CHAPTER –II

REVIEW OF RELATED LITERATURE

Introduction

The Review of related literature helps the investigator to know the previous knowledge about his/her studies. For scientific approach it is also necessary. Again, it also guides the researcher to identify the areas which is helpful for further study. Review of related literature enables the investigator to delimit of his/her field. One cannot develop an insight without the help of others. It helps the researcher to delimit and define his/her own problems. Thus, Review of related literature prepares the foundation upon which all further works can be developed. It provides evidence with what is already done and what will be still done and untested. Briefly, review of related literature gives the suitable past information to design the research project, helps to analyse and interpret the research data. It helps to take the objectives clearly and concisely avoiding unfruitful and unnecessary areas of problem in which positive findings are very likely for results. Through it the researcher can avoid unintentional duplication of well-established findings and provides a basis for formulating hypotheses and providing helpful suggestions for significant investigation. It helps the researcher about the research methodology, tools and instruments, which proved to be useful and promising in previous studies. In short, the purposes of the review are:-

i) to collect the past knowledge of the research problem,
ii) to identify the concepts relating to it,
iii) to formulate hypotheses,
iv) to identify proper methodology and research design,
v) to identify the sources used by the other researcher and to learn how other has structured the report.

The study on the influence of socio-economic factors on psycho-cultural characteristics of individuals has become the attention in contemporary sociological research. Incomes, education, place of residence of the family are the major factors, which define a condition of social status or backwardness. In Indian society, ‘caste’ is a unique and important factor for social status. It is widely acknowledged that a
student’s academic achievement is influenced by his family’s socio-economic background. Income, education of parents, socio-economic status, basic home amenities of family as well as cultural and psychological factors have all been studied for their influence on children’s academic achievement. Although the relationship between socio-economic factors and educational performance appears to have been firmly established in studies all over the world, the findings are still not consistent with each other. Therefore, the investigator studies related to socio-economic status and academic achievement have been reviewed.

In this chapter the investigator has made to survey the earlier works which are related and done by others on this topic.

2.1 Studies Undertaken Abroad

The study of Clemens and Oleke (1967) and Emeke (1984) conducted a study on the Cause of Poor Academic Performance. The study investigated the Cause of Poor Academic Performance to combination of personal and institutional factors. Personal factors include intelligence, knowledge and ability. On the other hand institutional factors are family or parental influence, social influences and factors which are related to school.

Duncan, O. D., et. al.(1972) made a study on socio-economic background and achievement of the students. The objective was to study the socio-economic background and achievement of the students. This study revealed that socio-economic background and achievement of the students is highly related each other.

The study of Wiseman (1973), Sogbetan (1981) and Hassan (1983) et. al investigated the causes of Poor Performance among the secondary school students. These studies revealed that intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, family’s low socio-economic status, poor family structure and anxiety are the main causes of poor performance of the students. Indiscipline in schools and low level of educational standard are also responsible factors for low performance of the students.

Friedrich, C. (1978) conducted a study on correlation between the social background and school performance of 12-13 years old pupil. This study revealed that there is a
significant correlation between the social background and academic performance of the students.

**Hunt (1978) and Bloom (1980)** made a study of the influence of family income, education of parents, socio-economic status, basic home amenities as well as cultural and psychological factors on children’s academic performance. The findings of the study revealed that students’ academic performance is influenced by his family background.

**White, Karl R. (1982)** conducted a study on relation between Socio-Economic Status and Academic Achievement among the students. The study revealed that family characteristics i.e. Socio-Economic Status of the family, grade level evaluation, Academic Achievement measurement procedure, Socio-Economic Status, measurement procedure, and the data collection year are significantly correlated with the Academic Achievement and Socio-Economic Status.

**Maqsud, M., Rouhani, S. (1991)** conducted a study on the relationship between Socio-Economic Status, locus of control, Self-concept and Academic Achievement of Batswana adolescents. The major findings of the study are i) Socio-Economic Status was significantly and positively related with internality, self-concept and achievement in English, ii) self-concept was significantly and positively correlated with achievement in English and Mathematics, iii) boys’ Mathematics achievement was significantly higher than girls’ ones.

**Paterson, L. (1991)** made a study on socio-economic status and educational attainment. The objective of the study was to examine the effects of Socio-Economic Status on students’ educational attainment. This study revealed that socio-economic status and educational attainment significantly related with each other.

**Wongoo (1991)** conducted a study on the impact of socio-economic status on academic achievement of government and private schools students. The objective of the study was to find out the difference of academic achievement of government and private schools students as far as their socio-economic status concerned. This study revealed that the academic performance of government and private schools did not
differ significantly; but socio-economic status and academic achievement was significantly correlated.


Among the various objectives, one important objective was to study whether the differences in gender, IQ, mathematical thinking and socio-economic status would account for significant differences in mathematics achievement of Grade XII students on GSCE.

The finding of the study on the basis of this objective was the observed differences among the three levels (H, M, L) achievement were not significant. The finding also revealed that the interaction effect of the levels of gender, mathematical thinking and socio-economic status was not significant.

Holmquist, J. (1993) conducted study on Social and Psychological Correlates of Achievement in Spanish at Temple University. This study revealed that Academic Achievement increases with Socio-Economic Status and vice-versa.

Ho Sui Chu, E., Williams, J. D. (1996) conducted a study on effects of parental involvement on eighth-grade achievement. The objective of the study was to study the effects of parental involvement on Academic Achievement on eighth-grade students. This study revealed that effect of parental involvement on eighth-grade achievement of the students is significantly correlated.

Caldas, S. J. (1997) has conducted a study on the relation between the Socio-Economic Status of peers and individual Academic Achievement. This study revealed that peer family socio-economic status is significantly and substantively independent effect on individual’s Academic Achievement.

Caldas, S. J., Bankston, C., III. (1997) made a study on effect of school population, socio-economic status on individual’s academic achievement. The objective was to
study the effect of school population, socio-economic status on individual’s academic achievement. This study revealed that school population, socio-economic status strongly effect on individual’s academic achievement.

Ichado (1998) conducted a study of the causes on poor performance of the school students. This study revealed that parent’s emotional disagreement lead to poor academic performance on students.

McCallum (2001) made a study on effect of socio-economic status on academic achievement of the students. This study revealed that high-socio-economic status influenced on the students’ better academic achievement.

Sockert, A.et.al. (2002) conducted a study on effect of socio-economic status on academic achievement of the students. The study revealed that academic achievement increases with socio-economic status.

Barry, J., (2005) studied the effects of socio-economic status on academic achievement. The objective of the study was to investigate the effects of socio-economic status on academic achievement of students. This study revealed that socio-economic status effects on academic achievement of students.

Natasha, M. (2005) -studied the influence of socioeconomic status and quality of education on school children’s academic performance in South Africa. The objective of this study was to determine the quality of education and socio-economic status how affected IQ scores and academic performance. The sample of the study consisted of 79 children between the ages of 12 and 15 years from various Cape Town schools. The sample has taken from both high and low SES families and with varying qualities of education. The child’s academic achievement was evaluated from school records.

The study revealed that children of high socio-economic status perform significantly better in general intellectual measures and academically, and second of all that children attending a school with high quality of education perform significantly better than children attending a school with a low quality of education. The current study has confirmed the assumption that SES and quality of education
have a great influence on school children’s academic performance and performance on general intellectual functioning.

Sirin, S. R. (2005) conducted a study on Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong socio-economic status and achievement relation. This relation, however, is moderated by the unit, the source, the range of socio-economic status variable, and the type of socio-economic status achievement measure. The relation is also contingent upon school level, minority status, and school location.

Ajila and Olutola (2007) conducted a study on Causes of Poor Performance of secondary school students. This study revealed that home affects the individual’s academic performance.

Uwaifo, V. O. (2008) conducted a study on”’ The effects of family structure and parenthood on the academic performance of Nigerian University students”’. The results showed that significant differences existed between the academic performance of students from single parent family and those from two parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures.

Hanafi, Z. (2008) made a study on the relationship between Aspects of Socio-Economic factors and Academic Achievement. The study focused on two aspects of family socio-economy i.e. mothers’ and fathers’ educational level and reading materials in the home. 430 form 5 students from 3 secondary schools in a district in Kedah were involved in this case study. The findings of the study support previous studies, where both parents’ educational level and reading materials available in the home were related to children’s academic achievement. More facilities provide better performance to the children
Jamila, E.H. (2009) conducted a study on Parents’ Socio-Economic Status and children’s Academic Performance. This paper has investigated the relationship between parents’ Socio-Economic Status and their children’s performance at school.

The findings of the study were-

i) The Academic Performance of the girls’ is better than the boys.

ii) The association between parental education level and children’s Academic Performance is moderate and positive.

iii) There is a positive association between the children’s school grade and their parents’ labour market status.

iv) Children with non-western immigrant background on average get the lowest grades, followed by immigrants with western backgrounds and native Norwegian children.

H. Caro, D. (2009) made a study on Socio-Economic Status and Academic Achievement Trajectories from Childhood to Adolescence.

The study investigated that although a positive relationship between socio-economic status and academic achievement is well-established, how it varies with age is not. This article uses four data points from Canada's National Longitudinal Study of Children and Youth (NLSCY) to examine how the academic achievement gap attributed to Socio-Economic Status changes from childhood to adolescence (ages 7 to 15). Estimates of panel data and hierarchical linear models indicate that the gap remains fairly stable from the age of 7 to 11 years and widens at an increasing rate from the age of 11 to the age of 15 years. The results of this study indicate a widening gap in mathematics achievement between students of higher and lower SES families in Canada. This finding, consistent with the cumulative advantage theory, adds to the evidence that educational disparities associated with family background tend to increase as students advance in school.

Ewijka, R.V., & Sleegers, P. (2010) made a study on the effect of peer socioeconomic status on student achievement: A meta-analysis in Amsterdam, The Netherlands. The aim of this meta-analysis was to systematically review the findings from previous studies into peer effects on student achievement and to try to come to an
understanding of why researchers have alternately found small effects, large effects, or no effects at all.

The results show that the approach a researcher takes for estimating the peer effect of socioeconomic status strongly affects the effect size found. The average weighted effect size over all our studies was 0.32. The exact size a researcher will find, however, may deviate considerably from this, depending on the operationalization of the average Socioeconomic Status (SES)-variable and the model specification chosen. Choosing a dichotomously based compositional variable, such as free lunch eligibility, or including several average Socioeconomic Status-covariates in the same model, leads to a very low and attenuated estimate of the peer effect. The use of a thoroughly constructed composite that includes several of the dimensions of Socioeconomic Status (SES) is associated with much higher effects than the use of Socioeconomic Status (SES)-measures based only on parental education or home resources. This study revealed that Socioeconomic Status effects the academic achievement of the students.

