

CHAPTER - II

REVIEW OF RELATED

LITRATURE

* C H A P T E R - IInd *

"RELATED LITERATURE"

2.0 Introduction:-

There have been some studies which sought to seek relationship between Academic performance, Environmental Awareness and Socio-Economic status at different levels of Education.

Major thrust of these studies try to reflect that there is a positive relationship between academic performance and Socio-Economic status.

2.1 Chopra, S.L, (1964). Lucknow University U.P. India. Studied on the problems :-

"A study of relationship of Socio-Economic factor with Achievement of the students in the secondary schools" The findings of the study were-

(i) On the basis of father Education , occupation family income, size of the family, cultural level of home etc. Students belonging to the higher qualitative group showed significantly higher mean Achievements than students coming from lower categories.

(ii) Comparitively larger percentage of people belonging to lower castes were engaged in lower occupation and were thus economically poor than those belonging to higher castes and their academic performance is also very poor.

2.2 Fraser, (1959). University of Manchester. Britain, ✓

Studied on the problem:- "The relationship between the school performance (educational achievement) of individual student and the social setup" He concluded that:-

The children of highly skilled parents show the greater improvement in attainment over Intelligence and the less skilled the occupational group, the larger the family is likely to be, the shorter is the expectation of school life.

2.3 Kennedy (Early 50's) Florida state University ✓

Studied on "The relationship between Academic performance and Socio-Economic status"

the Major contribution of this study was:-

Children who come from families with a high level of aspiration, a high expectancy, a high drive, tend to have abroad exposure to and generally positive attitude towards the learning process.

2.4 Mathur, K. (1963). Agra, University. U.P. India, studied on the "Achievement and Behaviour of higher secondary students"

The results revealed that :-

(i) The Socio-Economic status did contribute to the difference in the rating about the conduct of students.

(ii) The students of higher Socio-Economic status were sharp in their Academic Achievement than the students of lower Socio-Economic status.

(iii) The Phi-coefficients between achievement and

socio-economic status and between Intelligence and socio-economic status were, 0.70 and 0.84 respectively.

2.5 SALUNKE, R.B., " A Study of the Home Environment, socio-economic status and Economic Management in relation to the academic achievement of the first year college students of M.S. University, Baroda,

Objectives:- The main objectives of the investigation were ;

- (i) To study Home-Environment, Educational climate in the home, emotional climate in the home, Socio-Economic status, economic management, and academic achievement of the first year College students of the M.S. university, Baroda,
- (ii) To find out the relationship of home environment, socio-economic status and Economic Management with academic achievement and,
- (iii) To find out the differences in home environment, socio-economic status and economic management of students of different faculties, Sex and age.

The Major finding of the study were:-

- (i) The academic achievement of the students was related their home-environment
- (ii) Educational climate and Emotional climate were related with academic achievement.
- (iii) Educational Faculties and Emotional happiness in the home contributed positively to the academic achievement of the students.

- (iv) Socio-Economic status was not related with academic achievement, whereas economic management was related with academic achievement.
- (v) Socio-Economic status, home environment and economic Management of the students of different faculties differed
- (vi) The male and the female students differed so far as their home environment was concerned but they did not differ with regard to their Socio-Economic status.
- (vii) Home environment had no relationship with different age groups whereas, Socio-Economic status had relationship with age groups.

Intelligence and Socio-Economic status were, 0.70 and 0.84 respectively.

2.6 Satyanandam (1969),

Kurnool Govt. College of Education, South studied on the problem:-

study of Socio-Economic status and scholastic Achievement"

The study yielded the following findings -

- (i) The children of graduate parents performed far better than the children of matriculate parents.
- (ii) The children of Upper and lower economic status differed very significantly.
- (iii) The upper and middle Economic-Group differed significantly.

(iv) The middle and the lower Economic-Group did not differ significantly.

-: STUDIES ON ENVIRONMENTAL AWARENESS:-

2.7-Anuradha,V (1978).In her study on Awareness about Pollution" took as her sample students from private and government schools of Bhopal.

The main conclusions from her study were as follows:-

- (i) Grade IX students of the four school through Aware of the terminology more instruction in there areas. Through they were Aware of the harm caused by Environmental pollution, they lacked information.
- (ii) No, significant differences were found on the basis of gender.
- (iii)The performances of the students of private school was found to be better than those of Govt. Schools.
- (iv) No, Significant differences existed between the Awareness level of students in differerent aspects of pollution of pre and post test level.
- (v) use of illustrative charts and discussions resulted in a significant Improvement in the over all -Awareness of students about pollution through this was not founded in specific topics.

2.8 - Review of researches in EE by masih, (1982), indicate Awareness of social problems caused by

Environmental crisis by 9,13 and 17 years olds. These problems, includes pollution, energy crisis food shortage and disease a meajority of the 13 and 17 Yrs olds were for scientific researches related to problem caused by the Environment.

2.9 - Kathryn wald Hausbeck, laster.W.Milbrath, and sean M. enright" of New York State, (1991).

Studied on the problem:-

"Environmental Knowledge, Awareness and concern among 11th grade students"

This article reports on a 1990-91 study of 11th grade students in New York State.

The Authors serveyed approximately 3200, students from a sample of 30 secondary Schools to asses level's of Environmental Knowledge,EAW and Environmental concern, Independent variables included type of school, region of school ,and the level and sex of students. further the Author controlled for reported sources of Environmental information and intrest is greater exposure to Environnental issues. At, school they found that although students scored rather low on knowledge questions. They displayed higher scores on Awareness and concern, and 50% of the students reported that they would like additional E.E. to be offered in school . This research is important from a policy perspective because New York, like many others States has only minimal formal Environmental Education requirement in the secondary school curriculum. and Instead suggests

individual teacher infresion, as such, it is not surprising that variation was found between and with in

2.10 - Andrew Dawson article - " Environmental Awareness with infants - An Integreated Approach" (taken from connect volume xvii No. 1 Marh -1993') As infants teachers we are furtunate is that we are to a large extent, free from the constraints of subject time tabling. The undifferentiated curriculum allows for greater freedom and the natural over lapping of each aspect of a child's learning Environmental Education if it is to be meaningful, is essentially interdisciplinay and becomes an in trinsic element in the processes required for the acquisition of all skills..

2.11 Sekar, (1981). reported a limited role of indian press in creating mass concern with Environmental issuses among university student. However, when a comparative analysis of the effects of various mass media was made in various villages of Jodhpur district and Jodhpur city; press was found to be a much more effective media. Utility of new features proved much attractive and effective to the masses.

2.12 Sharma, (1981). conceptualised the generation of EAW, among school children, college youth and general public, According to him teaching at home by parent to their children below 12 year's might prove very deep and lasting, their learning to be merciful to planets and animals. Through the medium of moral Education given by parents lasts for most of the life them on attaining

adolescence, E.E.will be more effective if it is through under graduate; study having practical training and Examination,and by youth club nature teaching cum-ecodevelopment field trips.