CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

Knowledge is cumulative in nature. Knowledge in the form of ideas never dies. Past knowledge always acts as backbone or present understanding and shows a direction to the present knowledge. Therefore, any attempt to have newer understanding that a phenomenon must be rooted into the based on earlier understanding of the some phenomenon. In research investigation, reviewing the earlier researches is utmost important.

Review of related literature is considered to be one of the most important steps in the research study. The survey or review of related literature implies locating, studying and evaluating reports of relevant researches, study of published articles, going through related portion of encyclopedias and research abstracts. For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the work which has been already done in the area of his choice.

Review of related literature helps the researcher to acquaint himself with current knowledge in the field of his study. It enables the researcher to be familiar with what is already known and what is still unknown and untested in the investigating area. It enables the researcher to define limits of his field. It also helps to avoid unnecessary duplication of his study, provides assistance in formulating research problem, specifying objectives, making useful hypothesis, understanding the research methodology. The results of the findings helps the investigator to get better understanding of the problem, methodology, procedure, importance and utility of the study.
A number of researches were carried out in academic performance of students. Correlates to academic performance such as intelligence, study habits, attitudes of pupils towards school, different aspects of their personality, socio-economic status, parents’ education, occupational aspiration, institutional facilities, home and health adjustments etc. have been studies to find out their effect on academic performance.

In this present chapter, an attempt has been made to provide a review of the important aspects of the available research studies which have been carried out in the field of tribal education, academic performance, career expectation and institutional facilities.

2.1. LITERATURE IN THE INTERNATIONAL ARENA

Bowers\(^1\) and Burkett (1988) investigated the differences in health, attendance, behavior, and achievement in rural Tennessee. Bowers and Burkett found that there was a relationship between the physical environment and health, attendance, behaviour, and student achievement.

Edwards\(^2\) (1991) conducted a study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition.

Lackney\(^3\) and Chang (1992) concluded that building conditions and educational adequacy within the context of historical change in the school districts’ referendums and building programs, provides unique opportunities to understand how and why improving facilities conditions and educational adequacy across the district may influence outcomes and may provide more substantial and robust evidence for the relationship between school building condition and learning in the district.
Cash\(^4\) (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.

Hines\(^5\) (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.

Lackney\(^6\) (1999) argued that school buildings were critical to the teaching and learning process. Lackney also took the viewpoint that “the factors responsible for student achievement were ecological – they acted together as a whole in shaping the context within which learning took place. The physical setting – the school building was an undeniably integral part of the ecological context for learning”. The physical factors that had a profound impact on the teaching and learning process were (a) full-spectrum and natural lighting, (b) the reduction and control of noise, (c) the location and sighting of schools, (d) optimal thermal conditions, (e) school size and class size, and (f) the building condition.

According to the Organization for Economic Co-operation and Development\(^7\) (2000), research had demonstrated that there was a relationship between student performance (achievement and behaviour) and the condition of the built environment. School personnel as well as school board members can improve the educational opportunities of their students by insuring that buildings are in good condition and to provide the best possible learning environment that influences the educational opportunities of all students under their charge.

Earthman\(^8\), Glen I. in the year 2002 conducted a study on “School Facility Conditions and Student Academic Achievement”. This paper showed that the
condition of school facilities had an important impact on student performance and teacher effectiveness. In particular, research demonstrates that comfortable classroom temperature and noise level were very important to efficient student performance. The age of school buildings was a useful proxy in this regard, since older facilities often have problems with thermal environment and noise level. A number of studies had measured overall building condition and its connection to student performance; these had consistently shown that students attending schools in better condition outperform students in substandard buildings by several percentage points. School building conditions also influence teacher effectiveness. Teachers report that physical improvements greatly enhance the teaching environment. Finally, school overcrowding also makes it harder for students to learn; this effect is greater for students from families of low socioeconomic status. Analyses showed that class size reduction leads to higher student achievement.

According to the Tennessee Advisory Commission on Intergovernmental Relations: Staff Information Report (TACR, 2003), reported that there was growing evidence of a correlation between the adequacy of a school facility and student behaviour and performance. Research studies that were conducted in the past three decades found that there was significant relationship between the condition of a school, or classroom, and student achievement (Berner, 1993; Cash, 1993; Earthman, 1995; Hines, 1996; Lanham, 1999; TACR). Educators and policymakers should be concerned about the relationship between student learning and achievement and school facilities (TACR, 2003). Educators and policymakers must also be concerned about the health, security, and psychological issues (TACR, 2003).