Adeyemi, T. O. (2011)-made A Comparative Study of Students' Academic Performance in Public Examinations in Secondary Schools in Ondo and Ekiti States, Nigeria. This study investigated students' academic performance in public examinations in Secondary Schools in Ondo and Ekiti States, Nigeria. As a descriptive research, the study population comprised all the 281 secondary schools in Ondo State and the 171 secondary schools in Ekiti State, Nigeria. Out of this population, a sample of 240 secondary schools in Ondo State and 146 secondary schools in Ekiti State was taken. The method of selection was by stratified random sampling technique. The instrument used to collect data for the study was an inventory while the data collected was analyzed using percentages, chi-square statistic and the t-test. It was found that the performance of student in the Junior Secondary Certificate (JSC) and the Senior Secondary Certificate (SSC) examinations was low.

Farooq, M.S., Chaudhry, A.H., et al. (2011) conducted a study on factors affecting students’ quality of academic performance: a case of secondary school level at Pakistan. The main objectives of the study were to:
a) Analyze the effect of socio-economic status, parental education and occupation on quality of students’ academic performance.

b) Explore the effect of socio-economic status on student’s achievements in the subjects of Mathematics and English.

c) Find out the difference in quality of students’ achievement in relation to their gender.

The findings of the study were-- socio-economic status (SES), fathers’ education, and mothers’ education, had a significant effect on students’ overall academic achievement as well as on Mathematics and English scores in 9th grade at the .05 level of significance. Further it is obvious that parental occupation had no significant effect on academic achievement. It is therefore concluded that SES level and parental education affect the achievement of their children, but the parents’ occupation had no effect. It was found that girls perform better than the male students.

**Jabor, M. K., Machtimes, K. Kunguet. et.al. (2011)** studied on Does Parent Educational Status Matter on the Students’ Achievement in Science? The purpose of this study was to determine if parent educational status influences the achievement in high school science. This study utilized the student’s grade point average (GPA) for science during high school years to measure achievement. The data for this study came from the National Assessment of Educational Progress (NAEP) High School Transcript Study (HSTS) 2005. The study described the graduating high school students in the U.S. by their parent educational status and their academic achievement in science.

The study compared the mathematics achievement between parent educational statuses. The comparison revealed that there were statistically significant differences in science GPAs scores between parent educational statuses; however, the effect size was small.

**Thompson, R. (2011)** made a study on Florida Charter Schools: The Effects of Types and Socio-economic Status on Academic Achievement. By examining their relationships, it can be determined which charter school intervention works best and
what affect they have on closing the overall educational achievement gap. The findings of the study were the household of a student who is considered low-SES is characterized by having less education and less income and occupational status as compared to high-SES student, SES related demographic measures, Low-SES students have less resources and capital which are important ingredients for a student.

Adeyemo, S. A. & Babajide, B. V. (2012) conducted a study on The Influence of Social and Economic Disadvantage on Students’ Academic Achievement in Senior Secondary Schools Physics, University of Lagos, Akoka. This study examined the influence of social and economic disadvantage on students’ academic achievement in senior secondary school physics. One hundred and ten students were selected randomly across two randomly selected senior secondary schools in Lagos State. From each of the randomly selected schools the researcher selected fifty five physics students using the simple random sampling technique. A number of related materials both of empirical and theoretical importance were reviewed. This study adopted a simple survey research design and made use of questionnaire in facilitating data collection. The statistical description (such as mean simple percentages and standard deviation) Pearson moment correlation coefficient and Chi-square method were employed for the analysis. Based on result obtained there is no significant relationship between socio-economic disadvantaged students’ and their academic achievement. Also there is no significant relationship between parental influence and students’ academic achievement in physics.

Altschul, I. (2012) conducted a study on Linking Socioeconomic Status to the Academic Achievement of Mexican American Youth through Parent Involvement in Education.

This study uses data from 1,609 Mexican American students and their parents who participated in the National Educational Longitudinal Study to examine (a) the influence of multiple socioeconomic components on youth’s academic achievement, and (b) whether these effects were mediated by parent involvement in education. Results show that the factor with the strongest direct relationship to youth’s test scores was maternal occupation, followed by family income. Maternal education level was also predictive of youth’s academic achievement, whereas fathers’ education and
occupation were not predictive of academic achievement. Parent involvement in education mediated the influence of both family income and maternal education on youth’s academic achievement. Pathways between socioeconomic status, parent involvement, and youth’s academic achievement suggest that Mexican American parents’ abilities to invest economic, social, and human capital in their children’s education leads to higher academic achievement among youth.

**Erlendsdottir, G. (2012)** made a study on Effects of Parental Involvement in Education: A Case Study in Namibia. *Endeavour to ascertain how parental involvement at Combretum Trust School in Namibia affects the academic achievement of students. The aim of the research is to see if this relationship exists at a school in Namibia, a developing country that faces many educational challenges. In this case study a qualitative research approach was used. Data was gathered by interviewing parents of seven students at Combretum Trust School in Windhoek, who all have achieved academically. The objective of the interviews was to learn if and how the parents are involved in their children’s education. In addition, the investigator collected information as to the experiences and attitudes of those parents towards their children’s education and education in general. The main findings are that all the parents who were interviewed are highly involved with their children’s education. They have high expectations towards their children’s education and their future. Moreover, they are all quite vocal about their expectations to their children. The parents all recognise the importance of staying involved with their child’s education and participate fully. All the parents want to know how their child spends his or her time outside of school and with whom their child spends his or her time. Most of the parents consider themselves to have a good relationship with their child’s teachers and the school. Homework is considered to be important by each parent and they all assist their child with homework if the need arises. Thus, it may be concluded that by staying involved with their children’s education in this way the parents do impact positively on the academic achievement of the students chosen for this study at Combretum Trust School in Namibia.*

This study is being undertaken with the following objectives -

a. To find out the effect of parental socio-economic status on students’ academic performance.
b. To determine the effect of educational status of the parent on academic performance
c. To determine the impact of educational qualification on students’ academic performance.
d. To find out if there is any link between statuses of students and the academic performance.

The study revealed that i) Parental Socio-Economic Status has no significant effect on the Academic Performance of Students,

i) Parental educational background has no significant effect on Academic Performance of Students in school,

ii) Parental qualification has significant effect on Academic Performance of Students in school,

iii) Academic Performance of students from parent with post-secondary school qualification was better than that of students from parents with either secondary or primary school qualification.

Hossain, A., Zeheen, A., Islam, A. (2012) made a study on Socio-Economic Background and Performance of the students at Presidency University in Bangladesh. The study seeks to consider socio-economic background of the students enrolled at PU with a view to assessing individual performances and improvements. The assessment covers comparative achievements of different school of PU namely Business, Engineering and Liberal Arts and Social Science. Since performances of the students depend on the University curricula and quality of the faculties’ and also on parent/guardian’s income level, gender, religion, accommodation arrangement, past academic background and socio-economic and cultural status, the paper tries to statistically evaluate comparative importance of factors behind their performances. The analysis attempted to collect data through population survey (SIMS), but had to rely on random sample survey as required data were not available in SIMS, and
regressions were run to evaluate comparative importance of the factors. The results showed that parents’ income and father’s education level have influence on academic performance of a student. Past academic track records of the students plays an important role in University achievements


The findings of the study were family socio-economic status affects children’s education. For instance it has been noted that high level of Parental education of the family, high income and conducive home environment positively influences academic achievement of children. It has also been noted that the girl child is performing poorly in Kisumu East District when compared to the boy child. For instance in 2009, from Nyanza Province, only 6 girls were ranked among the top 100 compared to boys who were 26 and there was no girl from Kisumu East District while there were 4 boys. Therefore the purpose of this study was to find out the impact of family socio-economic status on academic achievement of girls at Secondary School Education level in Kisumu East District. The theory that was used to guide the study was Pearson’s gender relations theory. The research designs used were co-relational and descriptive survey designs. The study population consisted of 1560 form four girls, 33 head teachers and 33 class teachers. Data collection instruments included questionnaire, interview schedule and document analysis guide. The study established that the girl students’ from high family income performed better than from those from low income families. Parents with high level of education greatly enhanced girl students’ academic achievement. Moderate family sizes of about 4 children had a big positive influence on girl students’ academic achievement. The study concluded that family income, parental level of education, birth order and family size influenced academic achievement of girls in secondary schools. From the findings the recommendations made were; the government should sensitize parents on the need and importance of supporting girl education for better performance, parents should also be sensitized by the school on the importance of providing for the needs of the girl child and its impact on their academic performance; schools should also advise
parents on how to properly use their resources on supporting their daughters academic performance.

Shah, M., Atta, A., Qureshi, M.I., & Shah, H (2012) conducted a study on Impact of Socio Economic Status of Family on the Academic Achievements of Students. Objectives were

- To see the relationship between the socioeconomic status of the parents and the admission in the colleges.
- To see the impact of socioeconomic status on the achievements of the students
- To find problems and suggest improvements in the light of findings of the study to the policy makers and planners.

For this study eight colleges and two Higher Secondary Schools were selected from D I Khan District. A sample of 20 students was selected from each college and school. Rank correlation and Chi Square test have been used to test the hypothesis. The findings show positive and strong correlation between Socio-Economic Status and academic achievements of the children. This study revealed that there is a positive relationship between the socioeconomic status of the parents (calculated in terms of family income, either by father, mother or both) and the academic achievements of their children.

The analysis of the data shows that the socio-economic status of a family positively effects the academic achievements of their children. There is a strong or high correlation between socio economic status (SES) of the family and academic achievements of the students.


The purpose of this research study was to investigate the effects of parental socioeconomic status on the academic achievement of secondary school students in District Karak (Khyber Pakhtunkhwa) Pakistan. The objectives of the study were: (a)
to find out the effect of parental socioeconomic status on the academic achievement of secondary school students (b) to determine the effect of parental educational level on the academic achievement of secondary school students (c) to find out the effect of parental occupational level on the academic achievement of secondary school students and (d) to suggest workable recommendations for the enhancement of the students’ academic achievement. All the students studying at secondary school level in District Karak constituted the population of the study. The study was delimited to only sixty government boys’ high schools in District Karak. The study was further delimited to the students of 10th Class. In order to represent adequate representation of population, only 1500 secondary school students were selected randomly at the rate of 25 students from each school. The study was survey type and therefore the researchers decided to develop self-developed questionnaire for the collection of data. The researchers personally visited to the respective sample and distributed questionnaires among the participants. In this way data was collected. Chi-square and percentage were used for the statistical analysis of the data. After statistical analysis of data, the researchers concluded that parental socio-economic status; parent’s educational level, parental occupational level; and parental income level affect the academic achievement of students at secondary level.

