

Chapter II

Review of Related Literature

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2.1 Introduction

The review of related literature is an important part of the scientific approach and is carried out in all the area of scientific research whether in the physical nature or social sciences. In the field such as History, the review of literature only gives the scholar an understanding of previous work that has been done, but the results of review actually provides the data used in his/her research.

The review of the literature in educational research provides us with the means of getting the frontier in our particular field of knowledge. Until we have learned what other has done and what remains to be done in our area, we cannot develop a research project that will contribute further exposure in our field. Thus, the literature in any field forms the foundation upon which all future work must be built.

Therefore, the purpose of the review of literature is to build up the context and background as well as provide a basis for formulation of research questions since a good research is based upon the relevant evidences that are known in the area of the research for comprehensiveness. It is essential that the new work will be based and built on what has already been accomplished.

The review of research literature helps the researcher to delimit and define his/her problem duplicating well-established findings. It gives the investigator an insight into the problem and research methodology.

The term review means to organize the knowledge of the specific area of research to evolve an edifice of knowledge in order to show that the study would be an addition to this field. In research methodology, the term literature refers to the knowledge of particular area of investigation of any discipline and practical studies. In this chapter, the researcher tries to put forth the available research literature in brief.



2.2 STUDIES RELATED TO THE STUDY

1. **Ahmad Kainuwa***, Najeemah Binti Mohammad Yusuf (2013), studied ‘**Influence of Socio-Economic and Educational Background of Parents on their Children’s Education in Nigeria**’.

The main objectives of the study were:

1. To review literature on how socio-economic status and educational background of the parents’ affects the education of their children.
2. To examine the role of parent’s socio-economic and educational background on the Educational process of their children.
3. To discuss about studies and researches from the previous works of scholars relating to the factors that influence children’s education.
4. To explain how children’s education is significantly affected by the socio-economic status and educational background of their parents’.
5. To provide some suggestions for parents’ on how to overcome personal and economic challenges and to help in the Educational process of their children. The result of the study was that socio-economic and educational background of parent influences their children’s education. Educational Background of the parents’ is found to be influential factor on their children’s education. Significantly, children's education was affected with the level of education of their parents’ and it is reflected in the high aspirations of the more educated for the education of their own children.

2. **Jabor & Kungu(2011)** studied “**Does Parent Educational Status Matter on the Students’ Achievement in Science?**”

The main objectives of the study were: 1) To describe graduating high school students in the U.S by their parent educational status. 2) To describe academic achievement of graduating high school students as measured by their science GPA scores. 3) To compare achievement, as measured by science GPA scores, of graduating high school students by their parent educational status. Population for this study was all public and private high school student in the U.S. Conclusion was drawn by researcher: Parents’ personal educational background and economic background have a significant effect on their children’s education.

3. **Omolade & Kassim(2011)** studied “*Relative Effects of Parents’ Occupation, Qualification and Academic Motivation of Wards’ on Students’ Achievement in Senior Secondary School Mathematics in Ogun State*”.

The main objective of the study was to examine the relative effects of parents' education, occupation and academic motivation of wards' on students' achievement in senior secondary school Mathematics in Ogun State, Nigeria. The target population for this study comprised all the senior secondary school one students (SSS 1) in Ogun State. The sample of the study was selected using the multi-stage sampling procedure. Non-experimental type and an ex-post facto research design were adopted. Students' Questionnaire (SQ) and Students' Mathematics Achievement Test (SMAT). Significant influence on the academic achievement of students in Mathematics was found. This was because parents' education has highest effect or predicts students' academic achievement in Mathematics most.

4. JAMILA ELHAG HASSAN(2009) studied 'Parents' socioeconomic status and Children's academic performance'.

The main objective of the study was to investigate the relationship between parents' socioeconomic status and their children's performance at school. Descriptive statistics were used by researcher. Analysis is based on both bivariate and multivariate methods, In the bivariate analysis, cross tabulation with the ordinal measure of association, gamma ' γ ', is used to test the association between two variables. Multivariate analysis is conducted by linear regression, with the sum of the marks in each of the three subjects as the response variable. The result of the study was that the association between parental education level and children's academic performance is moderate and positive.

5. Nelson (2009) studied 'Impact of parents' education on student success'.

The main objective of the study was to find out the correlation in the parents' background and students success. Researcher used self-administered questionnaire tool and coefficient of correlation statistics. The sample data were obtained from undergraduate students at a state university in the Intermountain West. The sample of the study was selected using the simple random sampling method. The result of the study was that there is a correlation in parents' education and students' success.

6. Georg Graetz(2009) studied 'Parental Background and the Transition to Secondary School: Evidence from Germany'.

The main objective of the study was to study effect of the various parental background variables on high school attendance. The sample were 3,000 children who made the transition between 1984 and 2006 in secondary school, Germany. Descriptive statistics were used by researcher. Testable hypotheses were:

H1. Children of less-educated parents' are less likely to attend high school because they face higher marginal costs and may also have weaker preferences for education.

H2. Free access policies, or more generally, less stringent transition rules, lead to children being more likely to attend high school because they lower the costs incurred during the transition process.

H3. The effect of the transition rules' stringency may vary with parental background, as highly educated parents' may incur lower costs when trying to secure a recommendation for high school for their child.

