use and school problem behavior.
Khan (2009) studied the impact of leisure time television on the academic achievement of 5th class students. Over the past decades, the term global culture and cultural globalization have come to the forefront of international communication. Media of Mass Communication has reduced the vast world to the point where Marshall Mc Luhan’s notion of a global village has become a virtual reality. Media research over the years has focused on three major themes (1) The Effects of Violence in Mass Media on American Culture. (2) The Effects of erotica in the media on Culture and (3) The Effects of Mass media on Children. The concern over media began with the invention of television in 1920. The first major media effects studies “The Payne Fund Studies” was conducted in 1929. Television is one of the most powerful and an integrated global medium of mass communication. Now, television has been a common & constant source of socialization all over the world and the findings of the comparison between television viewing & academic achievements and also summary of the findings of Teachers and Parents on the topic. The significance and relationship of Mass Media, in the field of education are well recognized. The primary education is considered universally, the most important level of education. It contributes towards literacy, Socio-Economic development of a country and individual itself. However, the academician and researchers have always seen television as the most dominant Mass Media and a key ingredient in national, regional and global development. They have focused in their studies the influence of Mass media specially television on children of primary education and revealed that the impact of television has been instant and profound. In fact, there is still need of more training in the strategic management of television viewing so that children can play their role more effectively to the nation.

Jusoff and Sahimi (2009) conducted a study on television and media literacy in young children: issues and effects in early childhood. Television viewing among young children has been an on going issue as it is found to effect their development in various areas. This problem is getting more worrisome as the percentage and amount of hours
of television exposure among young children is increasing, especially with the growing production of children television programs. Studies have found that television exposure to young children could affects their language and cognitive development, lead to behavior problems, attention disorder, aggression and obesity.

Moble and Kleimann (2007) designed a study on media use and school achievement- a German longitudinal study. A four year longitudinal study was designed to examine how media use (especially TV and video game use) of children affects their leisure time activities, social behaviour, development of intelligence and school performance. Additionally, expedient concepts of media education for children, parents and teachers, are developed in cooperation with the participating schools, and systematically evaluated. Control group design (baseline, n=113; treatment, n=492; control, n=454). Participants: 1,059 German elementary school children (followed from third to fifth grade). Main outcome measures: Media availability and exposure, leisure time and social behaviour, perceived parental education and guidance (general/media) as well as socio demographic parameters; students’ IQ, academic self-image, classroom climate and social integration; Student’s BMI; parents’ socio demographic parameters, educational achievement, media equipment and exposure (self/child) and their children’s leisure time behaviour. The results of the study shows that, partial correlational analyses (controlling for socio-economic status and students’ IQ) showed significant relations between poor school performance and a high degree of in-home media availability and daily media exposure. Bedroom media ownership and a high degree of daily television exposure were also associated with a higher body mass index. These results were confirmed in terms of school achievement longitudinally by a structural equational analysis, which also demonstrated a significant gender difference in media ownership and exposure in favour of the boys, as well as the importance of parental guidance. First analyses showed effects of the intervention program regarding media exposure, media equipment, and school performance.
Nguyen and Western (2006) aimed to study the complementary relationship between the Internet and traditional mass media: the case of online news and information. Secondary data analysis of a national survey of 4270 Australians conducted in late 2003, employing hypothesis testing for the mean, partial correlations, and a linear regression analysis were used for the study. The results found that online news and information usage at different usage levels is positively associated with the use of traditional news and information sources, especially those that are more information-intensive. Those who relied on the Internet the most for news and information still used traditional sources substantially. It was concluded that, the findings suggest that even if a displacement effect takes place, there will be no replacement (absolute displacement): traditional media will still exist to complement the Internet in serving human beings’ news and information needs.

2.4 STUDIES RELATED TO SOCIO-ECONOMIC STATUS

Razia (2015) studied the study habits of secondary school students in relation to their socio-economic status and gender. The study explored the relationship of study habits with socio-economic status and gender. The research was carried out on a sample of 224 students studying in class IX of Aligarh district. Standardized scales were used to collect the data which in turn was analyzed by applying Mean (M), Standard Deviation (SD), Product moment correlation (r), t-test and ANOVA. Findings revealed that significant difference exists in the study habits of students in relation to gender. Significant and positive relationship exists between study habits and Socio-economic status but interaction effect of gender and SES was not found on study habits.