Teodor, M. (2012) conducted a study on The Influence of Socio-Economic Status on School Performance. The following pages will present the influence that socioeconomic status has on school performance. Depending on culture, region and country, the socioeconomic status has a significant impact on school performance and it is seen as a good indicator of it. Method: a group of 100 young students age between 18 and 24 years old (M =20.19; S.D. =1.54), all of them aged over 18, being in their fourth year of high school; in order to validate the hypothesis a socioeconomic questionnaire was used including the concept covers several financial factors such as family, parents' academic level, lifestyle, family influence, the number of people in the house. For the academic performance measurement used the average grades of the students. This group was given a questionnaire measuring the socioeconomic status. School performance was assessed by consulting the students' class books School performance correlates directly proportional to the duration of hours spent learning per day. Another statistically significant correlation is the one between school performance and extracurricular activities. After the results were analyzed, the
investigator able to determine that school performance is, indeed, influenced by the hours spent learning, free time, the presence of siblings in the family and the family home place, (in the rural or urban area), all of which are metrics for the socioeconomic status.

**Doren, C. J. (2013)** conducted a study on Unequal Equality: The Effects of Socioeconomic Status on Academic Achievement in Open and Closed Societies of Wesleyan, United States.

From one country to the next, the role of socioeconomic status differs in its relation to academic achievement (OECD 2010). In this study, investigator examined the role of country level factors, specifically open and closed systems, in affecting this relationship. The existing literature provides conflicting evidence, suggesting that open, democratic characteristics may either decrease or increase the effect of socioeconomic status in a country, as may closed, non-democratic characteristics. Using multi-level models to analyze data from the Programme for International Student Assessment and the Quality of Government datasets, results suggest that more closed, more corrupt countries have a smaller effect of socioeconomic status on achievement than more open, less corrupt countries. However, countries with a more unequal distribution of income also have smaller socioeconomic achievement gaps than do more equal countries.

**Okioha, C. K. (2013)** made a study on the Impact of Students’ Socio-economic Background on Academic Performance in Universities, a Case of Students in Kisii University College, Kenya. The objectives of the study were to evaluate the factors that influenced the student academic performance and the relationship between the student socio-economic background and academic performance. To achieve this, a sample of 186 respondents in Kisii University College was selected in all the six faculties using simple random sampling. Questionnaires were administered to the respondents. Research Assistants presented copies of the questionnaires to students to complete and supplementary information was obtained from the university academic staff. Data collected was analyzed using descriptive and inferential statistics. The results revealed that the student social economic background influenced student academic performance since Education plays a major role in skill sets for acquiring
jobs, as well as specific qualities that stratify people with higher and lower socialeconomic status.

Pourfeiz, J., Behjoo, B.M.(2013) conducted A study of Academic Achievementamong Turkish ELT students. The present study investigated the AcademicAchievement of Turkish ELT students using a sample of 400 freshman students fromstate universities in Ankara, Turkey. The data for the study were collected through aquestionnaire self-concept, study habits and socioeconomic status in relation to theiracademic achievement. The results of the study indicated that there was significantassociation between self-concept and academic achievement among boys and girls,also positive and significant relation between study habits and academic achievement.As for socioeconomic status, there was significant relationship between socioeconomic status and academic achievement among the groups.

2.2 Studies in India

Sachchidananda (1974) conducted two parallel studies on education among theScheduled Caste/Scheduled Tribes at school/college students in Bihar. He found thatmost of the college students had high academic and occupational aspirations. A large number of students felt that their status had improved but not as much as that of the caste Hindu. Educational aspirations of both male and female students were nearly the same as also their patterns of social interaction.

Saini(1977) conducted a study on academic achievement as a function of economicstatus and educational standard of parents. The sample consisted of 196 students from 4colleges of Chandigarh. The findings revealed that the economic status as well aseducational standard of parents had significant effect on the academic achievement ofarts and science students at the college level.

Singh (1977) found that scholastic achievement of high income family students were significantly better than the low caste, low income and tribal family students.

Ojha, P.K. (1979) conducted a research study on the Co-relationship between Socioeconomic status and achievement of High School Boys. The research study revealed
that a significant positive correlation of 0.34 between achievement and socioeconomic status (SES) for rural boys and 0.69 for urban boys. The achievement of rural boys was found to be better than the urban boys. For both rural and urban students the t-test analysis led the investigator to conclude that the higher the SES, the better would be the academic achievement of students at the high school level. Parental education, occupation and income were also related with the educational achievement of both rural and urban boys of class XI.

Kolwadkar (1980) conducted a study of gifted children in relation to their personality traits, level of adjustment and academic achievement. The study revealed that socioeconomic status, father’s occupation, education of parents, size of family, ordinal position, health status were significantly related to academic achievement; adjustment was positively correlated with academic achievement in case of boys.

Rani, B. (1980) made a Study of Self-concept and Non-Cognitive Factors Affecting the Academic Achievement of Scheduled Caste Students and Non-Scheduled Caste Students in Institution for Higher Technical Education.

Objective of the study were
1. To study the difference in the academic achievement of students belonging to Scheduled Caste and non-Scheduled Caste categories.
2. To study the gender difference in the academic achievement.
3. To study the interaction between social category and gender with regard to the academic achievement of students.
4. To study the interaction between gender and self-concept with regard to the academic achievement of students.
5. To study the interaction between social category and self-concept with regard to the academic achievement of students.
6. To study the three way interaction between social category, gender and self-concept with regard to the academic achievement of students.
Findings of the study

- Students belonging to Scheduled Caste and non-Scheduled categories do not differ significantly with regard to their academic achievement.
- Boys and girls students do not differ significantly in their academic achievement.
- Social category and gender do not interact significantly with regard to the academic achievement of students.
- Gender and self-concept do not interact significantly with regard to academic achievement of students.
- Social category and self-concept do not interact significantly with regard to academic achievement of students.
- Social category, self-concept and gender do not interact significantly with regard to academic achievement of students.

The study conducted by Aruna (1981) in Karnataka revealed that academic achievement of schedule caste/schedule tribe students studying in standard VII was significantly lower than that of general population. It further reported that the Academic Achievement of schedule caste or the schedule tribe students studying in Rural Schools was inferior to that of their counterparts in Urban Schools.

Pandey (1981) tried to analyze to socio-cultural factors which determined the Academic Achievement of schedule tribe students. But besides this, he tried to find out their academic and occupational aspirations, the teacher-taught relationship and the interaction between tribal and non-tribal students on the basis of his findings, the author revealed that tribal students are poor than non-tribal students on every aspects which he studied.

Nambissan, G. (1983) made a study on Education and Occupational Mobility among’ the Bhils of Rajasthan. The objectives of the were –

i) To understand the nature and magnitude inequality of educational opportunity between the Tribal (Bhil) and non-Tribal (Brahmin) community.
The major findings of the study were

- The Tribal households were educationally backward as compared to the Brahmin households.
- The spread of educational opportunities among the tribal households was relatively narrow. There was a definite process of status-inheritance or self-recruitment in households which already has access to new occupational opportunities. Only a small proportion of ‘service’ income earning youth had attained upward occupational mobility.

Grewal (1985) carried out a study to find out the effect of socio-economic status on academic performance of children. The sample consisted of 550 students (355 boys and 200 girls) from 16 higher secondary schools of Bhopal studying in class XI, with modal age of 16, socio economic status of parents was assessed by using Kuppuswamy’s socio economic status scale. The results revealed that academic performance was influenced by socio-economic status of the subjects.

Verma, M. (1985) made a study on the Factors Affecting Academic Achievement: A Cross-Cultural Study of Tribal and Non-Tribal Students at Junior High School Level in Uttar Pradesh. The study brought out that the main Achievement of Scheduled Caste students were significantly lower than that of Tribal students and students from other castes. Scheduled Tribe students belonged to higher socio-economic strata as compared to Scheduled Caste students.

Chakrabarti (1986) revealed that the children whose parents were highly educated and involved in their study had better performance in both school examinations and achievement tests than those whose parents were rich but less educated and not involved in their children daily activities and studies. Sample consisted of 100 boys selected randomly from two English medium schools in Pune.

Lakhera, S. K. (1986) conducted on the Educational Problems of Scheduled Tribe pupil studying in junior secondary schools of Chamoli District. From his investigation he found that Tribal girls faced more difficulties than boys doing their homework, the
low achievement of the Tribal children lack of education, lack of motivation and unfavorable attitude of parents.

Misra M.A. (1986) conducted research on a critical study of the influence of socio-economic status on the academic achievement of Higher Secondary students in Rural and Urban areas, Kanpur. Objective of the study was to study the influence of socio-economic status on academic achievement of rural and urban high school students.

Researcher revealed in the study that:

i) There was a positive relationship between socio-economic status, and academic achievement of the students.

ii) There was a positive relationship between the intelligence test score and academic performance of the students.

iii) Intelligence positively affected academic performance of the students.

iv) The academic achievement of the rural students was lower than the achievement of the urban students.

v) The academic achievement of girls was superior to the performance of boys.


The objectives of the study was to investigate the effect of home environment and parenting style on seven personality variables among Tribal students and urban students of Madhya Pradesh.

The major finding of the study was home environment in the two Tribal groups (Bhils and Gonds) was not found differ significantly from that of the urban group.

Prasad, S.N. (1986) conducted a study on impact of socio-economic status on aspiration, educational adjustment and values of the students. The study revealed that socio-economic statuses of urban students were positively related to achievement,
aspiration and values. Again, the socio-economic statuses of rural students were positively related to aspiration and values, while their parents’ occupation was related with achievement, educational adjustment and values.

Sujatha and Yeshodhara (1986) made a comparative study of some educational variables of Scheduled Caste and Scheduled Tribe students. They tried to find out the relationship between Academic Achievement and Achievement motivation, school adjustment and personality factors.

Abrol, P.C. (1987) carried out an investigation on Constraints in the Educability of the Tribal’s-Daddies, Gujjars, Backwards in Jammu Region. The result showed poverty, poor school facilities, parental apathy and inconvenient location of the school were the major constraints.

