CHAPTER II

REVIEW OF LITERATURE

This chapter provides a brief review of literature related to the present study. The different aspects of higher education have been exposed by economists and scholars throughout the world. In fact, the economic aspects of higher education have been widely discussed in various research papers and books, which are related to education and economic development, economic importance of higher education and influence of socio-economic factors on academic achievements. But a few studies discuss the impact of socio-economic factors on higher educational choices and the problems of accessing and financing of higher education in countries like America, England, Germany, Japan and India. A brief review of such studies widens the scope and highlights the importance of this study. Hence, the available studies are reviewed under two main headings.

1. Socio-economic impact on academic achievements
2. Socio-economic impact on higher educational participation / choices.

I. Socio-Economic Impact on Academic Achievement

The study on socio-economic factor and academic achievements in different levels of education has drawn the attention of many researchers in recent years. As a result, a few studies conducted in India and abroad are briefly reviewed in this area.

Vernon, (1958)1 analysed the impact of parental occupational status on the educational accomplishment of their children. The study pointed out that occupational status is an important socio-economic characteristic that goes together with educational accomplishment. Likewise, economic status of the parents plays an important role in this connection because due to economic deprivation smooth continuation of study becomes
difficult. It is observed from the study that the social class is so closely associated with the cultural level that has a remarkable effect on educational progress.

Washbhune (1959)² conducted a study on the relationship of socio-economic status, urbanism and academic performance in college. The result of the study has concluded that socio-economic status is significantly related to academic performance. Perhaps, socio-economic status is the determination of opportunities to attend schools. He points out that the student is motivated to attend higher education when the opportunity is offered to him.

Mishra et al (1960)³ conducted a study on the influence of home environment on school achievement. The aim of the study was to find out the extent of relationship between intelligence and home conditions and to investigate the extent of correlation between pupils’ home environment and school performance. The study also examines the relative influence of home conditions on students with different levels of intelligence. The finding of the study revealed that home environment and academic achievement were found to be positive $r = 0.22$. The study observes that there is a correlation between intelligence and academic achievements. The scholastic achievement can more accurately be predicted from his home condition than from his intellectual ability. Children with poor intelligence are influenced by their poor socio-economic conditions.

Coster’s (1960)⁴ study revealed that students from lower socio-economic background experienced less academic success than those of the middle socio-economic background. He studied about 900 high school pupils from three income groups: high, middle and low. The study found that there is a relationship between their income and
successful completion of courses, school and out of school activities and continued education.

Campbell (1960)\(^5\) examined the influence of home environment on the educational progress of selective secondary school children in England. The result of the study showed that home background exercised a definite influence upon the progress of children’s academic achievement in the country.

Sethi (1962)\(^6\) investigated the socio-economic background of the low achievers. The sample selected for the study was 250 students and the tool used to find the socio-economic background was a questionnaire method. The findings of the study were that low achievers belonged to low economic groups and high achievers were found to be from good socio-economic background because they had better educational facilities at their homes compared to low achievers.

Mac Iver and Page (1962)\(^7\) analysed the academic achievements of upper class children. The study identified that, children of higher social status produced more genius and distinction. It also pointed out that those who were born in higher class families were more likely to develop intellectual or other attainments. Thus, the study concluded that generally, higher class children showed greater academic achievement than those of the lower classes.

The studies of Nicholar Robert, and Davis James, (1964)\(^8\) concluded that difference in socio-economic status did not show any difference in academic achievement. But, it has been observed from the studies that merit scholars tend to come from high socio-economic status. The socio-economically disadvantaged children were
poor in academic achievement due to their poor study habits and lack of proper teaching facilities.

Chopra (1964)\(^9\) analysed the relationship between academic achievement and socio-economic factors. He found that parental education, occupation and income and the size of the family and cultural levels of home influenced in the academic achievement of children. The study concluded that about 96 per cent of the drop-outs in the school had poor socio-economic condition in the family.

Douglas (1964)\(^10\) conducted a study on home and school. The objective of the study was to find out the influence of home and environment on academic achievement. This study was based on 500 pupils studying in primary school. The study revealed that middle class children showed improvement in their studies. The performance of working class children showed deterioration of ability at different levels. The study observed that middle class parents showed interest in their children’s progress.

Molly Joseph (1965)\(^11\) carried out a study on the relationship between home environment and academic achievement of pupils in English as shown by their S.S.L.C. examination, March 1965. She also conducted a study on pre-degree students studying in colleges in the rural and urban areas. Questionnaire method was used for the collection of data. For analytical purpose, about 200 parents were interviewed and details regarding home environment and the achievement of their children were gathered. The study concluded that environmental factors were solely responsible for the great difference in academic achievement. In the case of those who scored above 60 per cent marks, the family income was high and in the case of those who got low marks, the
income was low. Education of parents was also revealed as one of the factors affecting the achievement of children.

Pavithran and Feroze (1965)\textsuperscript{12} analysed the influence of socio-economic factors on the achievement of tenth standard students of Pathanamthitta Educational District, Kerala. The objective of the study was to find out the relationship between socio-economic factors and scholastic achievement. The tool used was the questionnaire method and an achievement test was conducted. About 258 pupils were selected for the study. The study showed that there existed a significant relationship between the achievement of pupils and educational status of families. Students in urban area scored better marks than students in rural area. The facilities in the home environment seemed to influence the achievement of pupils but not too seriously.

Chopra (1969)\textsuperscript{13} of Lucknow University studied the relationship between socio-economic background and academic achievement. His study showed that the mean marks scored by the students in the higher socio-economic groups were significantly higher than those of the students from the middle and lower socio-economic groups. The difference between them was the lower socio-economic group did not reach the level of significance. This study concluded that there was a positive relationship between socio-economic background and achievement in English, Mathematics and Science.