Singh and Vyast (2014) influenced the study of socio-economic status of parents and home environment on the study habits and academic achievement of students. The study deals with the relationship among the academic achievement of students and the socioeconomic status of parents in selected primary schools of Meerut district of Uttar Pradesh. The number of students taken for the study was 90. They were
taken randomly for class V of these schools. For this, Socio-Economic Status Scale (Rural) developed by R.L. Bhardwaj was administered to the students. The present study reveal that the socio-economic status of parents does not make significant effect on the educational achievement of students but the parental educational level health status of children has a significant role in determining the educational achievement and social adjustment of the children. Apart from these factors, the democratic environment at home and the availability of means of recreation play a significant role in the academic performance of students at primary level.

Shaheen and Gul (2014) aimed to study the socio-economic status and achievement; a survey study of students at secondary level. This study was determined the effect of gender and socio-economic status (SES) on the achievement of the students at secondary level. Multi stage sampling technique was used to draw the sample of 200 SSC students (101 males and 99 females) from randomly selected four government schools of Lahore. SES scale and score of previous class of students were used to conduct this study. A self-developed socio-economic status measuring questionnaire was used as instrument of the study. It was comprised of ten factors of socio-economic status. The factors included parental education, monthly income, parents’ occupation, residence, facilities, transportation and property. Data were analyzed through t-test and ANOVA. The differences among achievement scores on the basis of SES were analyzed by applying ANOVA, while t-test was used to calculate the difference between achievement scores of male and female students. Findings showed that there was significant difference in achievement scores of students on the basis of SES, and no difference was identified in achievement scores on the basis of gender.

Kapinga (2014) aimed to assess the impact of parental socioeconomic status (SES) on students’ academic achievement in secondary schools. The study employed a qualitative research approach informed by a case study research design. A purposive sampling technique was used to obtain 60 informants drawn from amongst parents,
teachers and students. The data were collected through semi-structured interviews and focused group discussions. Data were analyzed qualitatively using thematic analysis. The study found that majority of the students from the selected secondary schools was from low SES. The study established that there was a close relationship between SES and academic achievement. The study further found that majority of the parents was not involved in the learning of their children as well as in the school improvement programmes.

Joachim and Eskay (2014) compared the study of relationship between parents’ socio-economic status and students with disabilities academic performance in junior secondary schools in Owerri education zone 1 of Imo State of Nigeria. The study was aimed at establishing the relationship between parents’ socio-economic status and students with disabilities’ academic performance in Junior Secondary School. The target population was the entire 65 public Junior Secondary Schools in Owerri Education Zone I with an aggregate of twenty-one thousand five hundred and thirty-eight (21,538) students. The sample was made up of one thousand one hundred (1,100) Junior Secondary class two (JSS2) students from fifteen (15) Junior Secondary Schools in Owerri Education Zone I. Correlation research design was used for the study. The parents’ socio-economic parameters used for assessment were parents’ income, educational attainment/level, area of residence and family structure. Data were collected from the students’ academic records and the parents’ socio-economic status relationship with Students’ Academic Performance (PSERWAP) questionnaire. The reliability coefficient of 0.89 for the instrument was established using Cornbach alpha. Data collected were analyzed using Pearson Moment correlation coefficient. It was found that parents’ income, area of residence and family structure positively correlate with children with disabilities’ academic performance. The relationship was also significant at P<0.05. However, the study found that there was a non-significant positive relationship between parents’ educational level and their children’s academic performance at P<0.05.
Igbo; Okafor and Eze (2014) studied the role of socio-economic background on self-concept and academic achievement of in-school adolescents in Nigeria. They investigated the influence of socio-economic background on self-concept and academic achievement of senior secondary (SS) school II students in Aguata education zone of Anambra State Nigeria. Ex-post facto design was used for the study. A sample of 300 SSII students was randomly selected from ten co-educational secondary schools. The instrument for the study was a questionnaire which was face validated as well as trial tested to determine its reliability. Data generated from the respondents were analyzed using Mean, Standard deviation and ANOVA statistics. Result of data analysis show that socio-economic background significantly influences self-concept and academic achievement of students.