Georgewill (1987) conducted a study to find out the effect of parental occupation on their children's academic achievement. The sample consisted of 500 parents in Port Hartcourtcity. The results revealed that civil servants children perform better followed by children of business parents. But the poorest performance came from farmer's children. Chatterjiet. al. (1972) revealed that father’s occupation was not consistently related to children’s achievement.

Gupta (1987) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety, personality traits, level of aspiration with academic achievement by taking a sample of 670 students of average intelligence drawn from a population of 3780 students of class XI of Hindi medium school of Allahabad city and found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement; socio economic status had significant positive correlation with academic achievement; boys were high achievers, more internally controlled and less anxious than girls.

Mehta, C.P. (1987) carried out an Investigation into Academic Achievement of Scheduled Caste and Non- Scheduled Caste Students of Saurashtra.
The objectives of the study were
1. To study the difference in the academic achievement of students belonging to scheduled caste and non-scheduled caste categories.
2. To study the difference in the academic achievement of boys and girls.
3. To study the interaction between social category and gender with regard to the academic achievement of students.

The major findings of the Study were-
  i) Students belonging to Scheduled Caste and non-Scheduled categories do not differ significantly with regard to their academic achievement.
  ii) Boys and girls students do not differ significantly in their academic achievement.
  iii) Social category and gender do not interact significantly with regard to the academic achievement of students.

Rawat, G.S. (1987) conducted a study of absenteeism in junior high school students in relation to school climate, social development, socio-economic status and academic achievement.
The main objective of the study was to find out the relationship of absenteeism with social climate, social development, socio-economic status and academic achievement.

Major findings were-
  i) The regular students perceived social climate and its dimensions more satisfactory than absentees.
  ii) There was a significant differences appeared in absentees and regulars in social development, socio-economic status and academic achievement.

The objectives of the study were-
  i) To find the level of achievement of Scheduled Caste and Scheduled Tribe students in classes VII, VIII & IX;
  ii) To measure the intelligence of these students; and
iii) To calculate the correlations between intelligence and achievement of Scheduled Caste, Scheduled Tribe and General Category students.

The study established that there was positive correlation between intelligence and scholastic achievement of Scheduled Tribe students in almost all the subjects in all the districts.

Gill and Sidhu (1988) carried out a study on intelligence of academic achievement in the children belonging to different socio-economic groups in rural Punjab. The sample consisted of 80 students studying in 9th class. On the basis of information collected from the students, the subjects were divided into three socio-economic groups i.e. servicemen, agriculturists and labourers. The total marks obtained in 8th standard verbal intelligence scores and non-verbal intelligence scores were taken. The results showed that highest marks were obtained in the service group, followed by agriculturists and then labourers. Verbal Intelligence scores were highest in agriculturists followed by servicemen and labourers. Hence, the results showed that occupation of parents influenced the school performance of children.

Singh (1988) studied the influence of residential place on the achievement of students with the objective to study the effect of location on the achievement level of students by taking a sample of 650 adolescents within the age range of 17 to 20 years and found that the urban students had better academic achievement than rural students, the reason behind this may be the facilities and exposure provided to urban learner

Ganguly, M. (1989) conducted a study on A Study of the Determinants of Scholastic Achievement in Rural and Urban areas.

The objectives of the study were-

i) To identify a set of probable determinants of scholastic achievement of students of both rural and urban areas;

ii) To investigate the nature of the relationship of these determinants to scholastic achievement; and

iii) To assess the relative importance of these determinants.
The study revealed that-

Parental care about children’s education, emotional climate at home and Socio-Economic Scale of family had a positive correlation and crowded living condition at home had a negative correlation with the scholastic achievement of students of both urban and rural areas; Library facilities, teacher’s training, teacher’s classroom behaviour and attitude towards teaching had a positive correlation with scholastic achievement of students.

**Kumar, R. (1989)** made a study on children’s curiosity, intelligence and scholastic achievement. One of the important objectives of this study was to find out the differences in the scholastic achievement among groups of high and low curiosity pupils based on sex as well as rural, urban background. On the basis of this objective the findings of the study were i) the mean score of curiosity for boys was found significantly higher than that of girls andii) no difference was found in the scholastic achievement of the students of rural and urban background.

**Ojoawo (1989)** studied the effects of differential distribution of resources on school performances in an examination and found that location of schools in Oyo state had significant effect on school academic performance and there was significant difference in the performance between the students of rural and urban schools.

**Rajput (1989)** studied the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors on the academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement; there was no effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment.

**Ramana, G.V. (1989)** conducted a study on the Problems of Education among Tribal Communities of Andhra Pradesh - A Case Study of Ashram Schools. He found out
that the infrastructure of Ashram Schools is poor, the teaching-learning process is not satisfactory and the absenteeism, wastage and stagnation are high.

**Ekka, E.M. (1990)** conducted a descriptive study on development of Tribal education in Orissa, after independence. The study revealed that the Tribal people were unable to derive benefits from various welfare measures planned for improving their education due to their low level of education.

**Gaur, C.B. (1990)** made a study on the educational opportunities offered and actual availed by the Scheduled Tribe in the light of cultural patterns of the sub-committees of the Scheduled Tribe in Rajasthan. The important finding of the study indicates that there hardly exists any relationship between school curriculums and traditional occupation and culture of the Tribal population. Only two-third and one-third of the facilities provided were being availed by Scheduled Tribe boys and girls respectively.

**Padhan, G. (1990)** investigated a study of creative thinking in relation to socio-economic status and scholastic achievement of the higher secondary students of Baroda city.

The main objectives of the study were

i) To study the relationship between creative thinking and socio-economic status and

ii) To study the relationship between creative thinking and scholastic achievement.

Major findings were-

a) There was no significant relationship between creative thinking and socio-economic status.

b) There was significant and positive relationship between creative thinking and scholastic achievement.

**Shah, J. H. (1990)** conducted a study of relationship among Intelligence (IQ), Self-concept (SC) and Academic Achievement (AA) of pupils of standard X of Semi-urban and rural areas of Sihore Taluka.
One of the objectives was to study whether there were significant sex differences in SC, IQ and AA between Semi-urban and rural areas pupils of Grade X.

The findings of the study were a) there was no sex difference in SC and Deviation IQ either in semi-urban or rural areas.

**Verma and Sinha (1990)** studied cognitive ability, academic achievement and study habits of socially advantaged and disadvantaged adolescent students of 12th grade in Uttar Pradesh, India. Socially advantaged group was comprised of 50 students of high castes while, two socially disadvantaged groups were comprised of 50 students of backward caste and 50 students of Scheduled Caste. The significant ‘t’ values for cognitive ability, academic achievement and study habits indicated that all the three factors were definitely affected by social disadvantage. Socially advantaged group exhibited higher levels of intelligence, academic achievement and good study habits.

**Ayishabi (1991)** studied biology achievement of Scheduled Caste and non-Scheduled Caste high school pupils. The study was conducted on 910 students of standard IX in Kerala, India selected through stratified random sampling method from rural and urban schools. Thus the sample consisted of 134 scheduled caste, 199 forward caste and 577 backward caste students. Biology achievement, verbal test of intelligence and socio-economic status scale were used for the study. The scores were subjected to mean, SD and critical ratio. The results showed that backward caste students in biology achievement differed significantly on urban and rural sample. There was significant difference in Academic Achievement in favour of boys, in both Semi-urban and rural areas.

**Biswal, G. C. (1991)** conducted an in-depth study of Needs and problems of a Tribal community in Orissa with regards to Education. The finding of this study revealed that Needs and problems of a Tribal community are more. So, their socio-economic condition, culture, health and life in general must be enriched.

**Choube, M. (1991)** made a Comparative study of Personality factors, Academic Adjustment and Scholastic Achievement of Socially High and Low Derived Tribal youth of Rajasthan. The finding of the study revealed that no difference in the
Personality and Academic Adjustment of these groups. He also suggested for study to improve tribal children in regards to Personality, Academic Adjustment and Scholastic Achievement.

Indra, (1991) investigated the relationship of socio economic status and certain demographic factors and religion with the academic achievement.

The objectives were-

a) to compare the academic achievement scores of the students having different social class,
b) to compare the academic achievement scores of the students having different religions,
c) to compare the academic achievement scores of the students having different family size and
d) to compare the academic achievement scores of the students having different birth order.

The major findings of the study were-

i) Students belonging to different social classes differed in their academic achievement,
ii) Hindu, Muslim and Christian student differed in their academic achievement scores,
iii) Family size of the students had its effect on the academic achievement of the students
iv) Birth order of students had its effect on their academic achievement.

Kaur (1991) studied the Effect of Home and School Environment on Study Habits of 80 male and 80 female high school students in India. Self-designed questionnaire was used. The first part of the questionnaire consisted of information such as age, class, father’s education and occupation, mother’s education and occupation, family type, etc. The second part consisted of questions regarding study habits, home environment and school environment. Percentages were calculated to analyze the data. It revealed that 85.00 per cent of boys studied at home according to a planned schedule. Among girls who had more housework responsibilities than did boys 82.50 per cent used a
planned schedule 72.50 per cent of parents of girls and 68.75 per cent of parents of boys were interested in their children’s homework.


The objectives of the study were-

i) to identify the specific characteristics of high and low achievers in reading in standard VIII,

ii) to compare the study habits of pupils in urban and rural areas.

The results of the study claimed that urban students had a higher achievement in comprehension, vocabulary and composite reading ability than the rural students. Again, urban students had better study habits than rural students.

**Panda, B.N. (1991)** made a study on academic achievement and selected demographic factors: a study on urban - rural high school adolescents. The findings of the study revealed that the students who either belong to urban or rural lower socio-economic status group are faced with many adverse circumstances. In case of both urban and rural areas as regards to academic achievement, the upper socio-economic status students have done significantly better than the lower socio-economic status group.

**Tripathi (1991)** studied achievement motivation and its correlates of high school students. The objective was to study the relationship between academic achievement and achievement motivation. A sample of 445 IXth grade students selected through random sampling technique. The study revealed that urban science boys were generally better adjusted; achievement motivation of boys and girls was highly correlated with intelligence and achievement. Among the other correlates of achievement motivation, academic achievement was proved to be the most dominant factor.
Tripathy, P.K. (1991) studies the Academic Achievement of the Tribal children. This study revealed that occupation of father, studying time and housing facilities were positively related to Academic Achievement of the Tribal children.