Bakar, Ab. Rahim & Mohmed, Shamsiah (2004) carried out a study on “Academic Performance, Educational and Occupational Aspirations of Technical Secondary School Students”. Two hundred forty-three students were involved in the study. The findings of the study showed that technical secondary school students have high educational aspiration. The majority plan to study for at least a Bachelor degree. About 76% of them plan to enroll in technical courses especially in engineering. About 60% of the students have an average general academic ability and about 50% have an average academic ability in mathematics and sciences. No significant
correlations were observed between academic achievement and educational aspirations and occupational aspiration. The majority of the students were confident in obtaining a place for further education, the area of studies and the occupations they aspired for. Students were moderately knowledgeable about the field of studies and the occupations they aspire for.

Behnke\textsuperscript{11}, Andrew O., Piercy, Kathleen W. and Diversi, Marcelo (2004) carried out a study on “Educational and Occupational Aspirations of Latino Youth and Their Parents”. In this study, in-depth interviews of 10 rural Latino family triads (mother, father, and adolescent) investigated the educational and occupational aspirations of parents and youth, and factors affecting those aspirations. Using a content analysis of the interview scripts, several themes emerged that described these families’ experiences. In some instances, Latino parent aspirations were found to transfer to their youth. However, only one half of the parents were aware of their youth’s aspirations, and most had not discussed them with their youth. Youth and parents articulated several barriers to achieving higher educational or occupational aspirations. Implications for programmatic initiatives and research are delineated.

Buckley\textsuperscript{12}, Schneider, and Shang (2004) had pointed out that the Los Angeles Unified School District schools must comply with health and safety regulations and academic performance. Buckley et al. also noted that a good school facility supports the educational enterprise. Research had shown that good light, clean air and small, quiet, comfortable, and safe environment were very important for academic achievement.

Earthman\textsuperscript{13} (2004) examined the relationship between building quality and academic outcomes. He found that there was a relationship between building quality and academic outcomes. Further, Earthman rated temperature, heating, and air quality as the elements that affected student achievement.

Uline\textsuperscript{14} and Tschannen-Moran (2005) examined school climate as the link between school facilities and student achievement. Uline and Tschannen-Moran found positive correlation between a school facility’s condition, school climate, and student achievement.
Caddick\textsuperscript{15} (2006) presented a paper on the behalf of the National Education Association to the U. S. House of Representatives Committee on Education and Labour that discussed the relationship between school building adequacy and student achievement. Caddick findings indicated that quality facilities were related to all of the school climate variables: teacher professionalism, collegial leadership, community engagement, and academic press.

Nicole\textsuperscript{16} C, Edwards in the year 2006 conducted a study on “School facilities and student achievement: student perspectives on the connection between the urban learning environment and student motivation and performance”. This study examined the ways in which students in an urban school district responded to being educated in substandard facilities. The purpose of this study was to arrive at an understanding with respect to students’ attitudes, perceptions and beliefs regarding the environment(s) in which they are educated. Analysis revealed students perceived there to be a connection between the condition of the school they attended and their motivation, conduct and achievement. The study also showed students regarded the quality of staffing in their educational environments as being contingent upon the condition of the school itself. Students held the point of view that teachers and principals of higher quality were employed elsewhere and were more effective in well-maintained schools. The study revealed a connection between students’ perceptions of the facilities in which they are educated and the degree to which the school district values their education and safety. The implications of this study are useful in that accountability standards and legislative mandates have fostered an awareness regarding the quality of education provided to students- especially students who are disadvantaged and/or attend schools in urban districts.

O'Sullivan\textsuperscript{17}, Sean (2006) conducted a study on “A Study of the Relationship between Building Conditions and Student Academic Achievement in Pennsylvania’s High School”. This study investigated the relationship between school building conditions and student academic achievement in Pennsylvania’s high schools. Research questions analyzed by step-wise multiple regression were: (a) Is there a relationship between overall school building conditions and student academic achievement in Pennsylvania’s high schools when socio-economic status (SES) is
held constant?; (b) Is there a relationship between the cosmetic conditions of school facilities and student academic achievement in Pennsylvania’s high schools when socio-economic status (SES) is held constant?; and (c) Is there a relationship between the structural conditions of school facilities and student academic achievement in Pennsylvania’s high schools when socio-economic status (SES) is held constant? The study revealed that Student academic achievement data was measured by a three year scale score average of students’ performance on the writing, reading and mathematics sections of the Pennsylvania System of School Assessment (PSSA) exams. Socio-economic status (SES) was identified as the iii) percentage of students eligible for free or reduced lunch. This factor was used as a covariant to control academic achievement variance related to SES. A step-wise regression analysis identified that a relationship exists between high school building conditions and student academic achievement in Pennsylvania’s high schools. As the building conditions in the participant high schools surveyed improved, a corresponding increase in the academic achievement of its students was noted. It did not appear to matter if the improvement in a school buildings condition was cosmetic or structural; any improvement in a school buildings condition was associated with an increase in student academic achievement. This would seem to indicate that a relationship exists between student academic achievement and school building conditions in Pennsylvania high schools.