Hernandez (2014) purposed a study of the relationship between mathematics achievement and socio-economic status. This study investigated the relationship between the mathematics scores of public middle school students in Miami-Dade County on Florida’s standardized test, the Florida Comprehensive Assessment Test (FCAT) 2.0, and students’ socio-economic status. For the 2010-2011 school year, there were a total of 59 public middle schools in Miami-Dade and that were used in this study. According to Miami-Dade’s Statistical Highlights (2010-2011), there were a total of 80,113 public middle school students (Miami-Dade County Public Schools, 2011) were selected for the study. The study found that SES had a strong correlation with the standardized test mathematics scores (r=-.830). The study concluded that the standardized test mathematics scores of Miami-Dade County Public Schools middle school students have a significant negative relationship with SES.

Ghaemi and Yazdanpanah (2014) compared the study on relationship between socio-economic status and academic achievement in the EFL classroom among Iranian university students. This study was conducted on 120 students studying English Translation at the Department of Foreign Languages and Linguistics of the national
university of Rafsanjan. Descriptive Statistics were made on the data. Using Pearson formula, correlational analysis was conducted on the data to analyze the study. This study found that there was negative relationship between socio-economic status and academic achievement among university junior students. The result of the study was opposed to the assumptions of its conductors. This may be due to the fact that the mid/high SES-students have welfare in their life, so they may not have many motives or purposes to spend time and effort for learning, and thus, they achieve lower GPAs than the low SES-students who wish to have a good life, have stronger motivations and so may try to learn and get higher GPAs than them.

*Alade; Nwadingwe and Victor (2014)* investigated a study of socio-economic status and gender as predictors of students’ academic achievement in Economics. The sample of the study consists three hundred and fifty (350) randomly selected students from selected secondary schools in Isheri Local Government Area of Lagos State. The instrument used for data collection was a self developed questionnaire. The data collected were analyzed and the formulated hypotheses were tested using independent t-test of unrelated sample and Chi-square statistical methods. All the hypotheses were tested at 0.05 level of significant. The results of the data analysis showed: there was significant relationship between parental educational attainment and students’ academic achievement in Economics; there was prominent association between occupational background of parents and student’s academic achievement; there was significant difference in the mean scores between Socio-Economic Status and Students’ academic achievement due to gender and there was significant association between parental socio-economic status (SES) and academic achievement.

*Yadav (2013)* compared the study of academic achievement of high school students to their socio-economic status. The study was undertaken to see whether there is any relationship exists between the academic Achievement of Male & Female students of High Schools (Government or Private) as well as in Rural or Urban Areas
of District Ajmer, Rajasthan with their socio-economic status. A sample of 200 students was taken. It was further divided into 100 male and 100 female students studying in class IX in different Govt. and private High Schools of Rural and Urban Areas of Ajmer District. The Annual Exam result score of students were taken from the school Record to measure the academic achievement. The Socio-Economic Status Scale by Dr. Bena Shah was used to assess the socio-economic status of the students. The findings of present research revealed that, there was a positive relationship between Academic Achievement and socio-economic status of High school students.

**Rather (2013)** influenced the study of socio-economic status (SES) on academic achievement of secondary school students. This study was conducted on 544 secondary school students to find out the influence of Socio-economic status (SES) on Academic achievement and achievement in school subjects. The investigator hypothesized that there is no significant difference between different categories of SES (upper, middle and lower) and mean difference between the categories of SES in respect of Academic achievement and achievement in school subjects. In fact, the investigator found that there was a significant mean difference between different categories of SES (upper, middle and lower). It was found that there was much difference in academic achievement and achievement of different school subjects of secondary school students and achievement increases with the increase in SES.