Wnagoo and Khan (1991) conducted study on socio economic status and academic achievement – A comparative study of government and private school students. The sample of 180 female students from 10 government and 10 private schools within the age group of 13 years were selected from Srinagar. Kapoor’s socio economic status scale was administered and the mean of two annual examination results was considered as the criterion for the academic achievement. The results revealed that government and private school students differed significantly, so far as their socio economic status is concerned. Significant difference in academic achievement was found between students from private and government schools. The relationship between academic achievement and socio economic status when computed on total sample was statistically significant.

Bhatnagar and Sharma (1992) conducted a study to investigate the relationship between education of parents and academic achievement of students in a semi-rural setting. A total of 85 students of Rajasthan city were related. The results revealed that, the children whose parents attended school performed higher academic performance than the children whose parents not attended the school indicates parental education was significantly related to the academic achievement of students.

Chand, S.K. (1992) investigated a study on Personal values of adolescent boys and girls in relation to socio economic status and academic achievement. Objectives of the study were to find out the relationship between socio economic statuses, academic achievement with 10 Personal values and find out the differences between boys and girls, government and private college students in each of the 10 Personal values.

The findings of the study were there was no significant correlation between socio economic status and religious, democratic, economic. Knowledge, hedonistic, power and social, aesthetic values (10 Personal values), but significant relationship between socio economic status and social, aesthetic and health values. The correlations were found to be positive but low for social and aesthetic values but it
was found to be negative and low for health values. There was no significant correlation between academic achievement and social, democratic, aesthetic, economic, family prestige and health values. Boys and girls did not differ in religious, social, aesthetic, and democratic and health values; but differed in economic and power values significantly.

Government and private schools did not differ in social, democratic, aesthetic, knowledge but differed economic, power and health values.

**Garg, Chitra (1992)** made a study of family relations, socio-economic status, intelligence and adjustment of failed high school students. The objectives of the were-

a) to examine family relations, socio-economic status, intelligence and adjustment of failed students, b) to compare the pass and fail students in relation to family relations, socio-economic status, intelligence and adjustment and c) to compare the pass and fail students on the above variables with respect to their sex and locality.

The study revealed that

1. The passed students were more intelligent, accepted better by parents, better adjusted socially and economically, more advanced than the failed students.
2. The failed students were more avoided by their parents than the pass students.
3. The urban passed and failed students did not differ in their intelligence.
4. The rural passed students were more intelligent than rural failed students.
5. The urban failed girls were more accepted by their parents than the pass girls.
6. The rural failed boys were at a higher level in their socio-economic status than the rural passed boys.

**Garg, V.P. and Chaturvedi, S. (1992)** this study attempts to measure the contribution of Intelligence, Economic Status in determining Academic Achievement.
The objectives of the study were-

a) to measure the contribution of Intelligence and Academic Achievement among rural and urban higher secondary students and
b) to assess the relationship of IQ and socio economic status with academic achievement

The findings of the study were –

1. There appeared to be linear relationship between IQ and academic performance which held good both for rural and urban students.
2. Academic performance is related to socio economic status and also held a linear correspondence. This position also held good for both rural and urban students.
3. Rural students (for all socio economic status categories) had a higher mean of IQ scores as compared to urban students.
4. The mean academic score of rural students was lower than the mean academic score of urban students.


   The objective of the study was to find out the relationship between academic achievement, achievement motivation and socio economic status among students.

   Major findings of the study were –
   
   i) Girls obtained a higher mean in achievement than boys.
   ii) Socio economic status was significantly related to academic achievement.
   iii) Achievement was not related to achievement motivation.

*Muthumanickam,R. (1992)* conducted a study of academic achievement of students of higher secondary commerce group in relation to their reasoning ability, socio-economic status and interest in commerce.
The objectives of the study were

i) to find out the levels of commerce achievement of plus-two students,

ii) to study the reasoning ability, socio-economic status and interest in commerce of plus-two commerce students,

iii) to find out the relationship, if any, among commerce achievement, reasoning ability, socio-economic status and interest in commerce.

The major findings of the study were-

a) Boys and girls did not differ in their achievement in commerce. Sex was not found to be an influencing factor of achievement in commerce.

b) There was positive, significant correlation between achievement in commerce and reasoning ability, socio-economic status and interest in commerce.

Panda, B.K. (1992) made a Psychological study of the functions, organizations and impact of the Tribal schools in the Koraput district of Orissa. The result revealed that inspire of the availability of the facilities i.e. inexpensive hostels, provisions of free textbooks, uniforms, stationary etc. The schools are not able to maintain high relation rate and reduce dropout rate.

Ramaswamy, V. (1992) conducted a study on Problems of adolescents and their achievement in Mathematics.

The objectives of the study were i) to study the problems of adolescents in physical, social, personal and vocational areas and ii) to study the difference between high and low problem groups of adolescents in their achievement in mathematics.

The study revealed that i) adolescent boys and in the urban areas differed with respect to their physical problems, ii) adolescent boys and in the urban areas had problems in social relationships, iii) adolescent boys and in the rural areas faced similar problems regarding physical, school and social areas, iv) both urban and rural adolescents faced problems in their vocation.
Rani, R. (1992) conducted a study of intelligence, socio economic status, achievement motivation and academic achievement with reference to pupil’s behaviour in classroom.

The major objectives of the study were-

i) To find out the relationship between socio economic status and academic achievement.

ii) To find out the differences in achievement motivation based on socio economic status.

Major findings were –

a) Boys and girls of science and arts differed in their socio economic status,

b) Girls showed a non-significant relationship between socio economic status and academic achievement while this relationship was negative and non-significant for boys.

c) Socio economic status had a direct influence on academic achievement.

Vijayalaxmi and Natesan (1992) studied factors influencing academic achievement. From Coimbatore, 100 students studying in XI standard were selected for the study of which 50 were boys and 50 were girls. To assess the socio economic status of the subjects, the socio-economic status scale developed by Vendal (1981) was used. To assess the academic achievement of the subjects, the total marks obtained by the subjects in the quarterly and half-yearly examination was taken. Findings showed that girls had a higher mean academic achievement compared to boys.

Sachchinanda (1994) conducted a study on Tribal Education – New perspective and Challenges. The objective of the study was to visualize the importance of education and to study the obstacles i.e., socio-economic, psychological and physical which are faced by the Tribal community of our country. He found from his study that economic condition of the family, parental illiteracy, apathy towards the education of their children, poor school climate, dissatisfied teachers, absence of inspection, medium of instruction etc. poses a host of problems for Tribal education.

Singh and Singh (1995) investigated the study habits of advantaged and disadvantaged college students. Based on socio economic status criteria family
income, education and occupation of the parents, caste, rural urban residence 150 advantaged and 150 disadvantaged male college students were identified. The study habits questionnaire was used developed by the authors. The chi-square test indicated significant difference between two groups. The advantaged group compared to disadvantaged group, had better study mechanisms, regularity in study, attentiveness in the classroom and habit of seeking help from teachers and classmates.

Verma (1995) studied academic achievement of girls’ students in relation to their rural, urban background and found that IX grade rural students scored higher than urban students though they had lower level of aspiration and low intelligence quotient. Ecological deprivation was negatively related to achievement.

Majoribanks (1996) made a study on Family Learning Environments and Students Outcomes: A review. The investigator explains the importance of Socio Economic Status not only in student’s life but also outside the school. In studying the impact of various factors on student’s academic achievements he concluded that the determining factor is the SES of the family. The environment at home is a primary socialization agent and influences a child interests in school and aspirations for the future.

Pal et. al. (1996) studied socio-psychological factors, which promote student’s mathematics competence among urban and tribal students. A sample comprised of 194 urban and 132 tribal students was administered mathematics achievement test developed by National council of Educational Research and Training. It consisted of three parts. First part contained information regarding age, caste, parental education and occupation, family, gender etc. Second and third section measured Self-concept and locus of control respectively. The test of significance revealed that mathematics competence of urban students was positive and significant relationship between father’s education and mathematics competence. Urban students whose fathers had higher educational status performed better in mathematics.

Mishra,B.B. (1997) examined the Correlates of Academic Achievement of High School Students in India.
The objectives of the study were-

i) To study separately the relationship between academic achievement and intelligence, socio economic status and personality factors in the case of high school boys and girls.

ii) To establish regression equation, for predicting the academic achievement of high school boys’ and girls’. Separately, on the basis of their intelligence, socio economic status and personality factors.

The study revealed that

i) intelligence was significantly correlated with academic achievement for both boys and girls;

ii) the correlation between intelligence and academic achievement was higher in case of girls;

iii) socio economic status was not significantly related with academic achievement of boys and girls;

iv) academic achievement of rural students was lower than the achievement of urban students;

v) academic performance of girls was superior to the performance of boys.

**Patel (1997)** investigated into the causes of underachievement in mathematics among pupils having high numerical ability. Based on scores of subjects on marks obtained in mathematics in terminal examination, a sample of 35 high achievers and 40 low achievers was selected by stratified cluster sampling method. The investigator collected information from pupils as well as parents. The chi-square test showed that parental income, occupation and education had a large impact on the academic achievement.

**Panda, M (1998)** conducted a study of the relationship between socio economic status and achievement of class IX students.

The objectives of the study were –

i) To assess their relationship between socio economic status, academic achievement and school intervention in different categories of schools.
ii) To find out the effect of socio economic status, school intervention on academic achievement in different categories of schools.

iii) To predict academic achievement with the help of socio economic status and school intervention in different categories of schools.

The major findings of the study were-

i) There is no significant difference in school intervention score between government and non-government schools.

ii) There is significant difference in school intervention score between government and welfare schools.

iii) There is no significant relationship between socio economic status and school intervention in different categories of schools.

Radha (1998) studied academic achievement and certain selected variables with the objective to build a discriminate function model for academic achievement in high school by taking creativity, medium of instruction, religion, socio economic status, sex and type of school as an independent variable and found that the difference between academic achievement of boys and girls was marginal and not statistically significant; students from English medium school were high academic achievers than Malayam medium schools; NavodayaVidyalayas appeared to promote academic achievement followed by unaided schools, and students of government schools did not represent any among the high academic achiever category; socio economic status appeared to be the best predictor of academic achievement.

