

CHAPTER II

Review of Related Research Literature

2.1.0 Introduction

Review of related literature is a prerequisite in any research which provides the researcher with many data and knowledge regarding the smooth conduction of the study. No research work is complete without a literature review. A literature review enables the researcher to advance in an organized manner and helps to avoid unintended duplication of research work done earlier. It serves as a base between studies already completed and future research work. The literature review is necessary for the researcher to get acquainted with the latest knowledge and information related to his/her research work. It helps to understand the research topic undertaken for study and gain knowledge from previous research in the same field. To address a specific research problem, a thorough review of the literature is required using books, dissertations, educational surveys, theses, research journals, and other sources of material relevant to the researcher's area of interest. A review of related literature helps a researcher to select a topic, frame objectives and hypotheses, locate sources for data, select procedures and methods, sample techniques, analyse and interpret data using suitable statistical techniques. According to C. V. Good (1958), "Survey of related literature help us to know whether evidence already available to solve problem adequately without further investigation and thus may save duplication. It may contribute to the general scholastic ability of investigation by providing ideas, theories and explanations, help in formulating the problem and may also suggest the appropriate method of research" (Koul, 2019).

A literature review is an integral part of any research work, as no research can be undertaken in isolation. It helps the researcher in their research work by providing academic guidance and understanding the existing research gap in any particular research field. It establishes a connection between the studies to be conducted to gain a complete picture that can support the present study. This chapter attempts to provide an overview of research studies that are associated to the present study. The investigator is eager to examine how styles of parenting and socio-economic status affect the students'

academic performance. Thus, this chapter provides reviews of earlier studies on parenting styles and socio-economic status concerning academic achievement. The investigator meticulously reviewed the research journals, papers, books, dissertations, and theses that were relevant to the pertinent research topic. The literature review for the current study is organised into the following sub-headings:

1. Studies Related to Academic Achievement
2. Studies Related to Parenting Styles
3. Studies Related to Socio-economic Status

2.2.0 Studies Related to Academic Achievement

Chan and Dai (2023) examined the “Factors Influencing Academic Achievement of University Students”. The study aimed to investigate the factors that influence students’ academic achievement. The variables were student engagement, general knowledge, social skills, and communication skills. According to their results, academic achievement and student engagement have positive and significant correlation. Academic accomplishment was found to have a positive and moderate link with general knowledge and social abilities, while a weak positive correlation was seen with communication skills. The results of multiple regression analysis indicated that apart from communication skills, social skills, general knowledge, and student engagement were all indicators of academic success.

Fuertes et al. (2023) “Student Engagement, Academic Motivation, and Academic Performance of Intermediate Level Students”. The purpose of the study was to determine whether there was a substantial correlation between intermediate level students’ academic achievement, academic motivation, and student involvement. The results show that the three factors do not significantly correlate with one another. Additionally, the results showed that although intermediate level students’ academic performance was good, their degree of involvement and academic drive was lower. The researchers suggested that in future scholars should be inspired to carry out similar studies in other locations and broaden the scope of such studies.

Suleiman (2023) examined the “Factors that Affect Students’ Academic Achievement in the Faculty of Social Science at the University”. The research was done as a case

study at the University of Bosaso, Garowe, Puntland, Somalia's faculty of social science. In total, 60 people participated in the survey; out of which 83.3% were students, 10% were employees of the university's administration, and 6.7% were instructors. 66.7% of the individuals were men and 33.3% were women. The purpose of the study was to identify potential barriers to students' academic success. Several factors having a negative impact on students' academic achievement were identified. The researcher identified peer pressure, contextual influences, and student learning abilities as major factors and some others like teacher-related factors, school factors, and socio-cultural factors.

Deka (2022) made a correlational study on "Mental Health and Study Habits as Predictors of Scholastic Achievement among Muslim High School Students" in Morigaon district. The primary goals of the study were to investigate the connection between students' study habits, academic success, and mental health. The findings indicated a significant correlation between academic success and mental health. Muslim students' study habits and academic success were likewise shown to be strongly and favourably correlated.

Mappadang et al. (2022) "Academic Interest Determines the Academic Performance of Undergraduate Accounting Students: Multinomial Logit Evidence". The study intended to evaluate the academic interest, learning attitude, and learning quality of students and to control variables for the progress of undergraduate students' academic performance. The investigators adopted a cross-section survey methodology, to collect data from 872 samples by using a disproportionate random sampling technique. The findings demonstrated that academic interest was a strong predictor of academic performance. The academic achievement was unaffected by the learning style or attitude of students. Students with strong academic interests were likely to perform better academically and students' suffer academically when they exhibit a different learning attitude and quality.