Thornton¹⁸, James D. (2006) conducted a study on “A study examining the relationship between school building conditions and the achievement of students identified in the sub groups of economically disadvantaged and minority in the high schools in the commonwealth of Virginia”. The purpose of this study was to examine the relationship between building conditions and student achievement of students identified in the subgroups of poverty and minority in high schools in the Commonwealth of Virginia. The targeted population was identified by using the study conducted by Crook which included information obtained from seventy-two high schools across the Commonwealth of Virginia. Building conditions used in the study were based upon the responses received from principals on the Commonwealth Assessment of Physical Environment (CAPE) form. The scaled scores of economically disadvantaged students and minority students on the Standards of Learning tests administered in grades nine through eleven during the 2004-2005
school years were used to measure student achievement. The status of economically
disadvantaged students was controlled by the classification of a student receiving free
and reduced-priced lunch during the 2004-2005 school years. The status of minority
students was controlled by ethnicity as reported by the individual schools to the
Virginia Department of Education for the 2004-2005 school years.

Two basic research questions guided this study and the researcher used t-tests
to compare dependent variable means across independent variables. The research
questions include: Is there a significant difference between the scores of economically
in buildings rated standard in the high schools in the Commonwealth of Virginia? Is
there a significant difference between the scores of minority students housed in
buildings rated substandard and those housed in buildings rated standard in the high
schools in the Commonwealth of Virginia? This study found an inconsistent
relationship between building conditions and the achievement of economically
disadvantaged students. Therefore, the conclusion is that the condition of the school
building does not apparently influence the achievement of economically
disadvantaged students when they are housed in inferior buildings. In addition, this
study found a positive relationship between building conditions and the achievement
of minority students in the majority of the achievement measures. Therefore, the
conclusion was that the condition of the school building does in fact influence the
achievement of minority students when the building is in poor condition.

McGowen\textsuperscript{19} (2007) investigated the relationship between school facility
conditions and school outcomes (student academic achievement, attendance,
discipline, completion rate, and teacher turnover rate). McGowen found that student
achievement, attendance, and completion rate measure, was not statistically
significant in relation to school facility conditions, and discipline or behaviour were
significantly related to school facility conditions. Teacher turnover rate was related to
school facility conditions.

Patton\textsuperscript{20}, Wendy A. and Creed, Peter (2007) conducted a study on
“Occupational aspirations and expectations of Australian adolescents”. Adolescents
across the five years of high school (169 females and 164 males) completed a survey
which identified occupational status aspirations and expectations and RIASEC coded
aspirations and expectations. As the focus of the study was to explore relationships between these traditional constructs and key career development constructs. Measures of career maturity, career indecision, self-esteem, career goals and school achievement were also completed. Discrepancies between occupational aspirations and expectations were reported and the relevance of including career development constructs into these investigations was validated. Occupational status aspirations were associated with school achievement, self-esteem, and career maturity. Students who reported achieving well at school, were more careers mature and had higher self-esteem were more likely to aspire to professional status occupations than students who held skilled status aspirations, and students who held semi-professional aspirations having more career knowledge than students who held skilled aspirations.

**Engin-Demir**\(^{21}\), C. (2008) studied on the factors influencing the academic achievement of the Turkish urban poor. The major findings of the study were the set of variables comprising students’ characteristics, including well-being at school, scholastic activities and support, explained the largest amount of variance in academic achievement among the urban poor.

According to **Lackney**\(^{22}\) and **Picus** (2008), school facilities should be responsive to the changing programs of educational delivery. School facilities should provide an environment that was safe, secure, comfortable, accessible, well-ventilated, well-illuminated, aesthetically pleasing, and should be an integral component of the conditions of learning.

**The United States Environmental Protection Agency**\(^{23}\) (EPA, 2008) reported that high performance schools were facilities that improved the learning environment while saving energy, resources, and money. The key was to understand the lifetime value of high performance schools and effectively managing priorities, time, and budget during the design and construction (EPA). High performance schools referred to the physical facility – the school buildings and grounds. Good teachers and motivated students could overcome inadequate facilities and perform at a high level almost anywhere, but a well-designed facility could truly enhance performance and make education a more enjoyable and rewarding experience.
**Linderman**, Aaron J. (2010) conducted a study on “Seventh Grade Student Career Aspirations and Academic Achievement”. The study examined the proposition that a direct relationship exists between the career aspirations of seventh grade students and their academic achievement. A career aspirations survey was completed by and collected from 39 students from a suburban middle school of a northeastern United States city. In the analysis, career aspirations were categorized by the level of preparation needed to perform the stated career. The survey responses were subsequently compared to the GPA’s of each respective student. Results indicated that most students, regardless of GPA, aspired to careers that required considerable to extensive preparation. The students holding the top 5 highest GPA’s out of the sample aspired to careers in these two categories giving evidence to the validity of the proposition.