Panda, B.N. (1999) made a study on Effects of Socio-Economic Status on academic achievement. The objectives of the were-

i. To investigate differences in the academic achievement of upper, middle and low SES group of students.

ii. To investigate differences in the academic achievement of urban and rural with respect to SES.

iii. To investigate differences in the academic achievement of boys and girls with respect to SES.
The findings of the study a) the comparison of upper and middle, middle and low SES groups showed that there is no significant difference in academic achievement, and b) in both urban and rural areas as regards to academic achievement, the upper SES students have done significantly better than the low SES group.

Elizabeth (2000) made a study of the Educational Aspiration, Self-Concept, and Interest in relation to Academic Achievement of Girls in the Secondary schools of East Khasi Hills District in Meghalaya. This study revealed that a) there is no significant difference between Tribal girl and non-Tribal girl in their total Academic Achievement, English, science, mathematics, social Science and health education.

Garg, A. K. (2000) conducted a developmental study of the Educational background of the Tribal students of Baitool district. The main objectives of the study were

   a) To study the effect of caste, size and occupation of the family and their interaction on the educational attitude of students,
   b) To study the effect of caste, gender, income and their interaction on the educational achievement of students,
   c) To study the effect of caste, gender, income and their interaction on the educational attitude of students.

The comprised of 800 XI standard students of Baitool district. Out of these 418 students were Tribal and 382 non-Tribal. This study revealed that caste, family size and family occupation have been found to have significant interaction effect on the educational attitude of students. Again, caste, gender, family income has not been found to have interaction.

Alam (2001) studied academic achievement in relation to socio economic status, anxiety level and achievement motivation with the objective to study academic achievement in relation to socio economic status and to view the extent up to which academic achievement of the children was affected by their anxiety level and revealed significant positive relation between socio economic status and academic achievement, achievement motivation and academic achievement; and a negative relationship between anxiety and academic achievement.
Tehlan (2001) conducted a comparative study of the impact of general intelligence, level of aspiration and awareness of facilities on the academic achievement of Scheduled Caste students by taking students of senior secondary stage and found that general intelligence of male Scheduled Caste students were better than the female Scheduled Caste students; general intelligence of rural male Scheduled Caste students were better than the urban male Scheduled Caste students; general intelligence of female urban Scheduled Caste students were better than the rural female Scheduled Caste students; intelligence level of female urban Scheduled Caste students were better than the rural female Scheduled Caste; level of intelligence of the urban male Scheduled Caste students was better than the rural male Scheduled Caste students.

Chittaranjan N. (2002) conducted a study on Academic Achievement of Secondary School Students in Relation to Their Intelligence and Attitude towards Schooling Process.

The Objectives were –

1. To examine the achievement status of the students in relation to gender, intelligence, and attitude towards schooling process.
2. To find out the relation between the different predictor variables and the criterion variable, namely, school achievement.

Findings of the study are no significant interaction effect of gender and intelligence has been found on the academic achievement of secondary school students, Intelligence has been found to have substantial correlation with academic achievement, In case of boys the order of the importance of the variables predicting their academic achievement is Intelligence, Attitude towards school, and, Attitude towards teachers with Attitude towards school subject playing an extremely negligible role.

Khan and Jemberu (2002) studied the influence of family socio economic status on educational and occupational aspirations of high and low achieving adolescents. The present study was an attempt to investigate the influence of socio economic status on
the educational and occupational aspirations of adolescents. The sample consisted of 80 students, selected from four groups – middle status / high achieving, middle status / low achieving, lower status / high achieving and lower status / low achieving occupational and educational aspiration scales were administered for data collection and data were analyzed by means of ANOVA.

Results showed that the impact of socio economic status on education aspiration was minimal; its influence an occupational aspiration was larger. Achievement highly influenced educational aspirations, but its impact on occupational aspiration was insignificant.

Devi and Mayuri (2003) reported that a study of family and school factors that affect the academic achievement of residential school children studying IX and X classes. The sample consisted of 120 children of Hyderabad city. An interview schedule was developed by the investigator to study the family factors; the questionnaire administered to the teachers was developed by the second author to study school factors. The result indicated that girls were superior to boys. Family factors like parental aspirations and socio economic status significantly contributed to academic achievement.

Jagannadhan (2003) studied the effects of certain socio psychological factors on the academic achievement of students studying in classes VIII to X and found that the three levels of home environment as low, middle and high obtained 41.38, 47.05 and 62.37 of mean academic achievement respectively. Statistically the differences between the means yielded a significant effect of home environment on academic achievement (F=17.23 at 0.01 level). Home environment yielded a correlation of 0.42 with academic achievement, which was highly significant. The partial correlation between home environment and achievement was 0.179, which was also significant. For boys and girls the respective correlations were 0.391 and 0.450 which were positive and significant.

Jayaswalet.al. (2003) examined the role of parental support and academic achievement of tribal school students. By taking multistage sampling technique a sample of 300 students were selected. The study revealed that parents of high
achievers exerted significantly more support in their children’s studies than the parents of low achievers students; the parents of high achievers had higher aspiration for their children’s educational success and high prestigious occupation with attractive financial return, but the parents of low achievers were not strongly ambitious of children’s upward mobility; the high achievers parents believed in counseling for correct behaviour whereas the parents of low achievers believe in physical punishment like frequent beating. High achievers parents were liberal and allowed their children to mix with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

Pandey et al. (2003) studied relationship between socio economic status and academic achievement of adolescents and found significant relationship between academic achievement and socio economic status; significant difference between academic achievement of adolescents studying in different types of school depending upon the socio economic status of parents.

Ganguly (2004) studied determinants of academic achievement in rural and urban areas and found that parental care about child’s education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas; library facilities, teacher’s training, teacher’s classroom behaviour and attitude towards teaching had a positive correlation and student teacher ratio had a negative correlation with the academic achievement of students; peer influence and movies had significant and positive, and the distance between home and school had significant negative correlation with achievement of students; attentiveness to study, school attendance, health and interest in study had a positive correlation with students’ achievement.

Panigrahi (2005) studied academic achievement in relation to intelligence and socioeconomic status of high school students with the objective to examine the influence of intelligence and socioeconomic status on academic achievement of high school students by taking a sample of 100 students from Bhubaneswar city of Orissa and found that there was significant and positive correlation between academic achievement and intelligence; high intelligence leads to better academic success; a
low positive correlation between academic achievement and socioeconomic status; there was no significant difference between boys and girls with respect to academic achievement.

Singh (2005) studied the determinants of learner achievement at primary stage and found that high socio economic status was positively related with achievement, the achievement of students belonging to SC/ST groups was low; achievement of government school students was also poor.

Sunitha N.H. (2005) made a study on Academic Learning Environment of Students from Aided and Unaided Co-Educational High Schools. The objectives of the study include-

1. To study the academic learning environment at school and home, of co-educational high school students from aided and unaided schools.
2. To compare the academic learning environment at school and home, of students from English and Kannada medium schools.
3. To study the influence of academic learning environment on academic achievement of coeducational high school students.
4. To study the influence of socio-economic factors affecting academic learning environment at school and home.

The findings –

i) Students of unaided schools (boys and girls combined) had significantly better school learning environment than students from aided school.

ii) Students from schools with English medium of instruction were significantly higher in student’s involvement.

iii) Boys of both aided and unaided schools reported that they had better method of teaching than girls.

iv) Students of unaided schools had significantly better facilities in home and they received more parental guidance and support.

v) Students of both aided and unaided schools were similar in academic achievement.
vi) Socio-economic status of the family positively and significantly influenced the home learning environment of high school students among entire group of students, among boys and girls.

Vamadevappa (2005) studied the impact of parental involvement on academic achievement among higher primary students with the objective to find out the extent of relationship between parental involvement and academic achievement by taking a sample of 200 students studying in 7th standard and found that there was a positive and significant relationship between parental involvement and academic achievement; significant difference in the achievement scores of boys and girls of high and low parental involvement; significant difference between boys and girls in their academic achievement.


The objectives of the study were-

i) To study socio economic condition of mentally retarded children,
ii) To study environmental condition of mentally retarded children,
iii) To study the view of family of the mentally retarded children,
iv) To study behaviour of people with mentally retarded children,

The major findings of the study were:

Higher proportions of mentally retarded children were from labour and agricultural family. 51.2% mentally retarded children were from lowest annual income group. The highest income group had 3.2% mentally retarded children. 50.4% mentally retarded children had lower social environment.

Nuthanap.G.(2007) conducted a study on Gender Analysis of Academic Achievement among High School Students.

The objectives were –

i. To analyze the study habits of boys and girls studying in VIII to X classes.
ii. To study the self-concept of boys and girls studying in VIII to X classes.

iii. To know the influence of study habits, self-concept, socio economic status on academic achievement.

iv. To compare the rural and urban students on study habits, self-concept, socio-economic status and academic achievement.

The study revealed that

i. An almost equal percentage of boys and girls were found to belong to low and medium socio economic status while a small percentage of boys and girls belonged to high socio economic status.

ii. There was significant association of socio economic status with academic achievement among both boys and girls.

iii. Locale, parental education, income and fathers occupation were positively and significantly related to academic achievement. Family size was inversely related to academic achievement.

*Adsul, R.K., Kamble, V. (2008)* conducted a study on Achievement Motivation as a Function of Gender, Economic Background and Caste Differences in College Student.

The objectives of the study were

1. To compare the achievement motivation of college students on the basis of gender, economic background and caste.

2. To study the effects of gender difference on achievement motivation of college students.

3. To see the impact of economic background of family on achievement motivation of college students.

4. To find out the influence of different caste groups on achievement motivation of college students.

5. To investigate the interaction effects of gender, economic background and castes on achievement motivation of college students.
The results show that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward caste students and between male and female students. Forward caste and scheduled caste group students having a high achievement motivation while other backward and nomadic tribes group students having an average level achievement motivation. As well as male students having a high achievement motivation while female students having a below average level of achievement motivation. The most important finding is that the computed F ratio of interaction was found to be not significant which indicates that caste, gender and economic background of family does not jointly effect on achievement motivation of college students.

**Dhanda, B. and K. Singh, Chandra (2008)** made a study on socio economic variables as determinants of adolescents attitude.

This study revealed that caste was significantly associated with attitude of respondents towards parents and teachers. Majority of the students having highly favourable attitudes towards their parents and teachers were in high caste.

**Pandey et al. (2008)** studied significance of difference between male and female adolescents on academic performance, achievement motivation, intelligence and socio economic status and found that there was no significant difference between male and female adolescents on the measure of academic performance.