Matalka and Dwakat (2022) "The Academic Performance Challenges of Students in Terms of Obtaining the Cumulative Average Required from Donors to Continuing Study". The objective was to determine the difficulties of Jordanian students studying overseas on encounter scholarship. The result indicates that challenges of social and

economic difficulties have a noteworthy impact on the cumulative average required. However, it was discovered that the donors' management and academic challenges have little impact on achieving the required cumulative average. The findings can help scholarship bodies, organisations, and the education sector by shedding more light on the kinds of variables that impact scholarship students. The researchers further suggest that more research should be done to examine how these elements affect comparable situations while utilizing a qualitative research design.

Boro (2021) conducted a research on “Family Environment and School Adjustment as Predictors of Academic Achievement among the Scheduled Tribe High School Students- A Correlational Study”. The research objective was to study the home environment of Bodo and Rabha students and their relationship in Udalguri district. The findings stated that the association between family environment and academic achievement of Bodo and Rabha students is positive and significant. Further, the study concluded that a good family environment helps in better academic achievement.

Pahsyntiew (2021) undertook a study on “Self-concept and Happiness in Relation to Academic Achievement among Higher Secondary Students”. The key objective was to observe the relation among self-concept, academic achievement and happiness. The study also attempted to determine the reasons behind Meghalaya students high and low levels of happiness and self-concept. According to the report, Meghalaya's upper secondary students generally performed mediocly. The relationship among academic achievement, self-concept and happiness was found low but positive and significant. Furthermore, the result found that positive emotions, engaging in activities, relationships, meaning in life, and personal accomplishment were the most probable causes of high and low happiness.

Devi (2020) investigated the “Academic Achievement and Educational Aspiration of Secondary School Students”. The objective was to evaluate the academic performance and educational aspirations of students in Udalguri district. The purpose of the study was to ascertain how gender and geography affected academic performance and educational aspirations. According to the data, a considerable percentage of secondary students in Udalguri district were average achievers with average educational aspirations. Academic achievement is higher among female students than male students.

The survey also found that there is a considerable difference in academic achievement and educational aspirations depending on location and gender.

Changkakoti (2019) assessed the “Academic Performance of High Achiever and Low Achiever Students in Relation to Level of Aspiration and Achievement Motivation”. The results indicated a weak correlation between high and low achievers’ levels of aspiration and academic success. Additionally, the results showed that there was little correlation between high and low achiever students’ academic performance and achievement motivation.

Adhikary (2018) “A Study on the Relationship between School Organizational Climate, Creativity, Adjustment and Academic Achievement of Secondary School Students”. The investigation was carried out to make a comparative analysis between school organizational climate, academic achievement, creativity and adjustment. The findings concluded that variations exist in the organizational climate of different secondary schools. There is a considerable association between organizational climate and creativity, but not between organizational climate and adjustment. Academic accomplishment and organizational climate do not correlate, according to the study.

Das (2018) conducted a study on “Academic Achievement in Relation to Socio-economic Status and Self-concept of the Students of Higher Secondary Level”. Academic attainment levels and their associations with socio-economic position and self-concept were investigated in this study. The findings indicated that the majority of students perform poorly academically. It became apparent that there was a strong and favourable correlation between socio-economic level and academic success. However, there was a weak but substantial correlation between self-concept and academic success.

Khatun (2018) examines the “Influence of Family Environment, Academic Anxiety and Gender Difference on the Academic Achievement of Secondary School Students”. Comparing the academic performance of male and female secondary school students and determining whether there are any differences in their family environments based on demographic data were the main goals of the study. Class X students were selected as samples. The findings showed that female students outperformed male students in terms of performance.

Mali (2018) investigated “Academic Achievement as a Function of Emotional Intelligence and Self-esteem of Higher Secondary Students”. The findings showed that maximum students had an average level of emotional intelligence and female students’ emotional intelligence was higher than male students. The self-esteem of maximum students was negative and low. The study further demonstrated that the association between academic achievement, emotional intelligence, and self-esteem was positive. The higher the emotional intelligence and self-esteem the better students performed academically.

Das (2017) “Academic Performance and Occupational Aspiration of Adolescent Girl Students Studying in XIth and XIIth Grade: A Study in Nagaon District”. The researcher investigated the occupational aspiration of adolescent girls in connection to their academic achievement. A significant relationship between females’ academic achievement and their career goals was found in the study, but not for adolescent females in urban areas.

Gogoi (2017) carried out a study on “Gender Differences and Academic Achievement of Secondary School Students in Assam”. The study used a sample of 250 students (100 female and 150 male) selected randomly from five higher secondary schools to investigate the gender gap in academic achievement. The results of the study show that secondary school students’ academic performance varies significantly by gender.

Handique (2017) examined the “Effect of Parental Involvement and Study Habits on Academic Achievement of Secondary School Students in Lakhimpur and Dhemaji District of Assam”. The investigation was carried out on 998 student samples from Class X (505 male and 493 female). The study found a substantial relationship between academic accomplishment and study habits as well as between academic achievement and parental participation. Additionally, the results also showed that study habits and parental participation significantly improve secondary school students’ academic performance.