Sagar Sharma (1969)\textsuperscript{14} investigated the relationship between parental occupation and school achievement of urban adolescents. The sample constituted 496 adolescents of ninth standard students. The findings of the study showed that the occupational level of parents was positively related to school achievement. Students belonging to high and middle social class scored significantly higher results than those belonging to the low
class. The mean achievement scores of students belonging to high and middle social
class did not differ significantly from each other.

Lincoln, (1969)\textsuperscript{15} carried out a study on selected variables in academic
achievement of junior college students from different socio economic backgrounds. He
got the result that the students from lower socio-economic background experienced less
academic success than those of middle and high socio-economic background.

Warriar (1974)\textsuperscript{16} conducted a study on the correlation between socio-economic
status and academic achievement of tenth standard students in Trivandrum Taluk. The
objective of the study was to find out the relationship between socio-economic status and
school achievement. The tool used was a questionnaire. The study pointed out that
achievement of urban pupils was better than that of rural ones. Education of parents and
other members of the family influenced the achievement of pupils. Occupation and
income were also found to be influencing the achievement of pupils. The correlation
between socio-economic status and school achievement was found to be $r = 0.052$. Thus,
the study revealed the existence of a close relationship between the socio-economic
status of family and the academic achievement of children.

Lalithamma (1973)\textsuperscript{17} examined the factors affecting the academic achievement of
secondary school pupils in Mathematics. The objective of the study was to find out the
general nature of pupils’ interest in the study habits and performance in Mathematics.
This study was based on sex, locality, interest and intelligence of the students and their
achievement in Mathematics. Thus, it found out the relation of study habits and socio-
economic factors, intelligence, and interest with achievement in the subject. The study
concluded that there was a significant difference in the performance of boys and girls in
Mathematics. The urban pupils were superior to their rural counterparts in Mathematics. The academic achievement was positively related to intelligence and interest in Mathematics. It is observed that the study habit was also influenced by the socio-economic status of the family.

Nardev (1974)\(^{18}\) analysed the social factors which caused backwardness in academic field and hampered the normal working of students. He pointed out that the causes of educational backwardness lies in the social milieu of the children. Less educated parents did not understand the value of children’s education and children did not get any encouragement from them. This study revealed that in many cases students helped their parents in fields or at shops. In some cases children had to work after school hours to supplement the family income. Thus, the study concluded that social and economic factors were responsible and dominating, which caused backwardness in academic fields.

A study conducted by Mercy Abraham (1974)\(^{19}\) concluded that socio-economic status influenced the academic achievement of students. It was found that the difference among the lower, the average and the higher achievers was significant. The study also proved that the low achievers belonged to the low socio-economic group whereas the higher achievers belonged to the high socio-economic group. Thus, there was a close relationship between the socio-economic status and academic achievement.

Aluvalia and Shyam (1975)\(^{20}\) conducted a study on the relationship between socio-economic factors and achievement of high school students. The objective of the study was to identify the nature of the relationship of children’s educational status as determined by the father’s education, occupation and income with the academic
achievement of pupils. The tools used in the study were Dr. M.C. Joshi, Group Test of General Mental Ability and a personal data questionnaire. The study pointed out that there was a positive correlation between the socio-economic status and school marks in various subjects. Positive correlation existed between socio-economic status and achievement in some cases. It was found to be low and insignificant performance in pupils belonging to the lowest income groups and occupationally low status families. The pupils with lowest socio-economic background were found very poor in studies. On the other hand, high scores were achieved by students belonging to high and average families where the fathers were well educated and belonged to high income groups.

Chandy Zechariah (1977) made a study on the relation of home environment to vocabulary attainment in English of secondary school pupils. The objective of the study was to survey the home environment of a representative sample of secondary school pupils and for sub-sample classified on the basis of sex, area of residence and intelligence. The investigator measured the vocabulary attainment by classifying the total samples based on sex, area of residence and intelligence. The tools used in the study were questionnaire and a word fluency test. The samples selected for the study were 500 secondary school students in Kottayam District, Kerala. The study pointed out that the relationship between socio-economic status and word fluency was positive and significant for the urban and rural pupils.

Nair, P.R.G. (1978) conducted a study on socio-economic conditions and educational development in Kerala. The main objective of the study was to analyse the socio-economic factors that acted favourably on the process of educational development.
The study concluded that the existence of favourable socio-economic environment contributed to the progress of education in Tirvandram District.

Sankaran Nair (1979)\textsuperscript{23} studied the relationship between socio-economic status and science achievement of secondary pupils. The study found out the fact that the relationship between socio-economic status and science achievement was positive and significant for girls. It is important to note that the relationship between socio-economic status and science achievement was positive but, not significant for boys. At the same time, the relationship between socio-economic status and science achievement was positive but not significant for rural pupils.

Khanna (1980)\textsuperscript{24} in his study tested the effects of the socio-economic environment including the family variables on the academic achievement of junior school children. The study found that socio-economic status was positively and significantly related with the academic achievement for all the groups (students studying VI, VII and VIII standards) and for boys and girls in rural and urban areas. Shah, (1980)\textsuperscript{25} also comes to the same conclusion that in the acquisition of English language, socio-economic status is a significant factor.

Sharma, (1982)\textsuperscript{26} investigated the influence of socio-economic status and intellectual factors on academic achievement in arts, science and commerce at higher secondary stage. The objective of the study was to find out the relationship between socio-economic and intellectual factors and creativity of students. He used a sample of 481 students for the study and applied a major tool – Bager Mehdi’s Non-Verbal Test of Creative Thinking. The study found that creativity was higher in nuclear families. The academic achievement in arts, science and commerce was higher with the students of
higher socio-economic status. The study concluded that there was a positive relationship between socio-economic status and academic achievement.

