

CHAPTER2
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LITERATURE

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2.1 INTRODUCTION

If you have to write an undergraduate dissertation you may be required to begin by writing a literature review. A literature review is a search and evaluation of the available literature on a chosen topic area. It documents the state of the art with respect to the subject or topic you are writing about.

A literature review has four main objectives:

- It surveys the literature in your chosen area of study.
- It synthesizes the information in that literature into a summary.
- It critically analyses the information gathered by identifying gaps in current knowledge; by showing limitations of theories and points of view; and by formulating areas for further research and reviewing areas of controversy.
- It presents the literature in an organized way.

A literature review shows your readers that you have an in-depth grasp of your subject; and that you understand where your own research fits into and adds to an existing body of agreed knowledge.

Here 's another way of describing those four main tasks. A literature review;

1. Demonstrates familiarity with a body of knowledge and establishes the credibility of your work;
2. Summarises prior research and says how your project is linked to it;
3. Integrates and summarises what is known about a subject;
4. Demonstrates that you have learnt from others and that your research is a starting point for new ideas

2.2 REVIEW OF THE RELATED LITERATURES

• RELAED STUDIES: INDIAN CONTEXT

Soy (n. a.) conducted a study on relationship between socio-economic status and educational aspiration among higher secondary school students. The findings of the study are (I) there is a positive correlation between the socio-economic status and educational aspiration among higher secondary schools student (ii) Difference between higher secondary school students of government and private school in educational aspiration is not significant (iii) Difference between higher secondary school students of government and private school in socio-economic status is significant (iv) Difference between boys and girls of higher secondary schools students in educational aspiration is not significant and (v) Difference between boys and girls of higher secondary school students in the socioeconomic status is significant.

Different groups of girl's students in occupational choices and factors influencing them, along with their interest.

Joshi (1983) studied the difference in the interests of higher secondary school pupils in relation to their parent's education socio-economic status location and personality traits. A factorial design was formulated and analysis of variance was used for drawing conclusions. Different areas of interest rural and urban students were compared.

Jain (1984) studied the development of interests among boys of the humanities, commerce and science streams belonging to rural and urban secondary schools.

Tomar (1985) studied the occupational interest of adolescents in relation to sex, rural- urban residence, socio economic background and prevalent job trends of employment in eastern U.P.

Vijayalakshmi (1985) studied the occupational choices of women students and compared the groups of students offering sciences, arts, professional course and nonprofessional course.

Dabir (1986) tried to study how aptitudes motivation, socio-economic status and aspiration were related.

Das (1986) established a regression equation for academic achievement with reference to intelligence, Socio-economic status, peer influence and educational aspirations for different sample groups. Mehta teal (1985) studied the effect of residential status and sex on level of occupational aspiration of adolescents and the relationship between socio-economic status, father's education, father's occupation, intelligence and scholastic achievement with level of occupational aspiration.

However, the findings of these studies are conflicting and hence no conclusions can be drawn and generalizations made more studies of this kind are required with larger samples and with greater spread on population to enable generalized conclusions.

Chaudhary (1971) investigated the relationships among achievement motivation anxiety intelligence sex, social class and vocational aspiration.

Gaur (1973) studied the factors affecting the occupational aspirations of secondary school students.

Chadha (1979) studied the relationship among psychological and social factors of vocational aspirations.

Uche's (1981) study was aimed at studying the relationship between

(a) Vocational aspirations and intelligence

(b) Intelligence level of the subjects and their father's education

(c) Intelligence level of the subject and their father's occupations.

Chadha, S.S. A study of some psychological and social factors as related to vocational aspirations of rural and urban high school children.

Das, S. peer influence and educational aspiration of secondary school students, A study in relation to their academic achievement, Ph. D. Edu; MSU 1986

Singh (2011) studied educational aspirations in secondary school students and found that educational aspirations of boys are better than girls. Medium of instruction also influence the educational aspiration.

George, J. (2014) in a study of educational aspiration of higher secondary school students found that there exists a significant difference between male and female students where female students possess greater educational aspiration than that of male students.

Ahuja (2016) in a study titled, "A Study of Self-Efficacy among Secondary School Students in relation to Educational Aspiration and Academic Achievement" noted that girl students, in comparison to boy students, had statistically significant higher educational aspirations scores.

Kumar and Phogat (2017) studied educational aspirations of secondary school students in relation to their gender. The finding of the study revealed that boys and girls differ significantly on overall educational aspiration. Girl students have higher educational aspirations.

The findings are similar to that reported in Mau and Biko's (2000) and Goel (2004).

The findings are consistent with that reported in Shouping (2003) and Caitlin (2006). Similar conclusions were made in Katherine (2010).

Wongoo (1991) conducted a study to find out whether the students from government and private schools differ significantly so far as their

socioeconomic status and academic achievement was concerned and found that the government and private school students from highly advanced and normal schools differed significantly so far as their socioeconomic status was concerned. Discerned significant difference on academic achievement was found between the students from government and private, highly advanced and advanced schools; academic achievement of students from normal government and normal private schools did not differ significantly, relationship between socioeconomic status and academic achievement when computed on total sample (N=180) was statistically significant.

Kumar, S. and Gupta, M. (2014) in a comparative study of level of educational aspiration of secondary school students of government and non-government schools noted that non-government secondary school students have high level of educational aspiration in comparison to students of government schools. Researches in the area of educational aspiration have shown that there is mixed finding with respect to gender as some studies reported that there is no significant difference between male and female adolescents international journal of creative research thoughts (IJRCT)WWW.Ijcrt.org2018 IJCRT | Volume 6, Issue 2 April 2018 ISSN: 2320-28822018 IJCRT | Volume 6, Issue 2 April 2018 ISSN: 2320-2882

(Kaur, 2012 and Mishra, 2013) but it was also found out that male adolescents had comparatively better educational aspirations than female adolescents (Rajesh & Chandrasekaran, 2014). However other studies reported girls to be significantly better than boys in case of educational aspiration (Kumar and Phoghat 2017 and Ahuja 2016). Also, it was reported that the adolescents of rural locality had significantly better educational aspiration scores than students of urban locality (Rajesh & Chandrasekaran, 2014) however there was no significant difference between the students of Government and Public schools on same measure (Kaur, 2012). The inconsistencies in the findings of the earlier

researches compel the present researcher to carry this investigation to ascertain the relationships and differences between the variables in hand. The present investigation will fill the void of knowledge.

2.3 CONCLUSION OF REVIEW OF RELATED LITERATURE

In this chapter researcher organize the review of related literature, relevant to the educational aspiration and socio-economic status. Many reviews which have given, shows the relationship between educational aspiration and socio-economic status. Here seen that educational aspiration as well as socio-economic status affects each other. On the basis of above studies researcher conclude that the present study makes to investigate the relationship