Manhas (2017) studied “Achievement Motivation and Academic Achievement among Students Belonging to different Social Categories”. According to the results, there was a strong and statistically significant correlation between academic achievement and

achievement motivation among girls from the scheduled caste, boys from the scheduled tribe, and boys and girls from the general category. There was a weak but substantial correlation between the academic achievement and achievement motivation of boys from scheduled castes. There is a very little association between the academic performance of females from scheduled tribes and their motivation for achievement.

Mili (2017) studied the Academic Achievement in relation to Academic Anxiety and Academic Motivation of secondary school students in lower Assam. 500 males and 495 females from Class IX were randomly selected both from the private and government secondary schools situated in rural and urban areas. The results of this study found a significant negative association between academic achievement and academic anxiety. The findings also indicate a significant relationship between Class IX students' academic achievement and academic motivation.

Nongrum (2017) studied the Achievement Motivation, Study Habits and Academic Performance of students. It looked at the academic performance of higher secondary students in Khasi Hills. The results show that the students' academic achievement was mediocre since most of them were mediocre achievers. It was determined that there were strong multiple connections between academic performance and the two variables of study habits and achievement motivation. The results show that study habits and achievement motivation have a significant impact on East Khasi Hills students' academic performance.

Upadhyay (2017) studied the "Academic Achievement among Senior Secondary School Students in Relation to Study Habits". The study aimed to compare academic accomplishment by gender as well as the study habits of male and female students. The relationship between study habits and academic success was further examined in the study. The researcher came to the conclusion that male and female students did not significantly differ in their study habits or academic performance. Further, a noteworthy connection between study habits and academic success was observed.

Saharia (2016) studied "Influence of Family Relationship on Adjustment, Self-concept and Academic Performance of Adolescents". The study examined family environment influence on adolescents' adjustment, self-concept, and academic performance. The

researcher used a proportionate stratified sampling to get data from Standard XI students. The results show that overall academic performance was unsatisfactory and that there is no discernible difference between boys and girls in this regard.

Saikia (2016) “Influence of Home Environment and Intelligence on Academic Achievement of Secondary School Students: A Study in Lakhimpur District of Assam” observed that a large proportion of male students perform poorly in studies. Students in rural areas had a higher rate of low academic accomplishment. According to students’ perception the highest numbers of students fall in the “High Level” category in the protectiveness dimension of the home environment. On the contrary, in the category of “Low Level”, higher percentages of students fall in the permissiveness dimension of family environment.

Das (2015) studied the “Guidance Needs in Relation to Stress, Mental Health and Academic Achievement of Higher Secondary Students in West Garo Hills District of Meghalaya”. The study’s main goal was to determine the connection between higher secondary students’ academic success and their guidance needs. The study also examined the need for guidance in physical, social, psychological, educational, and vocational areas. The findings reveal that average guidance is needed in physical, social, psychological, educational, and vocational areas. The majority of the higher secondary students performed poorly. There was a strong and favourable correlation between academic success and the need for guidance.

Gul and Rehman (2014) examined the “Academic Performance in Science Stream in Relation to Socio-economic Status at Senior Secondary School Level”. The study focused to determine the degree to which socio-economic status influences academic performance. For the study, one hundred students were chosen as samples. The results show that there was a strong and generally positive correlation between academic achievement and socio-economic level. Additionally, the results demonstrated a positive correlation between academic achievement and both boys’ and girls’ higher socio-economic status, but a negligible correlation between academic achievement and lower socio-economic status.

Chutia (2013) “Gender Difference on Academic Achievement in CBSE 10th Class Examination in Greater Guwahati”. According to the results, efficient administration of examinations is very important as it influences students’ academic performance. The results show that throughout the reference years of 2008, 2009, and 2010, girls had a greater pass rate than boys. According to the findings, a majority (57.60%) of the students come from economic backgrounds that are above average. Between high and low achievers, the correlation coefficient between socio-economic position and academic achievement was shown to be significantly favourable.

Khan and Ahmad (2013) investigated on “Need Achievement of High and Low Achievers”. The goal was to determine the relationship between high and low achievers’ academic success and need achievement. The result demonstrated that students from high achiever group have realistic attitudes, hope of success, perseverance, high ego-ideal, and a high need achievement. Students from low achiever group have unrealistic attitudes, a fear of failure, a lack of perseverance, a low ego ideal, and a low need achievement. In both the high achiever and low achiever groups, the study also found a strong and favourable correlation between academic accomplishment and need achievement.

Kharnaioir (2013) investigated the “Home Environment in Relation to Academic Achievement of Higher Secondary School Students of East Khasi Hills District”. Higher secondary students’ home environments, academic performance, and the relationship between the two were all observed by the researcher. According to the results, most students receive mediocre levels of emotional, social, and cognitive support from their parents at home. Most of the students at higher secondary schools were mediocre performers. There is a favourable correlation between academic achievement and home environment, and students’ academic progress and personality are enhanced by a positive home environment.