Sheeja, P.V (1991)\textsuperscript{27} conducted a study on the influence of certain academic related variables and achievement in Mathematics. The study revealed that rural pupils with high socio-economic status have significantly higher achievement in Mathematics than the rural pupils with low socio-economic status.

The study of Ucharan Deka (1993)\textsuperscript{28} found that socio-economic status of the family helped a student in getting higher education and in academic achievement. It is important in achievement because the higher the socio-economic status the better the educational facilities available, together with more intellectual stimulation, which is not present with the socially deprived children. In fact, the socio-economic status seemed to influence a student’s interest, attitudes, values, motivation and needs and thus his academic accomplishment.

Padmakumari (1993)\textsuperscript{29} attempted to find out the relationship between arithmetic reasoning ability and problem solving ability and socio-economic status. The study revealed that there was a significant difference in the arithmetic reasoning ability of pupils in the samples classified on the basis of socio-economic status – sex, caste, locality, and family size. There was a significant difference in the numerical ability of pupils in the sub-samples classified on the basis of socio-economic status – sex, caste, locality, management of school and family size. It was observed from the study that the arithmetic reasoning ability and problem solving ability of pupils were related to their socio-economic status.
Michael Lia Hai-Han (2000)\textsuperscript{30} found out the relationship between teacher salary level and students achievement in the Los Angeles Country public school systems. The statistical procedure used in this study was the Pearson’s Product Movement Correlation Matrix. Teachers salary must be competitive enough to attract the best and the brightest candidates. The study revealed that there was little or no correlation between teacher salary and student achievement.

Divya, Nair (2001)\textsuperscript{31} investigated the writing skill in English of higher secondary students in relation to their socio-economic status and achievement in English. She found that there was a significant relationship between writing skill in English and socio-economic status of higher secondary pupils. The study concludes that writing skill in English was positively and significantly related to the socio-economic status of higher secondary students. The students belonging to low socio-economic status groups had low writing skills in English.

College Board (2004)\textsuperscript{32} examined the socio-economic impact on higher educational achievements. This study displayed the fact that race / ethnicity determined the successful completion of post secondary studies. For example, 49 per cent of Asian Americans and 40 per cent of white high school students were graduates but only 22 per cent of the blacks 18 per cent of Hispanics and 8 per cent of American Indians had graduated from four year colleges in 2000. Among 1992 high school graduates whose parents were in the highest socio-economic quintile, 68 per cent who entered post secondary education got four year degree by 2000. This proportion is lower for those from families with lower incomes and lower levels of parent education. About 26 per cent of the middle socio-economic group with the college experience and 9 per cent of
post secondary entrants in the lowest socio-economic quintile had completed four – year degrees. Moreover, location of people affected the level of education. The study revealed that people in non-metropolitan areas were less likely to have graduated from high school, less likely to have attended college, and less likely to have graduated from college than their urban counterparts.

Lutz, Oanielle (2006) \(^{33}\) investigated the relationship between a bilingual federal grant programme and students’ academic achievement in public school. The purpose of this study was to examine the relationship between grant funding and student’s academic achievement. The research was designed to determine whether a relationship existed between a federal title VII grant programme and student academic achievement and the distribution of grant funds and student academic achievement. Five Texas Public School Districts that received a federal bilingual education grant for the same award period were selected for the study. The result indicated that the federal title VII grant programme increased the student’s academic achievement as measured by Texas Assessment of Academic Skills and the Texas Assessment of Knowledge and Skills. It was found that a relationship existed between the distribution of grant funds and student academic achievement.

Hernandez, Eden (2006)\(^{34}\) examined the factors influencing the privilege of Latinos in higher education. The study revealed that there were three primary categories which contributed to the low educational attainment levels of students in the Latino community that is, family background, parental support and overall educational experiences. The study was a critical examination, qualitative in nature of the factors which adversely influenced Latino students in the pursuit of a post secondary education.
Family, background, poverty and parental education were found to adversely affect Latinos’ education. The study pointed out that father’s lack of involvement in school related activities, lack of expectation and lack of knowledge of the college were also found to be influencing factors in the academic achievement of Latino students.

Trent, Scott (2007)\textsuperscript{35} examined the relationship between student achievements on different academic calendars in Mathematics and reading as measured by the Tennessee Comprehension Examination over a three year period. The sample group consisted of 244 students enrolled in two different school systems utilizing two different academic calendars. All schools involved in the study were classified as high poverty as well as rural and had small enrolments. The study showed that significant differences existed between low socio-economic and non-low socio-economic groups in Mathematics and reading. Significant differences of $>0.05$ existed between the groups, which suggested that the entry level scores of low socio-economic students were lower and remained lower than their more affluent counterparts over the three year testing period.

Nandita Singh (2008)\textsuperscript{36} in his paper analysed the gender disparity in education evident across the socio-economic spectrum in India. A great number of girls especially in the rural areas drop out before they reach secondary or higher stages of education. In fact, girl child is made to perform household and agricultural chores or enter into matrimony and become young mothers. One of these factors limits their continuation of higher education. Besides, physical safety of girls in the travel to school and fear of sexual harassment impede their education. There are also wide disparities in enrolment by region, caste and tribe and gender. The proportion of SC/ST students (2001-2002) were that 8 per cent men and 3.5 per cent women belonged to SC community and 4 per
cent men and 2.7 per cent women belonged to ST community. About 5.9 per cent SC students and 1.8 per cent ST students were found in M.Phil./Ph.D. programmes. The study made it clear that the representation of SC/ST students was not adequate and the proportion of women was negligible. Generally, they joined general education because they were denied access to professional courses and institutions. It was also found that disciplinary choices were affected by socio-economic factors especially in the case of SC/ST students, whose representation remained marginal in higher education. The study also indicated that privatization had deepened the gender gap further by denying professional education to the disadvantaged groups especially poor and rural women because of social and economic reasons. Generally women took up courses in general education that were cheap. Professional education required several years of studentship and higher financial investment than general education. Women joined general courses, enhanced their qualifications and waited for matrimony. Moreover, parents were unwilling to spend on the education of their daughters as they were expected to spend money on their marriages. These factors widened the gender disparity in higher education.