**Mirashrafi (2013)** studied the effect of family background and socioeconomic status on academic performance of higher education applicants. The gathered data from the Iranian university and college applications in 2008 was analyzed using data mining methods to investigate the effects of family background variables on entrance examination grades. The results of this analysis show that parental education, parental job and the socioeconomic status of family have large effects on entrance examination grades and as a result on university and college acceptance. The proportion of acceptance in universities for high social class families are more than the proportion of
candidates in the other categories. In other words, applicants who come from higher social classes have a significantly better chance of becoming admitted in university.

Kaur (2013) studied the socio-economic status as correlate of academic achievement: a study of rural government school girls. This research based on the study conducted on rural girls of secondary schools. A sample consists of 180 rural girl students of 10+1 class were randomly selected from the rural schools of Barnala District of Punjab. To study Socio Economic Status a scale developed by Meenakshi (2004) was used. The findings of the study reveal that high achievers and low achievers significantly differ on the basis of their socio economic status. Socio economic status was positively related with the academic achievement of the girl students and is an important determinant.

Gupta and Katoch (2013) studied the socio-economic status and the academic achievement of X grade students. The present study seeks to examine the Socio-Economic status and the Academic Achievements of Tenth grade Students. The study was conducted on the 160 students of 8 Government Schools of District Kangra of Himachal Pradesh. Socio Economic Status Tool developed by Dr. Usha Mishra was taken. For academic achievement, the marks of subject Mathematics of the students of matriculation has been taken. After analysis of the result, it was found that no significant relationship between socio economic status and academic achievement among the students of tenth grade but there exist significant difference according to their areas among boys of grade tenth. There exist no significant differences in Socio Economic Status among X grade girls belongs to their Area.

Ghazi et al. (2013) investigated the relationship between parents’ socio-economic status and their children academic performance. The main objective of the study was to know about different socio-economic factors which affect students’ academic performance at secondary level in Khyber Pakhtunkhwa, Pakistan. This study was descriptive and co-relational in nature. Students of intermediate level (1st Year) of
six districts of Khyber Pakhtunkhwa Pakistan comprised the population of the study. Seven hundred and twenty (720) students were sampled from the selected districts. Pearson Product Movement correlation was used as statistical technique. A positive significant relationship of total family income, father’s job grade was found with the academic performance of the students. The results of this study showed that parents’ socio-economic status is an important variable which influence their children academic performance.

Chandra and Azimuddin (2013) influenced the study of socio economic status on academic achievement of secondary school students of Lucknow city. The present study examines the influence of different categories of SES of students on their academic achievement. The study also examines the relationship between SES and Academic achievement of 14 Secondary school students of Lucknow city of Uttar Pradesh (India). The age range varies from 13 years to 17 years. The sample of the study comprised of 614 students (358 males and 256 females) from classes IX and X. The Socio Economic Status Scale developed by Dr. Meenakshi (2004) was used for collection of data. The board results of class IX and X are used for assessment of academic achievement. The statistical measures like t-test and Karl Pearson’s correlation coefficient was used. The result of the study reveals the difference between high, average and low SES groups and their academic achievement. A positive correlation was observed between SES and Academic achievement.

Chandra and Azimuddin (2013) influenced the study of intelligence and gender on academic achievement of secondary school students of Lucknow city. This present study examines the influence of Intelligence and gender on Academic achievement of secondary school students of Lucknow city. The sample of the study consisted of 614 students (358 males and 256 females) from ninth and tenth class of fourteen schools of Lucknow city of Uttar Pradesh (India). Intelligence was measured by Dr. G.C. Ahuja’s Group Test of Intelligence. The board Results of Class X was used
for collecting data for academic achievement. The findings of the study reveal that there was a significant influence of Intelligence on academic achievement whereas gender has not significantly influenced the academic achievement. t-test; ANOVA and F- value were used for analyzing the data.