Lourdusamy (2012) investigated the relationship between higher secondary students’ academic achievement and their emotional intelligence and parental influence. The findings show that there is no discernible difference in how male and female higher secondary students view on the parent-school relationship. However, there are notable differences between male and female higher secondary students’ perspectives on

parenting, parental participation and academics, parent and multi-skill development, and overall parental influence.

Shute et al. (2011) “Review of the Relationship between Parental Involvement and Secondary School Students’ Academic Achievement”. The result concluded that parents seem to have an imperative prospect to persuade their children’s academic achievement. A moderate association was observed in the correlation between various variables of involvement of parental and academic achievement. Further, the findings reveal that the correlation between peer influence and academic achievement is likewise moderate. Both parents and peers seem to influence academic achievement.

Muola (2010) conducted “A Study on the Relationship between Academic Achievement Motivation and Home Environment among Standard VIII Pupils”. The researcher selected 235 students from Kenyan Standard VIII from six urban primary schools in Machakos district. The findings show a weak but favourable correlation between students’ academic success and their parents’ educational attainment. According to the study’s findings, children’s academic success and parents’ educational attainment are positively correlated.

Alam (2009) observed the “Effects of Creativity and Socio-economic Status on Academic Achievement”. The study aimed to determine how academic achievement, achievement motivation, and creativity are related. The study also focuses on comparing between boys and girls, rural and urban concerning academic achievement, achievement motivation, and creativity. The result concluded that the correlation among academic achievement, achievement motivation and creativity is significant. The findings also revealed a significant difference between boys and girls, rural and urban concerning academic achievement, achievement motivation, and creativity.

Gohain (2009) “Academic Achievement of Students in Class X CBSE Examination, 2008, studying in Kendriya Vidyalayas in Greater Guwahati: A study in Relation to Socio-economic Status”. The result of the study showed that in the year 2008, the pass percentage of students from Kendriya Vidyalayas in Class X CBSE examination was above 85%. The results show that academic achievement and socio-economic position were significantly correlated, with most students achieving above 80%.

Tella and Toyobo (2007) analysed the “Parental Education, Peer and Gender Effect on Academic Achievement”. The study observes parent’s education; peers and gender, all of which have a beneficial impact on secondary school students’ academic performance. The findings also highlighted how crucial it is for parents to use their educational experience and knowledge to provide all essential support for enhancing their children’s academic achievement.

Lakshmi and Arora (2006) “Perceived Parental Behaviour as Related to Student’s Academic School Success and Competence”. The study showed that adolescent who perceived their parents as loving; caring, accepting, encouraging, less controlling, and less hostile achieve better success in school and feel more competent. The lack of love, acceptance, and affection from parents tends to develop feelings of insecurity, low self-esteem, and low confidence. The study indicated that parents who seem to be more accepting and use less hostile psychological control have children with higher academic achievement traits.

Earthman (2002) studied “School Facility Conditions and Student Academic Achievement”. The findings of the study concluded that the condition of school facilities influences the performance of students academically. The result revealed that comfortable classroom temperature, noise level, school building conditions, and infrastructures are important components influencing students’ performance. Overcrowded classrooms and unfavourable teaching environments make it harder for students to learn.

2.3.0 Studies Related to Parenting Styles

Gana et al. (2024) explore “Family Functioning, Parental Attachment, and Students’ Academic Success”. The study examines the complex relationships between family functioning, emotional bonding, parent-child interaction, and academic success using a serial mediation analysis. The results support the beneficial relationship between academic achievement and family functioning. Furthermore, the study finds that parent-child ties and contact function as partial mediators in this relationship. A significant result is the full complementary sequential mediation effect, which indicates that higher parent-child interaction fostered by emotional attachments increases the impact of

family functioning on academic success. The study's findings emphasize the significance of parent-child interaction and emotional ties as sequential mediators, highlighting how these factors help kids translate family dynamics into successful academic outcomes.

Adepu et al. (2023) "Understanding the Relationship between Parenting Styles and Child's Academic Performance". The study investigates the influence of parenting practices on children's academic achievement as well as the contributing variables. The researchers identified that authoritative parenting leads to better academic performance. Conversely, authoritarian and permissive styles are associated with poor academic success. However, their relationship is intricate and subject to a variety of influences, including cultural norms, parental participation, academic self-concept, motivation, and socio-economic status. The relationship between parenting styles and child's academic performance can also be influenced by cultural variables, such as views on education. The study concluded that, while examining the relationship between parenting style and academic achievement, these aspects must be taken into account.