**Omwango** Kiche, Anne (2010) conducted a study entitled “The Educational and Occupational Aspirations of Sudanese Refugee youth in an American Public High School in the Midwest”. Research on the educational and occupational aspirations of U.S. youth born in Africa is not only rare, but some studies have assumed that these immigrants are a monolithic group. However, they differ in experiences according to whether they are refugees, asylum seekers, or voluntary immigrants coming from various countries in Africa. These immigrants also come from different countries with different ethnicities, cultures, religions, and races. This case study makes such a needed distinction based on a small sample of high school students from Northern Sudan who lived in a small Midwest U.S. city. Diversity in ethnicities and cultures not only affects educational and occupational aspirations but also impacts how the aspirations are formed, maintained, and achieved. The Sudanese refugee youth who participated in this study had high educational and occupational aspirations, with all of them aspiring to obtain a college degree and some intending to achieve careers in medicine, dentistry, law, and engineering. These high aspirations were backed by high academic scores. Almost all students in this study came from well-educated families despite their current low socioeconomic status (SES). Their current SES and minority status (MS) did not seem to affect their aspirations and academic performance. This study showed that educational and occupational aspirations are formed when students have strong social support from parents, significant others, teachers, peers, and their
community, all of whom influence and reward high educational expectations and enforce the students’ cultural obligations.

Owoeye\textsuperscript{26}, Joseph Sunday and Yara, Philias Olatunde in the year 2011 conducted a study on “School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria”. The study looked at the provision of facilities as it relates to academic performance of students in agricultural science in Ekiti state of Nigeria between 1990 and 1997. The study population was results of the West African School Certificate Examinations (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument (STQF) was used for data collection. One hypothesis was formulated and answered. Data were analyzed using mean and t – test. The results showed that there were no significant differences in the performance of students between rural and urban secondary schools in term of availability of library facilities ($t = 1.79$, $p<0.05$), availability of textbooks ($t= 1.20; p <0.05$) and availability of laboratory facilities ($t= 1.83, p<0.05$). It has been established that facilities are potent to high academic achievement of students; therefore, Ekiti State Government should provide adequate material resources to rural/urban locations to enhance teaching and learning processes. The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost the performance of students in SSCE.

Sikora\textsuperscript{27}, J. and A. Pokropek (2011) conducted a study on “Gendered Career Expectations of Students: Perspectives from PISA 2006”. This paper provided a comprehensive overview of adolescent career plans reported in PISA 2006. Its main focus is on the differences in the status and area of employment expected by girls and boys in high school. In almost all countries, girls lead boys in their interest in non-manual, high status professional occupations. This could be seen as a vertical dimension of gender segregation in occupational preferences. Students also differ by gender in selecting particular fields of employment within status categories. These differences make up the horizontal segregation of students' expectations and, in PISA 2006, were prominent in the gendered choices of specific subfields of science. Both the vertical and the horizontal dimensions must be considered to appreciate the
cultural and institutional factors which promote and reinforce systematic divides in career choices of adolescent boys and girls. Although, in many countries, the proportions of girls and boys interested in a science-related career are comparable, the types of careers which appeal to each gender are markedly different. Few girls desired employment in computing and engineering, while careers in health services do not attract many boys. Leaving science-related employment aside, socio-cultural professions appeal to girls much more than boys. Remarkably, this pattern holds across all PISA-participating nations, although the size of the gender gap varies by country. The paper also presents an analysis of potential determinants of this gap, including student academic performance, course-taking patterns, socio-economic background, parental occupations, students’ placement in vocational tracks, career information and career preparation in school. While all of these factors make separate contributions to determining the types of careers young people expect, none of them can fully explain the horizontal segregation of expectations by gender.

Kisilu, Josephine; Kimani, Elishiba, and Kombo, Donald (2012) conducted a study on “Factors influencing occupational aspirations among girls in secondary schools in Nairobi region - Kenya”. The main purpose of this study was to find out the factors, which influence occupational aspirations of girls in secondary schools. This study focused on the premise that the occupational aspiration for girls is majorly influenced by the stereotypes in the socialization process that dictates on what are and should be. The result is that majority of secondary school girls end up choosing wrong and unfulfilling careers. This study was carried out in two girls’ secondary schools in Nairobi region- Kenya (day and boarding). The rationale for the selection of the schools was based on the oldest and biggest in the region. Form four girls formed the study sample. Their inclusion was based on the assumption that they were mature and had selected their examinable subjects which eventually determined the careers they were likely to engage in. Survey design was employed as it allowed the collection of the data through a designed questionnaire. A total of 87 female students participated in the study. Data was analyzed using descriptive statistics. The findings revealed that there are factors that affect secondary school girls’ occupational aspirations, grounded on the family settings, parenting, siblings, and other relatives. Other factors were the students’
personality and self-esteem, the school environment, friends and role models. The identified strategies to enhance positive occupational aspirations included the provision of adequate information on career choice, role models, guest speakers, deliberate motivation for girls to do well in school and a favorable environment for girls to do well and aspire for good careers.