H4. Dropout risk may be greater for children of less-educated parents' as they probably face higher costs when studying in high school.

The result of the study was Changes in the rules for the transition from primary to secondary school substantially affect a child's probability of attending high school. The less barriers there are for the access to high school, such as the need to obtain the teacher's recommendation which may be based on the GPA, the more likely a child is to go to high school. This is consistent with theory, because such barriers to high school access lead to an increase in the costs of education that families incur (hypothesis H2). He also find strong evidence in favour of the theoretical prediction that heterogeneity in marginal costs may lead to variation in the impact of transition rules according to family back-ground (hypothesis H3). The results make clear that a successful transition to high school is costly, varying with the stringency of the transition rules in place and de-pending on parental background. In addition, there are costs of high school attendance that are incurred in the years following the transition, and which cause children of less-educated parents' to be more likely to drop out of high school (hypothesis H4). While the result that children of less-educated parents' face higher costs when studying in high school confirms Schnabel and Schnabel's (2002) finding, the evidence pre-sented here is perhaps stronger, as he has shown that their finding of heterogeneity in returns to education is also consistent with a taste-based explanation.

7. Gratz (2006) studied 'The impact of parent's background on their children's Education'.

The objective of this study to study the significance effect of parents' personal educational background and economic background on their children's education. The result of the study was of parents' personal educational background and economic background have a significant effect on their children's education.

8. **Arnaud Chevalier, Colm Harmon, Vincent O'Sullivan and Ian Walker (2006)** studied, 'The Impact of Parental Income and Education on the Schooling of their Children'.

The objective of this study is to study effects of parental background on such outcomes for their children as cognitive skills, education, health and subsequent income. The sample data were obtained from 59 thousand households in the U.K. The result of the study was parental income and educations have a significant impact on their children.

9. **Arnaud Chevalier(2004), studied on' Parental Education and Child's Education: A Natural Experiment'.**

The objective of the study was to study the effect of parental education on their children's educational achievement. The British Family Resources Survey (FRS) surveys children aged 16 to 18 living at home. The result of the study was that the parental education has positive effect on child's education.

10. **Charles Desforges and Alberto Abouchaar(2003), studied 'THE IMPACT OF PARENTAL INVOLVEMENT, PARENTAL SUPPORT AND FAMILY EDUCATION ON PUPIL ACHIEVEMENT AND ADJUSTMENT: A LITERATURE REVIEW'.**

The main objective of the study were: parental support (e.g. the provision of parenting skills training, advice and guidance for parents') on pupil achievement/engagement; family learning (i.e. as a Parent Governor, reading to children, encouragement and help with homework) on pupil achievement/engagement; and parents' level of education, e.g. the impact of parents' with university level education on children's achievement. The result of the study was Parental involvement in the form of parent-child discussions had a moderate impact. Parental aspiration had a powerful influence on achievement

11. **Jennifer Sheridan(2001) studied "The Effects of Parent's Unrealized Educational Aspirations on Children's Educational Outcomes".**

The main objective of the study was to study the Relationship of Parent's Own Educational Aspirations on Child's Aspirations and Attainment. The samples of study were 10,317 persons who were seniors in Wisconsin high schools in 1957. The result of the study was that the Parent's Unrealized Educational Aspirations have a significant effect on their children's education Outcomes.



12. M. van Doornik and J. Dronkers(1996), They conducted study on 'the Effects of mother's paid occupation on the well-being of children in Dutch secondary education'.

The hypothesis of study were:

1. The well-being of pupils in secondary education in two parent families in which the father works full-time and the mother works too, is higher than in two parent families in which the father works full-time and the mother does not work.
2. The well-being of pupils in secondary education in two parent families in which the father works full-time and the mother works part-time or not at all, is higher then in two parent families in which the father works full-time and the mother works full-time or more.
3. The well-being of pupils in secondary education in two parent families in which the father works full-time and the mother has a job with high status or does not work at all, is higher than in two parent families in which the father works full-time and the mother has a job with low or average status. The sample was 25,000 pupils from all types of secondary education. Questionnaire tool was used by the researcher. Results:

Hypotheses 1: must be rejected. When mother works, independent of the number of hours, does that produce no any significant difference regarding mothers who do not work on the indicators physical health, violence and crime, psychical health, school success, truancy, suicidal thoughts and watching television?

Hypotheses 2: is rather confirmed by the exceptions to hypothesis 1. The number of significant effect show ever is very small as a result of which we cannot say that they uphold the second hypotheses totally. The rejection of hypotheses 3 This means that the well-being of their children doesn't deviate significantly from the well-being of pupils whose mother is only housewife. Only when mother works many hours in low white-collar job there are some negative effects.

2.3 CONCLUSION OF THE REVIEW OF RELATED LITERATURE

By studying the above researches, it is clear that studies have been conducted in this field. There are many researches, which have been conducted to see the impact of parent's education on student success, but no research study has been done relating to the parents' educational and occupational status and their wards' educational status. Hence, above-mentioned researches are the bases for the present study.

In this chapter the researcher discussed about the very important part of the research i.e. review of related literature. Many reviews have been given which are directly or indirectly related to present research study. The next chapter will discuss about the methodology, which is followed for carrying out the present researcher study.