Hassan et al. (2022) examine "The Parenting Style Effect on the Academic Achievement Orientation of Secondary School Students". The study aimed to ascertain the connection between authoritative and permissive parenting styles and students' self-efficacy, self-regulatory learning, and academic accomplishment orientation of students. According to the findings, authoritative parenting has a substantial correlation between self-regulatory learning and a modest correlation with students' self-efficacy. When compared to authoritarian parenting, permissive parenting has a higher correlation with students' self-efficacy and a lower correlation with self-regulatory learning. Additionally, secondary students from authoritarian parenting show higher academic accomplishment orientation and self-regulatory learning compared to students from permissive parenting.

Reang and Kaipeng (2022) conducted "A Study of the Impact of Parenting Style on Academic Achievement of Students". The main conclusions of the study indicated that academic achievement has been positively influenced by authoritarian parenting style. Additionally, the findings established a negative link between academic achievement

and permissive parenting style. The investigators suggested that parents should receive education on parenting to support their children's academic success.

Weicker (2022) "Parenting Style and Academic Success: How Can You Help Your Child Succeed?" The investigator studied the connection between college students' grade point average and the type of parenting they had as children. The purpose of the study was to examine student mean grade point average with parenting styles across the United States. The result showed that different parenting had a different impact on student's grade point average. The grade point average of students raised under an authoritarian parenting style was the highest. In addition, the result showed that students who were satisfied with the upbringing of their parents had higher grade point average than those who were not.

Nwune et al. (2021) investigated "Parenting Styles as a Correlate of Academic Achievement of Primary School Pupils in Awka South" and found that authoritative, authoritarian and permissive parenting styles have a significant relation with the academic achievement of students at primary schools. The findings of the study prove that different styles of parenting are related to students' achievement in mathematics subject. The findings of the study also reveal the truth that authoritative and negligent parenting improves the academic achievement of students in mathematics more than authoritarian and permissive parenting.

Yang and Zhao (2020) examined "Parenting Styles and Children's Academic Performance: Evidence from middle schools in China". The researchers examined the correlation between parenting styles and children's academic achievement with the help of instrumental variable method. The findings demonstrated that the majority of Chinese parents are authoritarian and negligent, while higher socio-economic class parents typically adopt a permissive style to raise their children. Children are found to perform better academically when their parents adopt the authoritative parenting style. The study concluded that the impact of parenting style is higher on children from underprivileged families. The approaches of mothers' parenting are found to have a stronger influence on children's academic achievement than that of fathers.

Choudhury's (2019) "Ethics of Care and Aware Parenting: A Study on Adolescents" aims to determine students' and parents' general perceptions of ethics of care and aware parenting. The study concluded that the majority of the students were satisfied with their parents' care and parenting, and they had constructive insight into their parents' attitudes. There was no significant variation among parents regarding their perception of the ethics of caring for and parenting their children.

Obiunu (2018) "Influence of Parenting Styles on the Academic Performance of Secondary School Students in Ethiopia East Local Government Area Delta State". It was observed from the study that parenting styles affect children's academic performance differently. The study indicates that authoritarian and permissive parenting styles have an impact on the academic performance of students, whereas a significant relationship was found between authoritative parenting and students' academic performance.

Awasthi (2017) conducted a study entitled "Perceived Parenting Style as Correlates of Achievement". The study examines the effect of different parenting styles perceived by the children and its effect on academic achievement on them. The examination revealed that children who perceive accepting parenting have demonstrated high academic achievement. Accepting parenting is best among all the other parenting styles.

Bharatiya and Malik (2017) "A Study of Relationship between Parental Style and Academic Achievement of Senior Secondary School Students" found that academic achievement is associated with a variety of parenting styles. Permissive style of parenting does not have an effect on the academic achievement of students of senior secondary school whereas; authoritarian style of parenting affects the academic achievement of boys and girls of senior secondary school.

Gupta and Mehtani (2017) in their study "Effect of Parenting Style on Academic Achievement of Senior Secondary School Students: An Analytical Analysis" observed that parenting style had a noteworthy effect on the academic achievement of senior secondary school students. Students perceiving their parents' style of parenting as democratic have shown high academic achievement. Furthermore, **Gupta and Mehtani, (2017)** in "Exploring the Role of Parenting Style to Boost Child's Career

Maturity” indicate that variables such as parenting style, type of school, and gender do not have significant interaction consequences on the career maturity of school students.

Odongo et al. (2016) conducted a study on the “Influence of Parenting Style on Adolescent Students’ Academic Achievement in Kenyan Day Secondary Schools”. The major findings of the study are authoritative parents were very cooperative, receptive to their children’s feelings, and encouraged their children to speak out freely. Authoritarian parents get angry, hit, shout and are harsh with their children and sometimes also use threats as punishment. In the case of permissive parents, it was difficult for them to discipline their children; they spoiled their children and ignored their bad behaviour. Permissive parenting had a negative influence on their children’s educational performance and their children did not achieve good performance in class.