2.2. STUDIES AT NATIONAL LEVEL

Basantia\textsuperscript{29}, Jaga Mohan and Mukhopadhyaya, Dulal (2000) studied the effect of psychological factors and achievement on tribal students. The purpose was to study the difference between gender and achievement (high and low achiever) of tribal students in their psychological constraints; and the relationship between psychological constraints and academic achievement of the tribal students. It was found from the study that boys and girls did not differ in terms of psychological constraints. The degree of psychological constraints differed between high achievers and low achievers. High achievers had low level of psychological constraints. It was revealed that psychological constraints and academic achievement are negatively correlated with each other.

Garg\textsuperscript{30}, Ashwini Kumar (2000) conducted a study on “A Developmental Study of the Educational Background of the Tribal Students of Baitool District”. Main objectives of this study were: i) To study the effect of cast, gender, income and their interactions on the occupational aspiration of students, ii) To study the effect of cast, size and occupation of the family and their interaction on the occupational aspiration of students, iii) To study the effect of cast, gender, income and their interactions on the educational achievement of students, iv) To study the effect of cast, size and occupation of the family and their interaction on the educational achievement of students. 800 XI Standard students of Baitool district were selected randomly for the study. Out of these 418 students was tribal and 382 non-tribal. The study revealed that Cast, gender and family income have been found affecting the occupational aspiration of students significantly; Cast, gender, and family income have not been found to have interaction effect on the occupational
aspiration of the students; Cast has been found affecting educational achievement significantly; Gender has been found affecting educational achievement significantly; Cast, gender, and family income have been found to have interaction effect on the educational achievement of the students.

Koteswara and Reddy (2001) conducted a comparative study of the characteristics of high and low achievers in reading of class 8th pupils with special reference to school and home factors. The study was conducted among school students of Andhra Pradesh. The study described the impact of fourteen personality factors on achievement motivation. It was found that all the 14 factors had a significant influence on reading achievement of high school students. The students whose personality characteristics were out-going, more intelligent, emotionally stable, excitable and assertive performed significantly better than students whose personality characteristics were classified as less significant, shy, tough minded, undisciplined and relaxed.

Mathur, Gul. & Sharma, Prachi (2001) in “A Study of career maturity among adolescents” with an object to find out gender differences in career maturity and found that boys were significantly different in their attitude towards career choice than girls as boys had more favorable attitude towards career choices as compared to girls. There was no significant difference found between boys and girls in career maturity. It was also found that most of the adolescents had average career maturity.

Nayak, Chittaranjan (2002) carried out a study on “Academic Achievement of Secondary School Students in Relation to Their Intelligence and Attitude towards Schooling Process”. Main purposes of this study were to examine the achievement status of the students in relation to gender, intelligence, and attitude towards schooling process; to find out the relation between the different predictor variables and the criterion variable, namely, school achievement. The stratified random sampling technique has been well employed to draw the sample of 500 students (307 boys and 193 girls) spread over all the six zones of the State. Main findings of this study were the girls have been found to demonstrate superiority over boys in respect of their achievement in all the four levels of Intelligence. It is further noticed that at the highest level of Intelligence the achievement variation between
boys and girls is marginal. No significant interaction effect of gender and intelligence has been found on the academic achievement of secondary school students. Intelligence, gender, attitude towards school subjects, school and teachers has been found to have significant independent effects on academic achievement of students of Secondary level.

Mohanty\textsuperscript{34}, Atasi (2003) studied reading and achievement behaviour pattern of tribal and non-tribal children; implications for teaching-learning process. This study investigates the performance characteristics of and difference between tribal and non-tribal sub-culture groups on reading, meta-linguistic and classroom achievement. The findings revealed that non-tribal children performed better than their tribal counterparts in reading comprehension but the tribal did better on mete-linguistic tasks. The difference in the performance was attributed to differences in the home environment and exposure to various opportunities for both the groups.

In 2003, Parida\textsuperscript{35}, Suchitra conducted a study on “Effect of Socio-Economic status, school environment and medium of instruction on the mental abilities and academic achievement of school children”. The main objectives of the study were to assess the socio-economic background of the school students and categories them as per the intra-variables, to assess the environmental conditions available in different institutions and to study the interaction effect of socio-economic status, school environment and medium of instruction on mental abilities and academic achievement. Researcher revealed that the distribution of scores of the respondents on mental ability test reveal that variation whereas wide disparity in mean and median is observed in case of management variation. Wide disparities in the measures of central tendency on academic achievement were observed in case of higher socio-economic status and low socio-economic status sub samples, boys and girls and government and non-government schools.