**Aruna et al. (2009)** studied academic achievement in relation to social phobia and socio economic status and found that there was no significant difference in the achievement of social studies for the students paired as government and private school; management of school and social phobia were not the factors influencing the achievement in mathematics; significant difference in achievement in social studies was observed for the students paired as boys and girls, rural and urban students, and high and low socio economic status groups. This indicates that factors like gender and socio economic status were the factors influencing the achievement in social studies.
Choudhary (2009) studied family patterns and academic achievement of students and found that students from urban joint family were better in academic achievement than the students coming from rural joint family; students coming from urban nuclear family were better in academic achievement than the students coming from rural nuclear families; urban students were better in academic achievement than rural students.

Gurubasappa (2009) studied intelligence and self-concept as correlates of academic achievement of secondary school students with the objective to find out the relationship between academic achievement with intelligence and self-concept by taking a sample of 400 students and found that there was high significant correlation between academic achievement with intelligence and self-concept; there was significant difference in the academic achievement of students with different levels of intelligence and self-concept; there was significant difference in the academic achievement of students in context of gender, type of school, medium of instruction, locality and socio economic status.

Kamble, S. (2009) made a study on influence of parental relationship and self-concept on academic achievement of PUC students. To know the influence of parental relationship and self-concept on academic achievement of PUC students with the following objectives:

1. To know the parental relationship, self-concept and academic achievement of PUC students
2. To know the influence of parental relationship on academic achievement of PUC students
3. To know the relationship between self-concept and academic achievement of PUC students.
4. To know the influence of selected factors on parental relationship, self-concept and academic achievement of PUC students.

The study revealed that Parent’s education was positively and significantly related to protecting behaviour, loving behaviour, symbolic and objects reward whereas, it was negatively and significantly related to symbolic punishment. Father’s
occupation was not significantly correlated with any of the PCRdimensions. Mothers occupation was positively and significantly related to symbolic and object reward where as it was negatively and significantly related to neglecting behaviour.

**Mohanty (2009)** studied social correlates of academic achievement of rural underprivileged primary school girls and found that socio economic status was a potential social correlate of academic achievement; home environment had positive correlation with academic achievement in case of low achievers only; school environment failed to establish any relationship with the achievement level of high and low achievers.

**John, V. S., Singh, B. G. et. al. (2011)** made a Study on Thinking Style and Academic Performance among Tribal and Non- Tribal Students. This study examines differences in thinking styles among tribal (n=272) and non- tribal (n=229) secondary school students, and their relationship with academic performance based on Sternberg’s (1997) theory of mental self-government, MANOVA. The study results indicated that thinking style of tribal and non-tribal students differed.

**Saifi, S., Mehmood, T. (2011)** made a study on Effects of Socio-Economic Status on student’s achievements.

This study was conducted to investigate the effects of socioeconomic status on the achievement of college students. The achievement was measured by the overall marks of college students in Matric and F.Sc. level. The sample was drawn randomly from three colleges of Gujarat district. Questionnaire was used as data collection tool. The results were calculated in percentage form. The findings revealed that the stable socio-economic status of a family reflects in the academic achievement of the students in many ways. It is also concluded that parent’s education does matter in the educational attainment of their children. Information Technology and other facilities enhanced the performance of the students and they do well in the schools. Eventually it was proven by the result that stable socio-economic status of a family brings comfort, positive attitude and healthy environment which leads to high academic achievements at the parts of students.
Acharya, S. (2012) made a study on Study habits and its effect on academic achievement of tribal and non-tribal students at secondary level. The aim of the present study was to examine the effects of study habits on academic achievement of tribal and non-tribal students at secondary level.

To comply with the study 250 (Tribal 125 and non- Tribal 125) students were selected by random sampling technique from different tribal and non-tribal secondary schools of Jajpur and Khurda districts of Odisha. The total strength of the sample was distributed over 125 tribal and 125 non-tribal students of secondary level. An analysis of the data obtained from current study showed that, study habit had a significant impact on academic achievement of tribal and non-tribal students at secondary level.

Dange, J.K; Girish, T.K. (2012) made a study on the relation between Study Habits and Academic Achievement among Post- Graduation Students in Kuvempu University.

The main objectives are to analyse the study habit of postgraduate students and to compare it in relation to Academic- Achievement, Gender and Faculty of the Post- Graduate Students. The sample selected randomly out of 200 students- 100 were boys and 100 were girls. Out of these 200 students- 100 were Arts faculty, 100 were Science Faculty. The Researchers administered the questionnaire for collecting data from the Post- Graduate students and t-test and Pearson Correlation statistical method was used for analysis of data. The study found that there is no significant difference in mean study habit in relation to gender, and faculties such as arts and science.

K.Karthigeyan, K. &Nirmala, K. (2012) made a study on academic achievement in English: an analysis through gender lens. The objectives of the study are:

1) To 10th grade) in English (2007-2011).
2) To find out the gender differences of secondary school students in the academic achievement in English with respect to the following demographic variables:
   a) Year wise (Quinquennial), b) Educational District c) Community, d) Type of School, e) Locality of School.
The results show that there is a significant difference between Scheduled Caste and Nomadic Tribes, scheduled caste and other backward caste students and between male and female students. Forward caste and Scheduled Caste group students have a high achievement motivation while other backward and Nomadic Tribes group students having an average level achievement motivation. As well as male students having a high achievement motivation while female students having a below average level of achievement motivation. The most important finding is that the computed F ratio of interaction was found to be not significant which indicates that caste, gender and economic background of family does not jointly effect on achievement motivation of college students.


The objectives of the study were-

1. To study the difference in the academic achievement of students belonging to scheduled caste and non-scheduled caste categories.
2. To study the difference in the academic achievement of boys and girls.
3. To study the interaction between social category and gender with regard to the academic achievement of students.
4. To study the interaction between gender and self-concept with regard to the academic achievement of students.
5. To study the interaction between social category and self-concept with regard to the academic achievement of students.
6. To study the three way interaction between social category, gender and self-concept with regard to the academic achievement of students.

Findings of the study:

i) Students belonging to Scheduled Caste and non-Scheduled categories do not differ significantly with regard to their academic achievement.

ii) Boys and girls students do not differ significantly in their academic achievement.
iii) Social category and gender do not interact significantly with regard to the academic achievement of students.

iv) Gender and self-concept do not interact significantly with regard to academic achievement of students.

v) *Social category and self-concept do not interact significantly with regard to academic achievement of student’s Social category.*

vi) Self-concept and gender do not interact significantly with regard to academic achievement of students.

V. V. Kulkarni, V.V. & Shivagunde, S. (2012) Gender-based Aspects of Academic Achievement among Tribal Students. Academic achievement is a critical dimension of learning at school and reflects acquisition of competencies to meet the challenges in education at school level and beyond. Several studies have highlighted that trends in academic achievement varies between male and female students at all levels in education. Though the gap is narrowing, much remains to be done to bridge the difference. On this background, a study was undertaken in three ashram schools in tribal areas of AhmedNagar district, Maharashtra state. Total 60 male and 120 female students were included in the study. The data related to school infrastructure was collected with help of schedule for School Profile and parents and teachers were interviewed with respective interview schedule. The marks of students in semester examination were compiled to understand their performance in curriculum-based assessment while test for Minimum Level of Learning was administered to measure the basic competencies attained at respective grades. The group tests namely Culture Fair Intelligence Test (CFIT) and Draw-a-Man Test of Intelligence (DMTI) was administered for assessing learning abilities.

Ehteshamuddin, S., Imam, Md. A. (2013) conducted a study on A Comparative Study of Schools under Government and Private Management with Respect to Socio-Economic Status of the Parents and Academic Achievement of Students at Secondary Stage of Education. This study explored the effects of socio-economic status on academic achievement of secondary school students. A convenient sample of 1566 students, 771 government and 795 private school students from 40 secondary schools in which 20 government and 20 private schools of Aurangabad, Nanded and Parbhani districts of Maharashtra state was used for the present study. The socio-economic
status Scale (SESS) and final exam marks of VIIIth standard were used as determinant of academic achievement for data collection, while Mean, standard deviation, t-test, F-test were used for statistical analysis. The results revealed that there was a significant difference between socio-economic status and academic achievement of students of Government and private schools. The results of analysis showed that the high socio-economic status student’s academic achievement is high than low category socio-economic status secondary students. Moreover it is found that socio-economic status is the strongest predictor of academic achievements among secondary school students in these districts. The majority of students of government schools come from low socio-economical background whereas large number of private managed schools comes from higher socio-economical background.

Muthukumar, U; Tamilenth. S. (2013) made a study of Academic Problems of Tribal Students of Higher Secondary Schools in Koll hills in Namakkal District. Objectives of the study was to find the academic problems of tribal students in Kollihills, Namakkal District at the higher secondary level with reference to Gender, Age, Class of study, Group, Birth order and Family size. This study revealed that

1) Significant differences are found between male and female higher secondary students in their academic problems related to content, teaching and teacher behaviour. Male students have more academic problems than the female students. But no significant differences are found between them in their academic problems related to school resources and home condition.

2) Significant difference is found between higher secondary students of two age groups - sixteen and above sixteen, in their academic problems related to teaching. The students from above sixteen age groups have more academic problems than their counterparts.

3) Significant differences are found between XI and XII standard higher secondary students in their academic problems related to content, teaching, teacher behaviour and school resources.
4) In the case of age group - sixteen, the tribal students have high academic problems in teacher behaviour (39.42%), school resources (55.77%) and home condition (45.19%); whereas they have average academic problems in content (36.54%) and teaching (50%). With regard to the age group of above 15, the tribal students have high academic problems in content (48.89%), teaching (51.11%), teacher behaviour (51.11%), school resources (53.33%) and home condition (48.89%).

5) Significant differences are found among arts, science and vocational group higher secondary students in their academic problems related to content, teaching, teacher behaviour, school resources and home condition. Vocational group students have more academic problems than their counterparts in content and home condition. Arts group students have more academic problems than their counterparts in teaching, teacher behaviour and school resources.

6) No significant differences are found among first born, middle born and last born higher secondary students in their academic problems related to content, teaching, teacher behaviour, school resources and home condition.

7) No significant differences are found among the higher secondary students from small, medium and large families in their academic problems related to content, teaching, teacher behaviour, school resources and home condition.

**Raju, S.S. (2013)** conducted a study on Impact of Gender and Locality on Academic Achievement of Secondary School Students in Social Studies.

The objectives of the study were as follows:-

1. To study the impact of gender on academic achievement of secondary school students.
2. To study the impact of locality on academic achievement of secondary school students.