Carey David (2008) in his paper highlighted the impact of socio-economic background on students’ academic achievement in Germany. He concluded that student achievement at the age of 15 in Germany was at or above the average of Organisation for Economic Cooperation and Development (OECD) depending on the subjects science and Mathematics; but was strongly influenced by socio-economic and immigrant background. Educational achievement of 15 year olds in Germany was above the OECD average in science and average in reading and Mathematics. Socio-economic background as
measured by the OECD’s index and The index of economic, social, cultural status (ESCS) is derived from the highest international socio-economic index of occupational status of the student’s father or mother. The highest level of education of the father or mother had a great impact on achievement in Germany international comparison, explaining 19 per cent of the variance in student performance in science, compared with an OECD average of 14 per cent. The steep socio-economic gradient in Germany, which indicates low educational achievement, equality of educational opportunity, mainly reflected a strong impact of a school’s average student ESCS on performance within the school effect of ESCS being relatively small. It is observed from this study that student achievement is at or above the OECD average, depending on the subject, but was significantly affected by socio-economic and immigrant backgrounds.

Astatike Haile, Getinet and Nguyen (2008) investigated the determinants of high school students’ academic attainment in Mathematics, reading and science in the United States. The study particularly focused on possible differential impacts of ethnicity and family background across the distribution of test scores. They employed quartile regression and found two important results. First, the gaps in Mathematics, reading and science test scores among ethnic groups varied across the conditional quartiles of the measured test scores. Specifically, Blacks and Hispanics tended to fare worse in their attainment at higher quartiles, particularly in Science. Secondly, the effects of family background factors such as parental education and father’s occupation also varied across quartiles of the test scores distribution. The implication of these findings is that the influence of racial and family background factors determined academic attainment, which is commonly identified on the basis of a conditional mean distribution of test scores.
William Ericson (2009)\textsuperscript{39} analysed the relationship between per pupil expenditure and student achievement in Tennessee. He pointed out that there was no relationship between high school student achievement and per pupil expenditure. The study revealed that per pupil expenditure did not have a significant relationship to academic achievement. It implied that giving pocket money to students did not necessarily raise their academic achievements.

Anandan and Anandakumar (2011)\textsuperscript{40} discussed the influence of parental education and occupation in the academic achievement in Physics among matriculation students of Krishnagiri, Tamil Nadu. The main objective of the study was to find out the achievement of Matriculation students with respect to their parents’ academic qualification up to XII standard and College level and occupation in agriculture, business, government employment and others. They adopted stratified random sampling technique in the study. The study revealed that the academic achievement of students in Physics was not influenced by the parents’ educational qualification and occupation. They proved that the interest of parents irrespective of their educational qualification and occupation was similar. Thus, the study concluded that all parents were aware of the importance of education.

\section*{II. Socio-Economic Impact on Higher Education Participation and Choices}

Socio-Economic impact on higher education participation and choice has become an important object for research in recent years. In fact, economists and educationists pay much attention to relate the socio-economic factors with participation in higher education or choices. As a result, several studies are available in this area in India and
abroad. Therefore, a few studies related to the present study have been reviewed with a view to strengthen the significance of the present study.

Campbell and Siegel Barry (1967) analysed the determinants of demand for higher education in the United States. The study is based on the aggregate enrolment data for the period 1919-1964. It uses the common economic variables of income and price (tuition fee) to explain the movement of demand during the said period. They have found that demand for higher education responds positively to changes of income and negatively to changes of price. Thus, these two variables explain about 87 per cent of the variation of demand for higher education in U.S.A. This study concludes that these results have important implications for the theory of educational demand and for the construction of national education policy.

Grabowski, G. Henry (1972) examined the determinants and distributional aspects of enrolment in higher education in the United States. Based on the human capital theory, an enrolment model for higher education is formulated with demand being subject to non-price rationing by academic admission standards. Cross-sectional differences in student enrolment are related to variables representing both demand factors and supply-side constraints. Two questionnaire surveys – Project Talent’s National Cross-Sectional sample in the early 1960s and a recent survey of 4,000 high school seniors provided sufficient data to test the theoretical hypothesis derived. At both levels of aggregation, strong structural relationships between college attendance and socio-economic status emerged. Thus, the socio-economic factors yield insights into the distributional aspects of enrolment in higher education.
Panitch Pakdi (1974) found that economic factors such as standards of living and the kind of employment, social factors such as the cultural and educational background and physical factors such as the environment or the climate of life had a great impact on the parents’ and hence on the children’s attitude towards education. The study observed that education was a matter of national importance. It also concluded that growth of income was capable of stimulating the demand for education and educational choices.

Eli Ginzberg (1975) found that parental education, occupation and income continued to be the powerful determinants of college attendance. The study concluded that sons and daughters of upper income parents had a clear and unequivocal advantage in higher education. He also pointed out that the paths of many youngsters had been narrowed or closed because of family poverty, minority status, poor schooling and the like. The fact was that youth from high income homes had an advantage over the poor. Moreover, rich young people were provided access to better jobs and careers. In fact higher education of young people was determined by their parental income, occupation and education in England.