Avinashilingam\textsuperscript{36}, N.A.V. and Sharma, G. (2005) studied the identification of Factors Influencing the Students’ Academic Performance. The sample was consisted 91 final year undergraduate agricultural students of 2001 batch of G.B. Pant University of Agriculture and Technology, Pantnagar in Udham Singh Nagar district
of Uttaranchal. Data was collected through a questionnaire. The data was analyzed with the help of simple statistical techniques like frequency and percentage. Findings of the study are: (1) it was found that classroom factors play a major role in affecting the students’ academic performance. This is followed by environmental factors and developmental factors. (2) The students’ inner urge, the competency of teachers, no physical distraction and contacts with like-minded colleagues make a student more competent to succeed in life. The study cites five references.

Dwivedi, R.D. (2005) studied the influence of School Environment and Approval Motive on Academic Achievement of Students with the objectives: (i) To compare educational attainments of students belonging to different categories of schools according to their environment; and (ii) to observe variability of achievement of high approval seekers and low approval seekers, coming from different institutions. The sample consisted of 400 classes X students drawn randomly from sixteen different institutions situated in Gorakhpur and Varanasi regions of Uttar Pradesh. The tools used for collection of the data were: School Environment Scale developed by the researcher; Approval Motive Scale by Tripathi and Tripathi; Group Test of Mental Ability by Jalota and Socio-Economic Status Scale by Kulshreshtha. The data was analyzed using F-ratios. It is revealed that the students from schools with enriched environment had significantly better academic achievement than the students from poor school environments. The students who were high approval seekers had significantly greater achievement than the students who were low approval seekers. Academic achievement of students of the urban schools was significantly higher than that of students of the rural schools.

Veena, E.; Sumathi, D. and Rekha, B. (2005) conducted a study on Career Decision-Making Self-efficacy among High School Adolescents with the objective to assess the career decision-making self-efficacy of school children and the influences of grade and gender on it. The sample consisted of 73 boys and 79 girls studying in IX and XI grades selected purposively. The career decision-making self-efficacy scale by Arulmani and Nag (2000) was used to collect the data. The scale had validity of .83 and reliability of .81. The data was analyzed with the help of Mean, and S.D. Major Findings of this study are: (1) there was no significant difference between the
CDMSE of the total sample of boys and girls taken as a whole and between the IX grade students and XI grade students. (2) No gender difference was seen in the IX grade. However, in the XI graded, girls obtained significantly higher scores indicating greater career maturity. The study cites eighteen references.

**Yadav**\(^9\), R. K. (2005) conduct a study of Relationship between Needs and Vocational Preferences of Adolescents. The objectives of the study were (i) To find out the relationship between needs and vocational preferences of students of XI Class; (ii) to measure the needs of Class XI students; and (iii) to find out the vocational preferences of Class XI students. The sample consisted of 200 students of Class XI belonging to the faculties of Arts, Science and Commerce. Tools used were Tripathi’s Personal Preference Schedule (TTPS) and Thurston’s Vocational Interest Schedule for measuring the vocational preferences of students. Statistical techniques like Mean, S.D. and Co-efficient of correlation were used to analyze the data. Major findings of the study were: (1) the students have high need achievement. The need exhibition was the lowest of all. The students have given highest preference to executive work and least preference to the jobs related to music. The administrative work has been preferred most. (2) Need achievement has got negative correlation with biological sciences. Need deference has no significant correlation with any of the vocational areas. Need order have significant relationship with five fields of vocational preferences? These areas are biological sciences, computation, persuasive, linguistic and humanitarian. The study cites thirty-one references.

**Khan**\(^40\), Khuwaid-Ur-Rehman (2006) conducts a comparative study of occupational aspiration of boy and girl students of senior secondary schools of Delhi. The occupational aspirations of boys and girls studying in senior secondary schools were found almost the same. No significant difference was found between occupational aspirations of girls and boys of all the schools taken together. There was a significant difference between the occupational aspirations of boys’ government of schools and girls of government aided schools. A significant difference existed between aspiration of students of government aided boys and government girls schools. Significant difference in the occupational aspiration existed between boys of aided schools and girls of government schools.
Singh, Kirandeep and Rathee, Kirtika. (2007) conducted a study on gender differences and anxiety in the career decision-making of adolescents. The participants of this study were 200 students (100 boys and 100 girls), plus one student each from two co-educational CBSE school of the district Sonipat in Haryana, namely Hindu Vidyapeeth and Shiva Shiksha Sadan. Subjects were administered Career-Decision-Making Inventory (CDMI, Singh 1999) and State-Trait Anxiety Inventory (STAI Speilberger et. al.1983) and Career-Decision Making Inventory (CDMI, Singh). The result indicates that the sample did not exhibit any anxiety, although girls were found to be significantly high on trait anxiety. Significantly differences favouring science students were found in case of the variables of career decidedness and indecision with the state and trait of anxiety.