Chan (2014) studied the “Influence of Perceived Parenting Style on Students’ Career Maturity” an attempt to highlight the significance of including parenting and ethnicity variables when exploring the career maturity of students. The study confirms that only authoritative parenting and permissive parenting were notably interrelated with career maturity.

Kalita (2013) “The Role of Personality Factors and Parental Encouragement in Developing Achievement Motivation of High School Students of Greater Guwahati”. The study focuses on the role of gender, school board, and educational standards on achievement motivation. The result showed that the focus of students was more in the average category of achievement motivation. A noteworthy distinction was found based on gender, school board and educational standard in achievement motivation. In addition, the study found that girls were more motivated to achieve than boys. Personality factors and parental encouragement had a major connection with the achievement motivation of school students.

Munyi (2013) “Influence of Parenting Styles on Academic Performance of Adolescents in Secondary Schools: A Case of Manyata Constituency, EMBU Country”. The findings of the study showed that the majority of the students agreed with their parents’ intended decisions at home through reasoning and discipline. The students who perceived to be going through authoritative parenting revealed their academic performance was good.

The study also indicated that although neglectful parenting style has been said to lead to poor academic performance; it could lead to a positive influence as well.

Sunn (2012) “A Study on Impact of Parent-child Relationship on the Academic Achievement of Secondary School Students of Nongstoin Block, West Khasi Hills District”. The study focuses on the parent-child relationship and its impact on secondary school students’ academic achievement. The correlation coefficient was 0.703, indicating a strong and favourable association between academic achievement and parent-child relationships. The study also found that the quality of a parent-child relationship had an impact on academic attainment. Academic success is positively correlated with the quality of the parent-child connection.

Kordi and Baharudin (2010) conducted a study on “Parenting Attitude and Style and its Effect on Children’s School Achievements” and revealed that parents have a significant influence on the school achievement of their children. Parents who were found to be involved in their children’s education and check their children’s work after school led to better achievements. The research findings highlighted that authoritative parenting styles were related to higher levels of school achievement. Parents’ attitudes and styles were reflected in their children’s academic achievements.

2.4.0 Studies Related to Socio-economic Status

Aashiq et al. (2023) investigated “The Impact of Socio-economic Status on Students’ Academic Achievement”. The study covered all elementary-level public sector children in the Mansehra area, applying a descriptive survey method. According to the findings, academic performance was higher for children from average financial families than for those from below-average financial families. Furthermore, students’ average test scores were greater for parents with higher educational attainment than for parents with lower educational attainment. The study highlights the significance of parental education and socio-economic status in predicting academic success, as well as the necessity for focused interventions to bridge the achievement gaps between students from different socio-economic backgrounds.

Munir et al. (2023) analysed “The Impact of Socio-economic Status on Academic Achievement”. The purpose was to guide educational policy and achievement

disparities by investigating the impact of socio-economic status on academic performance. The results show that academic success is influenced by socio-economic status. Higher socio-economic status is related with increased academic achievement. Parental involvement and educational resources, however, may mitigate the relationship between academic achievement and socio-economic status.

Vadivel et al. (2023) examined “The Impact of Low Socio-economic Background on a Child’s Educational Achievements”. The research findings indicate that a significant proportion of children from low socio-economic backgrounds had poor educational achievement, which forced them to enter the workforce at a young age. Parents from lower socio-economic origins have been proven to be less motivated to educate their children. Children from low income families are less inclined to continue their education beyond high school and more interested in finding work. These students often end up working in low-skilled or manual labour positions.

Boruah (2022) “Academic Achievement of Tiwa Students in Relation to Socio-economic Condition at Primary Level in Morigaon District of Assam”. The investigator attempted to study the academic achievement in relation to socio-economic status among the Tiwa students. It was observed from the study that a positive and high relationship existed between academic achievement and socio-economic status. The coefficient of correlation was 0.64 and significant at 0.01 level. Academic achievement was found to influence the academic achievement of Tiwa students.

Udayakumar et al. (2022) investigated the “Socio-economic Status Impact on Academic Performance of Higher Secondary Students- A Regression Analysis”. The study was carried out on students studying in various higher secondary schools of Salem district in Tamil Nadu. The results of the study reveal the fact that two important factors of socio-economic status i.e. mothers’ educational status and their occupation have a significant impact on their children’s performance academically whereas the father’s education and occupation have a temperate influence on children’s academic performance. Other factors like types of educational institutions and medium of instruction also have a strong impact on academic performance. The study concluded that various factors of socio-economic status and students’ academic performance have a direct association with one another.

Hoque (2021) examined the “Impact of Socio-economic Status and Family’s Educational Background on Accessing Higher Education by Muslim Women Students”. The findings of the study revealed that the difference in socio-economic status of the family has an impact on the higher education of Muslim women. A noteworthy distinction was seen in the academic achievement of Muslim women based on the economic status of their families. The result of the study also revealed that the educational qualification of parents has an impact on the attitude of admittance to higher education by Muslim women. The success of those Muslim women was greater than whose parents had higher educational qualifications.