A sample of 120 boys and girls was collected from rural and urban schools in Putturmandal, Chittoordistrict, Andhra Pradesh. The collected data was statistically analyzed; for this purpose ‘t’ test was calculated.

The findings of the study were:-

1. There is significant difference between Boys and Girls with regard to their Academic Achievement.
2. There is significant difference between Rural and Urban with regard to their Academic Achievement.

Siddi, R.S. (2013) conducted a study on Impact of Gender and Locality on Academic Achievement of Secondary school students in Social Studies. The objective of this study is to investigate the relationship between gender and locality on academic achievement of secondary school students.

A sample of 120 boys and girls was collected from rural and urban schools in Chittoor district, Andhra Pradesh. The findings of the study revealed that gender and locality has significant influence on academic achievement of 7th class students in social studies.

2.3 Studies in Assam


The study revealed that there is no significant difference in the test anxiety scores between boys and girls as well as tribal and non-tribal pupils. Again, the academic achievement of tribal adolescent students achieve higher than the non-tribal. He also reported that pupils from good achieving status schools showed the greatest
anxiety score which was significantly different from the mean anxiety score of pupils from average achieving status schools.


The objectives of the study were-

i. To study the influence of social classes, i.e., Advance class and Backward class, Middle class on the academic achievement of the First Generation Learners.

ii. To study the effect of economic status, i.e., High income level, Middle income level and Low income level on the education of the children.

iii. To comparative study of the academic achievement of the First Generation Learners and non- First Generation Learners.

The major findings were –

1. The low academic achievement of the First Generation Learners for a) Parental illiteracy is the reason for which the parents cannot guide their children at home in their study, b) Parents are not aware of their children’s education, c) Parents do not encourage their children study.

2. Low economic condition of parents is the cause of low academic achievement.

3. Backward class is less intelligent, so they have found low academic achievement.

Kalita, P. C. (2000) made a study on Aspiration for Education in relation to Scholastic Achievement of Bodo and non- Bodo college students. The main objective of the study was to compare the aspiration level in scholastic achievement of Bodo and non- Bodo college students. This study is designed to study the influence of four independent variables on the Aspiration and education. Two of them are background variables namely caste and sex and the other two are the personality variable namely socio economic status and scholastic achievement. Thus the strategy for the
investigation is a factorial design. This study revealed that the level of aspiration and scholastic achievement of non-Bodo is higher than Bodo college students.

Begum and Phukan (2001) conducted to analyze the relationship between academic achievements and to study intelligence in boys and girls. Findings showed that there is a correlation between academic achievement and intelligence of the students and the correlation was greater in case of girls than boys.

Parida, S. (2003) studied the Effect of Socio-Economic Status, School Environment and Medium of Instruction on the Mental Abilities and Academic Achievement of School Children. Objectives of the study were-

1. To assess the socio-economic background of the school students and categorize them as per the intra-variables.
2. To compute the level of academic achievement of the students with regard to the intra-variables.
3. To examine the effect of the predicting variables of SES, School Environment and Medium of Instruction on the criterion measure of mental abilities and academic achievement.
4. To study the interaction effect of SES, School Environment and Medium of Instruction on mental abilities and academic achievement.
5. To determine the effect of mental abilities in kind and degree on academic achievement of school children.

Findings of the Study

i. The distribution of scores of the respondents on mental ability test reveals that there is negligible difference in the measures of central tendencies due to sex variation whereas wide disparity in mean and median is observed in case of management variation.

ii. Wide disparities in the measures of central tendency on academic achievement were observed in case of high SES and low SES sub-samples, boys and girls and government and non-government schools.
iii. The mental abilities of the respondents have been found homogeneous in case of sex and medium of instruction variation, but heterogeneous in case of schools under different management and different school environmental conditions.

iv. There existed significant difference in academic achievement of the respondents, of the sub-samples due to management, medium of instruction and school environmental conditions. But there did not exist any difference in the academic achievement of boys and girls.

v. In differential analysis of the data on mental abilities and academic achievement with respect to SES, it was found that both mental abilities and academic achievement of the respondents differed significantly due to SES variation.

vi. The schools having high level of teacher input, material input, and process input along with adequate schooling facilities were found to contribute significantly in the development of mental abilities and academic achievement.

vii. There did not exist any difference in the mean mental ability scores of the respondents due to medium of instruction variation. But academic achievement of the respondents was influenced greatly due to medium of instruction.

viii. The SES of the whole sample was found to have significant relationship with mental ability and academic achievement. The relationship between SES and academic achievement was found significant but the relationship between SES and mental ability was not found significant.

ix. The SES was found to contribute 54% to mental abilities and 29% to academic achievement. Both SES and mental ability were found to contribute 51% to academic achievement.


The major objectives of the study were-
1. To study the effects of intelligence and socio-economic status on the performance of respondents in the class-X board examination on the basis of their sex and place of residence.

2. To study the individual and joint effects of intelligence and socio-economic status on the performance of respondents in the class-X board examination, and to determine the predictive ability on future success of the students in academic courses on the basis of their sex and place of residence.

The study revealed that intelligence has significant effects on the performance of students in class-X board examination. Again, it revealed that socio-economic status effects on the performance of class-X board examination of the urban and rural students as a whole.

Gohain, H. (2012) conducted A Study of Socio-economic Status and Academic Achievement, KendriyaVidyalayas of Dibrugarh District. The objectives of the study were:

i. To study the academic achievements of students of Class X, CBSE Examination, 2012, studying in KendriyaVidyalayas of Dibrugarh District.

ii. To make a comparative study of the academic achievement of the students of DinjanKendriyaVidyalaya

iii. To make a comparative study of the academic achievement of the students of DinjanKendriyaVidyalaya and NamrupKendriyaVidyalaya.

iv. To make a comparative study of the academic achievement of the students of DuliajanKendriyaVidyalaya and NamrupKendriyaVidyalaya.

v. To make a comparative study of the academic achievement of the boys and girls of the KendriyaVidyalayas of Dibrugarh District.

vi. To study whether the social status of the parents have any effect on the academic achievement of the students of KendriyaVidyalayas of Dibrugarh District.
vii. To study whether the economic status of the parents have any effect on the academic achievement of the students of KendriyaVidyalayas of Dibrugarh District.

Findings of the study were:

1. It was found that the pass percentage of the Class X CBSE examination, 2012 of KendriyaVidyalayas of Dibrugarh District is above 95%. Thus, the academic performance of the KendriyaVidyalayas was excellent in 2012.

2. There exists no significant difference between the two academic achievement score means of DinjanKendriyaVidyalayasandDuliajanKendriyaVidyalayas and between DuliajanKendriyaVidyalayasandNamrupKendriyaVidyalayas.

3. There is difference between the achievement score means of DinjanKendriyaVidyalayasandNamrupKendriyaVidyalayas.

4. There is no significant difference between the achievement score means of boys and girls of the KendriyaVidyalayas of Dibrugarh District.

5. There is a significant relationship between the socio-economic status and academic achievement. If the socio-economic status of the parents is high the academic achievement of students is also high.

6. There is a significant relationship between the parent’s monthly income and academic achievement of their students. If the parent’s monthly income is high the students are provided with better facilities resulting to high academic achievement.

Devi, B. (2013) made a study on the influence of Parents’ Education and Occupation on the Academic Performance of class X students’. The objective of the study was to find out the influence of Parents’ Education and Occupation on the Academic Achievement of class X students. A representative sample of 600 X graders was drawn using survey method from Goalpara district of Assam. To know about education and occupation SES scale of Prof. R. A. Singh and Prof. S. K. Saxena (urban and rural) was used. H.S.L.C. marks were taken as academic performance which was collected from sample schools. The study revealed that academic performance of adolescents is positively related to their parents’ education and
occupation. Again as far area is concerned the performance of urban adolescents is better than their rural counterparts.

A good number of studies have been conducted on the various aspects of “Impact of socio-economic status and academic achievement of students”, not only in Assam but also in other countries of the world. But most of the studies are related with students in general, not the comparison of tribal and non-tribal adolescent students.

Above all the study it can be said that there are some controversies also. Though most of the studies revealed that there is a significant difference between academic achievement and socio-economic status, yet some studies did not agreed with this view.

The study of Rajput (1989) revealed that there was no effect of socio-economic status on the academic achievement of the students; but academic achievement of urban students was influenced by the socio-economic status of the family.

The study of Mishra (1997) revealed that socio-economic status was not significantly related with academic achievement of boys and girls. Academic achievement of girls was superior to the performance of boys.

The study of Panigrahi (2005) revealed that a low positive correlation between academic achievement and socio-economic status. There was no significant difference between boys and girls with respect to academic achievement.

Frempong (2004) conducted that the economic conditions of the family seemed to have no effect upon the scholastic achievement in all the intellectual ability groups. They also found that parental occupation was not consistently related to student’s academic achievement.

Impact of family is not to be found significant. As well as caste, gender and economic background of family does not jointly affect achievement motivation of college students.

**Adeyemo, A. Sundey., Babajide, Veronica, T. (2010)** conducted a study on The Influence of Social and Economic Disadvantage on Students’ Academic Achievement in Senior Secondary Schools Physics, University of Lagos, Akoka. This study also revealed that there is no significant relationship between socio-economic disadvantaged students’ and their academic achievement. Also there is no significant relationship between parental influence and students’ academic achievement in physics.

**Farooq, M.S., et al (2011)** conducted a study on factors affecting students’ quality of academic performance. The finding of the study was SES level and parental education affect the achievement of their children, but the parents’ occupation had no effect. It was found that girls perform better than the male students.

The study of **Altschul, I. (2012)** revealed that maternal education level was predictive of youth’s academic achievement, whereas father’s education and occupation were not predictive of academic achievement.

**Femi, O., Adewale, A.M. (2012)** conducted a study on the effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in EduLga of Kwara State Nigeria. The study revealed that Parental Socio-Economic Status has no significant effect on the Academic Performance of Students.

Again, **Jain (1965), Meller (1977) and Venkatiah (1980)** etc. revealed that there is no significant relationship between Socio- Economic status and Academic Achievement. Moreover, the review of literature revealed that the number of studies on the Impact of Socio-Economic Status and Academic Achievement had been done. But in our state, the Impact of Socio-Economic Status on Academic Achievement of Tribal and non-Tribal adolescents were not attempted any research. Hence, in the present study, the “Influence of Socio-Economic Status on Academic Achievement among the Tribal and non-Tribal adolescents” will be studied.