Cebula Richard, Hiebert James and Koch, James (1979) examined the determinants of enrolment shares of institutions of higher education in the United States. They found that academic quality, admissions selectivity, costs, the range of academic programmes offered and locations of particular institutions influenced the enrolment or higher educational choices. Moreover, their study clearly indicated that tuition, room and board cost, admission selectivity and the range of academic programmes strongly affected the student’s enrolment in higher education.
The work of Surabhi Patel (1983)\textsuperscript{46} analysed the equality of educational opportunity in India. She pointed out that universalisation of primary education could not be achieved through a simplistic policy of providing a school and a teacher within the walking distance of a child. She brought out the difference in the resources and the quality of education available to the municipal schools located in slum and non-slum areas of New Delhi and their differential impact on school outcomes. Socio-economic status of different sections of people in different locations had been found to be one of the most significant factors affecting the magnitude, quality and effectiveness of educational opportunities, available to them. She also states that there is a relationship between socio-economic status and educational participation. It means the participation of pupils in higher education is higher from socially and economically advanced groups than from the socially disadvantaged one.

Silver-Miller, Donna Lynna (1992)\textsuperscript{47} investigated the factors influencing lady students towards undergraduate college majors like Mathematics, Science & Engineering and Technology. The purpose of this study was to identify some of the factors that influenced the lady students in the selection of Mathematics, Science, Engineering and Technology as a major emphasis in their college programme of study. The study revealed that educational decisions made in the early years of school might limit future possibilities for students. Significant persons, especially teachers and parents have an impact on the self perception of students on their ability in Mathematics, Science and on the decision to choose a college major in the Mathematics and Science fields. The student population in their study consisted of lady students studying Mathematics, Science, Engineering or Technology College majors, in selected South Dakota
University. The finding of the study indicated that personal interest was the reason for influencing the decision to study the above subjects.

Jimenez and Salas-Velasco (2000) concluded in their study examined modelling educational choices. A binominal logit model applied to the demand for higher education. The study concluded that socio-economic factors determined the choice of higher education.

Malathy Doraiswamy (2001) has analysed the determinants of schooling through human capital approach. Children’s schooling depended on the price or cost of schooling, income and a set of control variables such as household, child and parent’s characteristics. She found out that parents’ income, education and household prosperity were the important determinants of schooling. The study also revealed that the availability of schools and high adult literacy showed better schooling outcomes. However, a girl’s participation was negatively affected by the presence of young siblings and the number of cattle in the household. It was concluded that parents’ education, income and prospects had a positive impact on enrolment over work participation. The greater the resources of the household, the higher the demand for children’s schooling and less the need for child work to supplement income.

The analytical study of Reay Diane (2001) concentrated on higher education choice processes of young and immature students who applied to university. The study explored the effects of individual, peer group, family and institutional influences in choice making. The investigator interviewed a sub-sample of fifty three students in Creighton Community School, Fennister EE College, Maitland Union, and a small sample of parents. The study indicated that despite the increasing number of working-
class students, in particular those from minority ethnic backgrounds applying to university, their experiences of the choice process were qualitatively different from those of their more privileged middle class counterparts. The most powerful and pervasive issue was class and racial inequalities. The choice-making of the middle and working class students was very different. It was observed from the study that social class, migration pattern and diverse cultural traditions had a bearing on the choice making of minority students.

Edwards and Pasquale, (2002)\textsuperscript{51} carried out a study on women’s higher education in Japan. The most important objective of this study was to explore the determinants of young women’s higher educational choices with a special emphasis on attendance at university. This study used micro data from the Japanese Paul Survey on Consumers (JPSC) to investigate the importance of socio-economic and demographic factors in determining the higher education decisions of young women in Japan. The JPSC, sample representative of the Japanese female population between the ages of 24 and 34 in 1993, was well suited to an analysis of educational choice. It contained a rich array of variables to characterise the young woman and her family background variables such as family income, parental education, mother’s work status, number of siblings and attendance at private school. High school graduates in Japan typically had five options. They either directly entered the labour market, attended a two year junior college, attended a technical or vocational college or attended a college preparatory school to improve their chances of getting into a university. Women’s enrolment increased by a whooping 33.9 per cent between 1985 and 1990 and by 38.4 per cent between 1990 and 1995, whereas for men the increases were only 8.6 per cent and 9.0 per cent respectively. The study
concluded that family income, size of the family, sex composition, the family’s taste for higher education, the young women’s ability, the cost and returns associated with each level of education and the state of marriage market determined the high educational choices of women.

Lauer Charlotte (2002)\(^{52}\) analysed the determinants of participation in higher education in Germany. The study particularly focused on the role of expectations regarding the cost and the return of higher education. It revealed that the enrolment probability was mainly influenced by socio-origin, even though it also depended on cost and return expectations. A higher unemployment risk and a higher expected wage premium increased the enrolment probability whereas a higher propensity for unemployment or part time employment decreased it. Moreover, extending coverage of public financial support was found to be more efficient in increasing enrolments than raising the amount granted per beneficiary.

Jacob Brain (2002)\(^{53}\) examined the causes of gender gap in higher education. He pointed out two potential explanations for differential attendance rates of men and women. The attendance gap was roughly found among all high school graduates. The majority of the attendance gap could explain differences in the characteristics of men and women, despite some gender differences in the determinants of college attendance. He found that higher non-cognitive skills and college premiums among women accounted for nearly ninety per cent of gender gap in higher education. It was noted from the study that non-cognitive factors determined college enrolment.

Immerwahr (2002)\(^{54}\) conducted a survey on the affordability of higher education in America. The objective of the survey was to find out the concerns about the cost,
confidence about accessibility of higher education among American parents. The survey revealed that American parents were worried about the rising cost of higher education and made it inaccessible to many. However, the study showed that those Americans who were sufficiently qualified and motivated seemed confident to participate in college education. It was found that parents of high school students were enthusiastic to get them higher education. The study concluded that even if prices of higher education increased, students and families could compensate the price by ‘trading down’ to a local community college rather than going to a four-year school or by attending part time college rather than a full time one. However, it cannot be denied that cost of higher education affected the participation of students to a great extent or students sought alternative ways for pursuing higher education in America.