**Bharaj (2013)** presented a study of multi-dimensional study of the intellectually gifted adolescents. The study was aimed at studying some intellectual and non-intellectual endowments and characteristics of the intellectually gifted children and also to see how their self-development could be influenced by a planned orientation through lectures and exercises. 740 boys and 520 girls from five randomly selected senior secondary schools having IQ of 145 or above comprised the sample for study. Intelligence, interests, self-esteem, creativity, neuroticism and extraversion, anxiety and socio-metric status were studied of such students. These students were given eight sessions of orientation consisting of lecture-cum-demonstration of communication skills, creative thinking and problem solving, leadership and initiative, self-motivation techniques, interpersonal relations and self-development. The results of the study show that gifted children need three things from their parents and teachers. These are (i) acceptance (ii) understanding and (iii) superior insight into problems given their ability for generalising, reasoning and dealing with abstraction. They learn readily and easily, have good memory to listen to. Parents must give active help to their child in assisting him/her to discover his/her assets and limitations-physical, mental and social and to match these with the requirements of different vocations.

**Azhar et al. (2013)** studied the impact of parental education and socio-economic status on academic achievements of university students. This study examined the ways in which student’s academic achievements are effected by parental education and their socio-economic status. Participants were 250 students taken from randomly selected departments and research findings are to be generalized to the University of Sargodha students. Students were selected from M.A 3rd level with the demographic
information of gender, roll number and department. Data was collected from participants through questionnaire which contains three basic variables. Parental education and Socio-economic status are independent variables and student’s achievement is dependent variable. Analysis of data indicates that students belonging to strong financial status perform better than those who face problems in finance. Similarly, parental education boosts up their children’s performance.

Ahmar and Anwar (2013) studied the socio economic status and its relation to academic achievement of higher secondary school students. This study examined the effects of gender and socio-economic status on academic achievement of higher secondary school students of Lucknow city. The sample consists of 102 males and 98 females in age range of 15 to 19 from five higher secondary schools of Lucknow city Uttar Pradesh (India). Socio-Economic Status Scale developed by R.L. Bharadwaj (2005) was used for data collection, while the total mark obtained by the students in the previous class i.e. standard X was used as an achievement criteria. Mean (M), Standard Deviation (S.D), Standard Error of the mean (S.E.M), t-test were used. This study shows that gender does not influence the achievement in science at higher secondary school (Standard -XI) level. Also the result of this study showed the difference between high and low socio-economic status groups. It was found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance.

Teodor (2012) studied the study of socio-economic status on school performance. The sample consists of a group of 100 young students age between 18 and 24 years old (M=20.19, S.D.=1.54), all of them aged over 18, being in their fourth year of high school; In order to validate the hypothesis the researcher used a socio-economic questionnaire of our own, since the concept covers several financial factors such as family, parents’ academic level, lifestyle, family influence, the number of people in the house. For the academic performance measurement researcher used the
average grades of the students. This group was given a questionnaire measuring the socioeconomic status. School performance was assessed by consulting the students’ class books School performance correlates directly proportional to the duration of hours spent learning per day (r = 0.221, p < 0.05). Another statistically significant correlation was the one between school performance and extracurricular activities (r = -0.30, p < 0.01).

Ogunshola and Adewale (2012) studied the effects of parental socio-economic status on academic performance of students in selected schools in Edu Lga of Kwara State Nigeria. The relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analysed were: parental socio-economic background, parental educational background, parental educational qualification and students’ health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students’ academic performance. Parental socio-economic status and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health statuses of the students were identified to have statistical significant effect of the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student’s home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area.

Ahmad and Khan (2012) determined the relationship between parental socio-economic conditions and student’s academic achievements: a case of district Dir, Timergara, Pakistan. This study examines the relationship between socio-economic
conditions of the parents and academic achievements of students at government schools for boys of District Dir, Timergara Pakistan. Data was collected by a structured questionnaire and was presented through tabulation and percentage analysis. The term academic achievement was equated only with obtaining of marks in the annual examination. For the purpose of the sampling, 08 government secondary schools for boys of District Dir Timergara were selected. A random sample of 69 students was selected from all the 16 secondary schools for boys who had passed secondary examination from the Board of Intermediate and Secondary Education Malakand. The findings of the study showed a significant relationship between parental socio-economic conditions and academic achievements of the children in secondary examination.