Lamare (2020) investigated the “Influence of Socio-economic Status on Academic Interest and Academic Achievement of Secondary School students in Meghalaya”. The purpose of the study was to find out the influence and relation of socio-economic status on academic achievement. The study concluded that there is no significant relation between socio-economic status and academic achievement and also it does not influence the academic achievement of students in Meghalaya. The researcher stated that students are responsible for their academic success and goal achievement.

Gobena (2018) investigated the “Family Socio-economic Status Effect on Students’ Academic Achievement at the College of Education and Behavioral Sciences”. The study’s population was drawn from Haramaya University, Eastern Ethiopia. The findings reveal that there was a statistically significant inverse association between students’ academic achievement and sex, while family income had no new effect on students’ academic achievement. The findings recommended that in order to preserve harmony among children in the country, socio-economic policies should be developed that would allow children from low-income parents to have the same opportunities as children from high-income parents.

Islam and Khan (2017) assess the “Impact of Socio-economic Status on Academic Achievement among the Senior Secondary School Students”. The study’s findings show that there is a positive correlation between socio-economic status and academic achievement of senior secondary school students; however, the strength of the relationship is moderately low. The result also showed that male and female senior secondary school students had equal academic achievement.

Aliyu (2016) “Influence of Socio-economic Status on Academic Achievement of Senior Secondary Students, in Nassarawa Zonal Education Area of Kano State, Nigeria” attempted to investigate the strength of the relationship between the socio-economic background of family and students academic achievement in senior secondary school. The study concluded the relationship strength between socio-economic background of a family and students’ academic achievement was strong. In some exceptional cases, students from poor socio-economic backgrounds performed better academically than students from good socio-economic backgrounds.

According to Baruah’s (2016) study “Socio-economic Status in Relation to Academic Achievement and Occupational Aspiration of Tiwa Students”, 50% of Tiwa students had average academic achievement. In the HSLC examination, 28.67% of students scored low, while 21.33% scored high academic achievement. The association between socio-economic status and academic achievement is found to be positive.

Das (2015) “Influence of Socio-economic Status on the Values, Level of Aspiration and Personality Traits of Adolescents Studying in Higher Secondary Level with Special Reference to Nalbari District of Assam”. The findings concluded that socio-economic status has a significant influence on the values of adolescents. However, the influence of socio-economic status on aspiration level was not significant and no influence was found on personality traits. Difference was found between boys and girls concerning values, aspiration level, and personality traits.

Devi (2015) investigated the “Influence of Socio-economic Status and Academic Achievement among the Tribal and Non-Tribal Adolescent Students with Special Reference to Goalpara District”. The researcher made a comparative study of the academic achievement between tribal and non-tribal students based on socio-economic status. The findings revealed that tribal students have lower academic achievement than non-tribal students, which is attributable to the fact that tribal students are predominantly from disadvantaged socio-economic status. The study concluded that better socio-economic conditions have a vital influence in leading to higher academic achievement.

Devi (2015) examined the “Effects of Parental Awareness and Socio-economic Status on Performance of the Students in Class – X Board Examination of Assam”. The study aimed to find out the effect and association of parental awareness and socio-economic status on the level of students’ performance. The association and correlation of parental awareness and socio-economic status with the level of student performance were found to be significant and positive. The findings of the study concluded that parental awareness leads to better academic performance and also higher the socio-economic statuses better the level of student’s performance.

Mukesh and Srivastava (2015) examined the “Impact of Socio-economic Background on School Dropout Rates in Rural India” with the main objective of investigating the influence of different socio-economic factors like caste, religion, and household occupation on the possibility of dropping out of students from schools in rural India. Their findings concluded that caste, religion, and household occupation have considerable influence on the dropout rates of students in rural India.

Rather and Sharma (2015) “Impact of Socio-economic Status on the Academic Grades of Secondary Level Students”. The study revealed that male students got better grades and performed better than female students. Their study also examined the difference between urban and rural secondary school students’ academic grades and it was revealed no significant difference exists between the urban and rural secondary school students in terms of academic grades. A close relationship was found between socio-economic status and the academic grades of students.

Solanke and Narayanaswamy (2015) conducted a study on the “Influence of Socio-economic Status on Academic Achievement of Secondary School Students” in Bangalore city in urban and rural districts. According to the study, there was a positive correlation between secondary school students’ academic performance and the socio-economic status of their parents. The academic performance of students from various socio-economic backgrounds also showed a significant disparity.