Srinivas, Nallani in the year 2010 conducted “A Study of the Sociability, Perception of the Society and Academic Achievement of the Scheduled Tribe students in selected areas in Khammam District, Andhra Pradesh”. One major objective of this study was to study the academic achievement of the tribal students. It was revealed from the study that significance of difference between male and female, among different age groups, between Lambada and Koya tribal groups, between educational status of 8th class and 9th class students, between the mother tongue of Lambaddas and Koyas, between small and large family, between urban and rural students with reference to their Academic achievement.

D’souza, Giselle Ann conducted a study on “Vocational Aspirations of Standard X students in relation to Stress and Academic Achievement” in the year 2012. The objective of this study was to ascertain the relationship of vocational aspiration in students with their academic achievement in case of (i) boys, (ii) girls and (iii) total number of students. The study revealed that relationship between vocational aspiration and academic achievement for boys, girls and total number of students is significant. The relationship was also observed to be positive and low in magnitude.

Gupta, Renu and Sharma, Seema (2012) conducted a study on “A Study of Gender Difference on the Measure of Academic Achievement in Adolescent Students.” For studying the gender difference on the measure of academic
achievement of IX class students (300 male & 300 female) of UP were subjected to their VIII class annual examination and their examination marks obtained out of 500 maximum marks were converted into Z-scores against their Mean and Standard Deviation. The Z score of each student was then converted into T-score against S.D.10 and Mean 50. The T-scores were analyzed for t-test comparison of Mean of male & female students. No appreciable level of Mean difference between boys and girls was found. This result can be taken to mean that the government facilities are generally available to only girls in backward areas of U.P. which might have enhanced the academic performance of girls to such an extent that girls who generally fail to equalize their academic performance with boys in backward areas due their domestic involvement and their social discouragement for academic achievement, equalized their academic performance with boys.

Shashikala45, Dr. M.S. (2012) conducted a study on “A Study on Occupational Aspirations of Secondary School Students in Relation to their Academic Achievement Motivation”. The main objectives of the study were to find out the relationship between occupational aspirations and academic achievement motivation of secondary school students, occupational aspirations and social factors of secondary school students. The stratified random sampling technique was used to select schools and the simple random technique was used for selecting sample. The sample of 400 boys and 400 girls were selected. A major finding of this study is the significant positive relationship was observed between Occupational Aspiration and Academic Achievement Motivation, Occupational Aspiration and Social Factors at 0.05% level of significance. The better the academic achievement motivation higher is the occupational aspiration. English medium students have more occupational aspiration may be because most of the English medium schools students have sufficient required infrastructure. The student's academic achievement motivation and social status background may help the counselors in understanding problems in a more effective way at this stage.

Tali46, Dr. D. B. and Rosy, Ms (2012) conducted a study on “Vocational aspiration of +2 students in relation to their achievement motivation and demographic variables”. In the competitive world every aspirant students feeling the pressure of their secure future rather they should feel insecure in terms of career, choice of
profession to live a healthy life. Thus, the investigator felt to made an attempt to assess the vocational aspiration of +2 students in relation to their achievement motivation and some demographic variables i.e. Gender, academic stream and type if schools. For that Occupational Aspiration scale developed by J. S Grewal (1973) and Deo-Mohan achievement motivation (n-Ach) scale developed by Dr. Pratibha Deo and Asha Mohan were administered to a sample of 200 +2 students from three Govt. Schools and three private schools of Yamuna nagar district of Haryana. For which statistical hypotheses were framed and tested through t-test. The findings were; It +2 students belonging to high and low achievement motivation do no differ significantly with respect to their vocational aspiration. Male and female +2 students have equal aspiration and knowledge towards vocational choices. +2 science students have inclined more serious towards their career or vocation as compare to arts students. Arts and commerce +2 students have similar kind aspiration on vocational preference or have equal knowledge and aspiration towards vocational choices. Science and commerce do not differ significantly with respect to vocational aspiration. +2 students studying in private schools have more inclined towards choice of vocation than students studying in Govt. schools.

2.3. STUDIES AT REGIONAL LEVEL

Das⁴⁷, Harinarayan (1992) conducted “A comparative study of academic achievement of students of some secondary schools located in and around Nalbari town on the basis of physical facilities, sex and location” and found that boys were better achievers than girls from the academic point of view. Rural boys are academically better than that of rural girls and urban boys were significantly better achievers than rural boys and rural and urban girls were almost similar in academic performance.