Agnihotri (2012) studied the academic achievement in relation to intelligence and socio-economic status of high school students. A sample included high school students of Solan district was the population of this study. Solan district has five tehsils out of which two tehsils were selected randomly. Out of each selected tehsils fifteen high schools were selected randomly. From each school 20 students (i.e. ten male students and ten female students) of 9th class and 20 students (i.e. ten male students and ten female students) of 10th class were included in the sample. Thus, 1200 students was the sample for the study. This Scale was developed by Dr. Meenakshi for 8th to 12th class students. Product moment correlation and t-test were used to analyse the data. The results indicates that, there was strong positive and significant relationship between: a) Academic Achievement and Verbal Intelligence (Total Sample) b) Academic Achievement and Socio-Economic Status (Total Sample) c) Academic Achievement and Verbal Intelligence (Boys) d) Academic Achievement and Socio-Economic Status (Boys) e) Academic Achievement and Verbal Intelligence (Girls) f) Academic Achievement and Socio-Economic Status (Girls) and High school students possessing higher level of verbal intelligence exhibit significantly superior academic
achievement in comparison to their counterparts possessing average level of verbal intelligence.

Memon; Joubish and Khurram (2010) studied the impact of parental socio-economic status on students’ educational achievements at secondary schools of district Malir, Karachi. For the purpose of the sampling the Malir District was divided in four divisions, i.e. East, West, North and South. It was a purposive sample design therefore researcher selected 4 secondary schools (2 Govt. 2 Private) from each division. Total sample population was based on 240 students. As a result, children from families with low socio-economic status are less prepared than their peers from families with medium or high socio-economic status. This research attempted to find out the impact of parental socio-economic status on the student’s educational achievements at secondary schools of district Malir, Karachi.

Hanafi (2008) studied the relationship between aspects of socio-economic factors and academic achievement. This study focused on two aspects of family socio-economy, that is, mother’s and father’s educational level and reading materials in the home. Four-hundred thirty five students from three secondary schools in a district in Kedah were involved in this case study. The findings of this study support previous studies where both parents’ level of education and reading materials available in the home were related to children’s academic achievement.

Sirin (2005) analyzed the socio-economic status and academic achievement: a meta-analytic review of research. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong SES–achievement relation. This relation, however, is moderated by the unit, the source, the range of SES variable, and the type of SES–achievement measure. The relation is also contingent upon school level, minority status, and school location. The author conducted a replica of White’s (1982) meta-analysis to see whether the SES–achievement correlation had changed since White’s initial review was published. The results showed a slight decrease in the average correlation.
Lan (2004) studied the relationships among socio-economic status, parenting, academic achievement, and self-esteem in early and middle adolescence: a longitudinal study. In this study a sample included 186 adolescent daughters and 188 adolescent sons with their parents and one sibling from 374 families. Structural equation results showed that socioeconomic status has a significant and positive effect on nurturant parenting and on adolescents’ academic achievement, which, in turn, affect adolescent self-esteem. MANOVA results showed a gender effect for academic achievement and a grade effect for parenting. Multiple regression results found a significant effect of parental education on adolescents’ academic achievement.

2.5 OVERVIEW OF STUDIES

The researcher has reviewed 69 related studies. Out of these, 8 are about Academic Achievement, 17 are about Family Environment, 16 about Mass Media and 28 are about Socio-Economic Status. The same is depicted in the graphical presentation in Fig.2.1.

Fig.2.1 : Pie graph showing studies reviewed for the present study
From the above review of the literature it is found that most of the studies have been conducted on the academic achievement of primary, secondary and college students in India as well as abroad. Few studies have been carried out on Academic Achievement of secondary school students. The review also shows that good amount of work has been done on family environment, mass media and socio-economic status, and a very few studies have been done so far on the present study depicting the relationship between of academic achievement with family environment, mass media and socio-economic status. From the studies it was concluded that several researchers have concluded that personal factors such as sex, type of management, locality, religion are correlated with Academic Achievement of students. Family Environment, Mass Media and Socio-Economic Status of students are closely related to Academic Achievement.

In India, only few studies have been carried out related to the Academic Achievement of students in the field of secondary education in relation to Family Environment, Mass media and Socio-Economic Status. This research makes the study in hand vital in spirit and strength, so the above related studies pursuits the researcher to conduct the present study.