James Richard (2002)\textsuperscript{55} presented a report on students’ attitudes and intentions regarding higher education according to their socio-economic background, taking into account geographical location, gender and other possible influences on decision-making. The report shed light on the brief summary of recent trends in education participation of people from lower socio-economic backgrounds. The report was based on data collected in 1998 by the Centre for the Study of Higher Education and the Youth Research Centre of the University of Melbourne. In higher education, there were persistent participation inequalities. About 14.6 per cent of the domestic students in Australian universities were from lower socio-economic backgrounds. Moreover, people from lower socio-economic backgrounds were far from successful in applying for and gaining access to many of the nation’s most prestigious traditional universities. Students’ socio-economic status such as parental employment, family income, and parental education played a vital role in
higher educational choices. The findings of the study showed that socio-economic backgrounds like community and individual diversity affect participation in higher education. The study revealed that there was the relationship between parental education levels and young people’s educational aspirations and expectations.

College Board (2004)\textsuperscript{56} examined the determinants of higher education. Participation and success rates in higher education differed considerably among demographic groups. White and Asian high school graduates who joined post-secondary education were at significantly higher rates than black and Hispanic high school graduates. The study also indicated that more women enrolled than men since the late 1980’s and the gender gap was widening. Socio-economic status played a major role in the pattern of participation in the higher education. It was found that less students from low income families went higher education. Thus, both income and parental education had independent effects on the students’ enrolment in college. About 35 per cent of Hispanics and 40 per cent of Blacks, 18 to 24 year old high school graduates were enrolled in college compared to 45 per cent of whites. Parent’s education had a significant impact on college enrolment within income groups. Among high school graduates in the upper middle income group, 90 per cent of those whose parents were college graduates enrolled in post-secondary education, compared to 69 per cent of those whose parents had only a high school education. Differences in enrolment due to parental education were significantly larger for four year colleges and universities than for post-secondary education. High income students were almost as likely to begin post secondary study in private four year colleges whereas low income students were almost
twice as likely to begin post secondary study in public two year or four year colleges. Thus, socio-economic factors significantly affected the higher education participation.

Ganlindo, Fernando et al. (2004)\textsuperscript{57} made an empirical study on the socio-economic gap in higher education participation after the introduction of tuition fees. They examined whether the socio-economic gap emerged on entry into university. They used a detailed individual level data to model the determinants of higher education participation, focusing on changes in the relationship between family background and higher education participation. They found that the growth in higher education participation among poor students was remarkably high. However, the gap between the rich and the poor in terms of higher education participation had widened during 1990. Children from poor neighbourhoods had become relatively less likely to participate in higher education since 1994-95 as compared to children from richer neighbourhoods. Much of the class difference in higher education participation reflected inequalities in the earlier stages of education system.

Conlon Gavan (2005)\textsuperscript{58} carried out a research on the determinants of qualification attainment and staying on in post compulsory education. He proved that those with a higher measure of innate ability were more likely to undertake additional qualifications or remain in full – time education than those with lower levels of measured ability. The study illustrated that innate ability did not determine qualification attainment, especially at low levels of qualification. But, combinations of regional, personal and family characteristics were influential in the adoption of the academic or vocational courses in the United Kingdom.
Kent Hill, Hoffman Dennis and Rex Tom (2005)\textsuperscript{59} in their study analysed the influence of financial resources of the family in college enrolment. They found that a strong correlation existed between college participation and family income. The study revealed that college enrolment had risen in the past two decades due to the rise in earnings. College is a good long-term investment for most people. But the children from low income families are credit constrained. They chose not to enrol in college either because they could not afford the out of pocket expenses or because of the loss of income while studying at college. The study pointed out the connection between income and scholastic ability and correlation between income and family background characteristics which had been the determinants of college participation. Thus, parental education and income shaped the lifestyle of the family and influenced the participation of their children in higher education.

Veena Poonacha (2005)\textsuperscript{60} examined the impact of socio-economic and political realities on women’s participation in science education and research. The study indicated that the prevailing educational system denied opportunities to vast sections of men and women. It was understood from the study that gender inequalities in access to higher education had continued through the decades. It indicated that the rate of growth of men’s access to higher education was greater than that of women. This study also revealed that women tended to cluster in the general discipline rather than in professional courses. The resultant anomalies had created a gap in women’s access to science education in India, which had implications not only for gender equity, but also for the future of the theoretical research in the study.
Ferry (2006) carried out a study on factors influencing career choices of adolescents and young adults and higher educational participation in rural Pennsylvania. The study highlighted the fact that higher educational choices of rural adults depended on their choices of career. It was observed that there was a relationship between career choices and higher educational choices.

Dubey Amaresh (2006) has analysed the factors which affect the likelihood of enrolment in higher education. The study uses data collected by the National Sample Survey Organisation. The objectives of the study are to find out the status of post secondary enrolment in India and how it varies across different states, social castes, religious groups and economic classes, and to identify the factors which affect the students’ enrolment in higher education. The study has pointed out that the most important determinant of post higher secondary education appears to be the economic status of households. Generally, youths from households with vulnerable sources of income cannot afford to go for higher education, firstly because higher education is expensive and secondly, they have to join the work force to supplement their household income. The study has also found that the educational level of the head of the household affects the enrolment of the children. This is quite natural that lower education leads to lower earnings and lower economic status again leads to lower educational status. Moreover, the study observes that gender discrimination in enrolment is still prevalent due to the traditional attitudes towards gender roles and responsibilities. So, women have lower enrolment rates than men irrespective of the socio-economic classes. Thus, this study concludes that the socio-economic conditions are the powerful determinants of higher educational participation in India.
Carlasa, Raymond Florax and Rietveld (2006) analysed the determinants of the demand for higher education. The study emphasized the relevance of socio-economic factors typically in higher educational choices in The Netherlands. The demand for higher education increased substantially in Europe. Portugal showed the highest among the EU nations and Germany and The Netherlands had the lowest participation in higher education. Several factors have been pointed out to explain the growing enrolment in higher education. They studied the demand for higher education in the Netherlands using aggregate regional flow data and included explanatory factors related to both the consumption and investment motive for higher education. The availability of free public transport was one of the reasons for the increase of students’ participation in higher education. The spatial distribution of higher educational institutions and the geographical accessibility of higher educational system are also some important implications for the demand for higher education. The study concluded that distances deterred students from going to certain universities and observed that students could have a better knowledge from nearby universities. Socializing with friends and family remained feasible at close by institutions. Moreover the empirical results imply that policy measures geared towards an increase in the demand for higher education, but rather at lowering the burden of rental costs. Thus distance of location of higher educational institutions also determined the demand for higher education.