In 2004, Das⁴⁸ P. Bhabani conducted a research on “A trend analysis of Academic Progress among students in High School Leaving Certificate (H.S.L.C.) Examination under SEBA Board in Guwahati from 2002-2004”. The main objectives
Researchers revealed in the study that government schools perform best in academic achievement. Again the private schools are found better than the aided school in the same context. Therefore, the hypothesis formulated earlier that there is significant difference in academic progress of students from different managements (Government, Private, Provincialised) is hereby accepted. Excellent academic progress is observed in the schools having English medium (pass percentage 95.72) followed by Assamese medium (60.28). Bengali medium schools are slightly above average in academic performance (pass percentage being 57.73). The academic progress is lowest in Hindi medium high school as the pass percentage during the study period was less than fifty percentage (49.04%).

In 2006, Deka, Rumamoni studied the tribal people with the topic entitled “Study into the Educational Problems of Mishing (Plain Tribe) girls in secondary stage of education in Assam with special reference to Lakhimpur District.” The objectives of her study were i) to study the educational problems of Mishing girls of secondary stage in the field of education, ii) to study the facilities available for girls education, iii) to study the opinion of the parents towards education of their girls and iv) to study the cultural and social barriers in education of the Mishing girls. The sample comprises of 400 Mishing girls of secondary stage. She used random sampling technique. The findings of the study were 29.57% girls felt the curriculum does not cater to the needs of the scheduled tribe girl students as it is not job oriented and 74% of the sample said that their parents find it difficult to meet the financial needs related to education of their daughters.

Saikia, Jyoti Prasad in the year 2008 in his book “Youth and Career Aspiration” gives importance on career aspiration of college going rural youths. From
the investigation, it was clearly observed that though respondents show their aspiration for career, majority of the respondents’ show their aspiration to teaching profession and it was thought to be very prestigious profession in the society. In the present study, it was also found that there was no more difference in educational and career aspiration.

**Gohain**[^51], H. (2009) conducted a study on “Academic achievement of students in class X CBSE Examination, 2008, studying in Kendriya Vidyalayas in Greater Guwahati: A study in relation to socio-economic status”. It was found from the study that the pass percentage of class X CBSE examination, 2008 of Kendriya Vidyalayas of Greater Guwahati is above 85%. Thus academic performance of the Kendriya Vidyalayas was excellent in 2008. Out of the total students (N=120), 40% achieved 80%, 28.34% achieved up to 90% and above, 20.83% achieved up to 70% and 10.83% achieved 60%. It was found that majority of the students achieved above 80% showing brilliant academic performance. It was also found that there is a significant relationship between socio-economic status and academic achievement of the students.

**Sarmah**[^52], Nabanita (2009-10) conducted “A Study on Career Preference Level of the students of class XII of Higher Secondary Schools with special reference to Greater Guwahati”. The study examined the career preference level of the students of class XII, leading factors behind choosing career and the difference in career preference level between boys and girls students. This study reveals that in case of Arts stream, most of the students have average career preference in mass-media and Journalism and in case of science stream, and most of the students have career preference below average in Mass-media and Journalism. Most of the students are influenced by the factors like personal interest and aspiration.

**Chutia**[^53], Manju in the year 2012 conducted a study on Self concept and academic achievement of the tea tribe school going adolescents in Lakhimpur district of Assam. One of the main objectives of this study was to find out the academic achievement in case of boys and girls and school going adolescents of tea garden workers and ex tea garden workers. The study revealed that academic achievement
level of tea tribe school going adolescent boys is higher than the girls in Lakhimpur district of Assam and there exists a significant difference between these two groups. Again academic achievement of school going adolescents of tea garden worker was higher than the academic achievement of school going adolescent of ex garden workers and there exist a significant difference between academic achievements between these two groups.

2.4. CHAPTER SUMMARY

It is evident that the total numbers of 53 research studies have been reviewed in India and abroad on various thrust areas of Tribal education and Secondary education and different related variables. Out of these 28 have been carried out in International Arena, 18 in National Level and 7 in Regional Level. From the above discussion and interpretation of the review of related literature, it is found that during the last few decades, the educationists have given due consideration to various aspects of tribal education. Quite a good number of studies have been done in the field of Secondary education and Tribal education from different variables like academic achievement, occupational aspiration, school facilities, home environment, etc. The review also highlighted that there is no systematic attempt to find out the academic performance of Mishing tribe students in relation to institutional facilities and career expectations in general and particularly in Assam. Therefore, to understand the academic performance of Mishing tribe students in relation to institutional facilities and career expectations, the present study has been made. The present study assumes it’s significant as it tries to analyze the academic performance of Mishing tribe students in relation to institutional facilities and career expectations. It is also clearly evident from the review that no single studies have been undertaken regarding academic performance of Mishing tribe students in relation to institutional facilities and career expectations in Assam. As such, the present study gains its significance in attempting the academic performance of Mishing tribe students in relation to institutional facilities and career expectations in Assam.
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