Ahmar and Anwar (2013) “Socio-economic Status and its Relation to Academic Achievement of Higher Secondary School Students” found in their study that the students belonging to higher socio-economic backgrounds have higher academic

achievement in comparison to students from lower socio-economic backgrounds. The findings also showed that most of the female students from lower socio-economic backgrounds were busy with household tasks which affected their studies. The study concluded that academic achievement was influenced by socio-economic status.

Chandra and Azimuddin (2013) conducted a study on the “Influence of Socio-economic Status on Academic Achievement of Secondary School Students of Lucknow City” to determine how socio-economic status affects secondary school students academic performance and how these factors relate to one another. The results demonstrated how academic achievement differed among groups with high, average, and poor socio-economic status. Additionally, a positive correlation between academic achievement and socio-economic position was noted.

Parsasirat et al. (2013) carried out a study entitled “The Most Effective Kinds of Parents on Children’s Academic Achievement”. The Pearson’s correlation demonstrated a significant positive link between academic achievement and authoritarian parenting. Also, authoritative parents were found to be the greatest predictor for dependent variables. On the other hand, the approximate mean score of the three paternal and maternal parenting styles was similar based on the academic accomplishment of students. The independent t-test revealed no differences between male and female students’ academic achievement.

Alutu (2011) studied “Parents’ Socio-economic Status and its Effect on Students’ Educational Values and Vocational Choices”. The study observed that there was a significant difference in educational values and vocational choices of students. Further, it revealed that students from different socio-economic statuses have different educational values and career aspirations.

Jennifer (2005) in the study entitled “The Effect of Socio-economic Status on Academic Achievement” highlighted the significance of student test scores and examined the different factors that influence student test scores. The data were collected from the educational longitudinal study compiled by the National Centre for Education Statistics (NCES), a part of the Institute of Education Sciences, U.S. Department of Education. A four-part model composed of student role in performance, school, family,

and peer factors was used to examine the test scores of Standard X students. The result concluded that socio-economic status is the strongest predictor of student test scores.

Serin (2005) “Socio-economic Status and Academic Achievement: A Meta-Analytic Review of Research” has indicated a medium to strong relationship between socio-economic status and academic achievement. The relation depends on school level, minority status, and location of the school. The investigator conducted a replica to see if the connection between academic achievement and socio-economic status had changed ever since White’s (1982) meta-analysis review was published and found a slight decrease in the average correlation.

Lan (2004) examined the relationship among Socio-economic Status, Parenting, Academic Achievement and Self-esteem in Early and Middle Adolescence and found that socio-economic status significantly influences the way of parenting and adolescent’s academic achievement. The longitudinal data of the study confirmed that socio-economic status is indicated by family income, parents’ education, and parents’ occupational prestige, which has an impact on the way of parenting and adolescents’ academic achievement. The relationship between socio-economic status and academic achievement is also mediated by parenting. It was concluded in the study that parents’ education, income and occupation, influence the way of parenting and also the academic achievement.

Das (1997) studied the Impact of Socio-economic Status on the Academic Achievement of First-Generation Learners (FGLS) with the main objective of studying the influence of social classes on the academic achievement of first-generation learners in comparison with non-first-generation learners. The study also focused on the influence of socio-economic status on the education of the learners. The result revealed the approach of the parents of first-generation learners towards the education of their children was significantly different from that of the parents of non-first-generation learners. The findings concluded that academic achievement was better in non-first-generation learners than the first-generation learners because of parental attitude, parental illiteracy, social and economic condition of the parents.

Harikrishan (1992) “A Study on Academic Achievement of the Students of the Higher Secondary Stage in Relation to Academic Motivation and Socio-economic Status”. The study showed that girls achieved higher academic achievement than boys. Socio-economic status was found significantly related to academic achievement but was not related to achievement motivation.

2.5.0 Research Gap

The review of related literature gave an overview of research on parenting style, socio-economic status, and academic achievement. A total of eighty one research studies at the international, national, and regional levels on academic achievement, parenting styles and socio-economic status have been reviewed. Thirty-six of these reviews focused on academic achievement, nineteen reviews focused on parenting styles, and twenty-six have examined socio-economic status. A thorough evaluation of the research revealed that several studies have been conducted on academic achievement approaches from various perspectives. Numerous studies have examined the correlation between academic achievement and independent variables including parenting styles and socio-economic status. Thus, it may be inferred that parenting styles and socio-economic status have a noteworthy effect on academic achievement. According to review of related studies, several investigations have been conducted at both the national and international levels to determine how different parenting styles and socio-economic status affect students' academic achievement. However, few researches have been conducted at the regional level. The review's most notable aspect is its lack of investigation into the impact of parenting styles and socio-economic status on students' academic achievement in the Udalguri district. The majority of the research was done in other districts of Assam. A few researches have been conducted on the various factors that influence students' academic achievement in the Udalguri district. In this context, it was thought necessary to examine the academic achievement of Udalguri district's higher secondary students by taking into account the socio-economic status and parenting styles as independent variables.