Chanana Karuna (2007) examined the impact of increasing individual cost and change in the subject options on women’s higher education. The study focused on disciplinary choices, participation of women at graduate, post-graduate and research levels. Higher education has brought a transformation in the skills needed for jobs. In
fact, there has been a corresponding change in the boundaries between arts and science subjects. Natural or pure sciences are relegated to a lower position than the applied sciences and professional skills. Academic courses related to bio-sciences such as molecular biology, micro-biology, bio-chemistry, bio-physics are preferred to biology, physics and chemistry. Moreover, new disciplines such as management, media and mass communication, fashion technology and information technology have also taken their places towards the higher end of the spectrum. The new developments have led to the devaluation of subjects in the humanities and sciences. Women used to join general education – arts, humanities and the social sciences till the early 1990’s. Now they are opting for professional subjects, considered to be masculine disciplines some years back.

The investigator also attempted to see the influence of the so called economic liberalization and the market demand on women’s access to higher education and their choices of subjects. Women prefer masculine disciplines such as commerce, management, computer, law, engineering and technology to feminine disciplines like arts, social sciences, humanities and pure science in order to raise their socio economic status. This tendency has been the reason for the shift in women’s choice of disciplines in higher education. However, there are wide disparities in enrolment by region, caste, tribes, and gender. Besides, parental expectations and young women’s aspirations have been factors in the shift of choice of disciplines. It is concluded from the study that the relationship between the choice of disciplines and women’s ability to access them is not directly related nor are they dependent on women’s academic achievement.
The study of Ray (2007) revealed the impact of social class, race and gender in higher educational choices. He proved that choices were influenced by the socio-economic and racial background of the family.

Unni, Jeemol (2009) in his paper highlighted the gender differential in education. It was observed that young girls engaged themselves in helping their households, with domestic chores duties and taking care of siblings. This curtailed the freedom of girls to attend school. Moreover, caste and religion restricted the freedom of women and made them place a low value on education. The study also revealed that poor school infrastructure, domestic work, child labour, early marriage and child birth, caste and religion influenced poor attendance of girl children in school. The study suggested that reducing education fee, giving bicycles to school – going children and providing high schools and colleges in the villages to meet the demand for education of women.

Mackniak, Jeffrey (2009) studied the relationship between motivation and demographic factors in elective course choice among the middle school students. The study pointed out that middle school students made decisions regarding their elective class enrolment preferences. It made clear that there were outside influences placed upon the students in taking decisions in the elective subjects. The study aimed at investigating the interactive effects of gender, academic ability, race, and socio-economic status on student preferences to make their elective selections. The theory of motivation and the self determination theory provided the theoretical foundation for their research study. The middle school student’s demographic differences, gender, academic ability, race, socio-economic status and current elective selection were used as the independent
variables. The data revealed that socio-economic status and the current course enrolment did not exert any influence on elective course selection.

Chakrabarti Anindita (2009) in her article examined the role played by economic, social and demographic characteristics in determining the likelihood of participation in higher education for both rural and urban youth in India. Using data from the National sample survey (NSS), she examined how a household’s demand for higher education was governed by its social composition, gender-related aspects, economic background and cost of acquisition of education. These factors played a vital role in the determination of higher educational choice of different studies such as Arts, Commerce, Science and Technical Education. The study showed that youth belonging to scheduled caste and scheduled tribe background had significantly lower odds of going to higher educational institutions compared to other social groups in the rural area. The gender impact in terms of higher educational participation was more pronounced for the highest income / expenditure quartile for both rural and urban region. It was also found that economic and social identity, educational profile of households exerted a significant impact on the higher educational choices. Rising cost of higher education exerted a significant detrimental impact on the participation of higher education. Analysis of choice of individual discipline of higher education revealed that women had significantly higher odds of attending higher educational institutions for Arts / Humanities course in urban India compared to their men counterparts. However, there was a strong gender bias against women for every other stream such as science, commerce, medicine, engineering and other professional courses.
Mallikarjun and Fatima Nusrat (2009) studied the trend of gender parity of professional education at graduate level in Karnataka. They analysed the students’ enrolment in different professional courses and pointed out that there were 90.5 per cent men and 9.5 per cent women students who studied engineering courses in 1965. But it was 75.40 per cent men and 24.60 per cent women in the year 2003 – 2004. In the case of medical education 81.11 per cent men and 18.89 per cent women participated in 1965 and it was 64.1 per cent men and 35.9 per cent women in 1992. The total number of students’ enrolment in the faculty of law was 89.33 per cent men and 10.67 per cent women during the academic year 1965. The number of students who joined the faculty of education was 79.98 per cent men and 20.08 per cent women in 1965. Accordingly, 57.88 per cent men and 42.12 per cent women had enrolled during the academic year 2003-04. The study concluded that the women students gave their first preference to the faculty of education, the second to medicine, the third to engineering and the final one to the faculty of law. The study also indicated that woman students in Karnataka gave preference to professional courses as compared to man students. The study concluded that gender disparity was found in higher educational participation and choices. Thus, the number of men students was more in professional courses than that of women students.

Clutter (2010) investigated the effects of parental influence on their children’s career choices. The study pointed out that the parents’ socio-economic status and choice of career played an important role in making higher educational choices.

Rakesh Basant and Gitanjali Sen (2010) in their paper explored how an individual’s participation in higher education was dependent on religious affiliations, socio-economic status and demographic characteristics. The study emphasized the
relevance, both for analytical examination and in policy formulation of distinguishing between stock and flow measures of participation and of recognizing the differences in the eligibility for higher education. It was observed from the study that overall participation in higher education was alarmingly low in all socio-religious categories. The participation rates were lower than the average for marginalized groups like SCs, STs, OBCs and Muslims. The study also attempted to present the aggregate estimates of the three participation measures for all the socio-religious categories of the poor and the rich and concluded that for all the marginalized groups combined together, participation rates were consistently higher among the non-poor. It was also discerned from the study that on an average, about 45 per cent of the persons studying higher education went to private aided and unaided institutions. But, Hindu ST students, followed by Hindu SCs, Hindu – UCs and Hindu – OBCs chose government institutions. Muslims and other minorities chose private institutions. It is concluded that socio-religious background and some economic factors continued to be the important determinants of participation in higher education.

Gupta Rajinish (2011) in his research paper highlighted the effect of socio-economic conditions on education in India. He pointed out that economic factors influenced the educational decisions of a family. The conditions of socio-economic deprivation, cost and benefit of education were analysed on two counts, that is, the expectations of benefits which can be economic or non-economic and the ability of the families to bear the direct and indirect cost of education. So, the absence of any of these factors could lead to non-enrolment, irregular attendance or discontinuation of study. It is an undeniable truth that socio-economic conditions hamper the spread of primary
education and reduce the enrolment in higher education in India. Social inequalities such as class, gender and caste manifest themselves in the participation and completion of education. Some sections of the society like SC/ST and girls lag behind in rural areas. These sections have been disadvantaged historically on economic, social and educational front. The study showed that SC and ST children had lower rate of attendance and a higher drop-out rate compared to the children belonging to the general population. Children enrolled in schools and continuing education belonged to the economically better off sections of the society, whereas children who dropped out or did not enrol belonged to economically weaker sections. The proportion of boys attending the school was higher than girls in all states. It was observed that Muslims lagged behind with only 63 per cent of enrolment rate while Hindus had a rate of 72 per cent and other minorities fared much better at 83.5 per cent. The study reflected that women belonging to other minorities like the Sikhs, the Jains and the Christians fared much better than the Hindu and Muslim women. The impact of socio cultural environment on education was much too evident in India. Factors like the level of income, the size of landholdings, cost of education, non-agricultural occupations and the interest in the education of the son in the family contributed towards the high enrolment and attendance rate and continuation in education.

Kinsler Josh and Pavan Ronni (2011) undertook a study on the determinants of educational choices and the relationship between family income and the quality of higher education. The study stated that family income affected the quality of higher education, especially for high-ability individuals. It also observed that the impact of family income
on college quality was significant and it had declined considerably over time for high ability students.

Puhan, R. Rajan, et al. (2013)\textsuperscript{74} investigated the factors affecting the education of tribal women in Keonjhar district of Odisha. The study found that absence of schools, distance of schools, poor economic conditions and lack of women teachers affected the education of tribal women. So, they recommended to the government to provide education for women free of cost, develop infrastructural facilities and strengthen literacy programme.

Chand, Piar and Sharma, Himanshu (2013)\textsuperscript{75} have investigated the role of different factors which affect the higher educational choices of senior secondary science students of Himachal Pradesh. The objectives of the study are to analyse the higher educational choices of the science students studying in higher secondary classes in government and private schools, and examine the factors which influence the choice of students. This study uses primary data collected from 450 students of both government and private schools spread over the most literate Hamirpur (89.01\%), Uma (87.23\%) and Kangra (86.49\%) districts of Himachal Pradesh. The results of the study demonstrate that most of the science students aspire to join professional courses like engineering, medicine, agriculture, pharmacy, nursing, bio-technology and information technology because of their employment prospects. They have also found that enrolment in these courses is governed by a number of factors like gender, academic performance, family income and the number of siblings at home.
RESEARCH GAP

It is important to note that studies on socio-economic impact on higher education focusing on academic achievement and higher education participation are more in number than that on higher educational choices. The available studies deal with the relationship between socio-economic aspects and academic achievement and continuation of higher education in general. Moreover, such studies show that parental education, employment and income determine the participation of their children in higher education. In fact, they highlight the factors that are responsible for academic achievement and participation in higher education. Moreover, the available studies concentrate mainly on higher education participation rather than higher educational choices. The studies on the impact of socio-economic factors on higher educational choices are not total. There are factors other than gender, caste, religion, community, parental education, income, occupation and nature of employment and cost of education which play a vital role in making higher educational choices. In fact, a number of socio-economic factors and employment generations and income opportunities, and financial support of relatives, friend and teachers, availability of courses at local area or in desirable areas, transport and hostel facilities have a great impact on higher educational choices, Hence, it requires an in-depth study in this direction.

It is also important to note that most of the parents in Kanniyakumari District choose post- higher secondary education not according to the intelligence, interest and ability of their children but on the basis of employment generation and income opportunities. Thus, the choice of higher education has been made not only on the basis of parental education, employment, nature of occupation and income, but also on the
availability of financial support, employment and income opportunities and duration of education. At present, parents give importance to professional courses and Science subjects like Physics, Chemistry and Mathematics and art subjects like English Literature and Commerce. It shows that no systematic in-depth study has been undertaken in this issue so far. Hence, the present study is an earnest attempt to fill this research gap. As it also analyses the constraints faced by the people in higher educational choices, this study would be a new epoch in the field of economic research.
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