CHAPTER-II
REVIEW OF RELATED LITERATURE

2.1.0. Introduction

Reviewing related literature and research is essential in the research process as it provides the researcher with proper guidelines for conducting a research study. A review of related literature not only provides a conceptual frame of reference for conducting the research but also suggests methods, procedures, data sources, and statistical techniques appropriate to the solutions to the problem selected by the researcher. In the present study, the researcher has used various books, dissertations, handbooks, articles, journals, theses, and websites as the material source for the appropriate literature relating to the present study. Some helpful abstracts of related literature of the present study are given under the following heads:

- ➢ Studies related to the academic achievement of students

- ➢ Studies related to the social support of students

- ➢ Studies related to the achievement motivation of students

- ➢ Studies related to inter-relationships among academic achievement, social support, and achievement motivation of the students

- ➢ Studies conducted on the Surjapuri community.

2.1.1. Studies related to the academic achievement of students

The academic achievement of students is a multi-dimensional construct influenced by a range of socioeconomic, environmental, and personal factors. Numerous studies have explored the interplay of variables such as socioeconomic status (SES), gender, geographical location, motivation, and social support on students' academic outcomes. The impact of socioeconomic status on academic achievement is one of the most extensively studied areas. **Pettigrew (2009); Farooq, et al., (2011)**, demonstrated a significant positive relationship between SES and academic achievement. Their findings revealed that students from higher SES backgrounds consistently outperformed their peers from lower SES backgrounds due to greater access to resources and opportunities. Similar results were echoed by **Sumi et al., (2021) and Munir et al. (2023)**, who emphasized that high-SES students tend to have better academic outcomes than their low-SES counterparts. However, some studies

have presented contrary findings, like, **Gobena (2018) and Lounkaew (2013)** found no significant impact of SES on students' academic performance in their respective regions. **Lounkaew (2013)** attributed this finding to the homogeneity of SES conditions within urban families in Thailand. These discrepancies highlight that while SES is a critical determinant of academic success, its influence may be mediated by regional and contextual factors.

The rural-urban divide in academic achievement has also been a focus of many studies. **Tayyaba (2012) and Sumi et al., (2021)** reported significant gaps in academic performance between rural and urban students, with urban students often achieving higher due to better educational facilities and infrastructure. Similarly, **Miller et al., (2019) and Tadese et al., (2022)** noted that urban students outperform their rural counterparts due to improved access to resources and qualified teachers in urban settings. Contrarily, the studies by **Manley (2018) and Gobena (2018)** found no significant difference in academic achievement based on residence. Such findings indicate that factors such as regional policy initiatives and resource allocation can bridge the rural-urban academic gap in certain contexts.

Gender differences in academic achievement have also been widely researched. Studies such as those by **Farooq et al. (2011); and Chhansiya & Jogsan (2015)** indicated that female students often outperformed their male peers academically. These results were corroborated by **Veena & Shastri (2013)**, who found that female students exhibited higher achievement motivation, which contributed to their academic success. However, studies like **Pawar (2017); and Phukan (2015)** presented mixed findings, reporting that the urban-rural divide and socioeconomic conditions often mediate the gender gap. Male students from urban areas, for example, were found to perform better than their rural female counterparts. These variations suggest that gender disparities in academic achievement are context-dependent and influenced by external factors such as societal norms and access to education.

Achievement motivation has been identified as a significant predictor of academic success. **Pandey & Singh (2018); and Sharma et al. (2019)** found that students with high motivation demonstrated better academic performance than their less motivated peers. Similarly, studies by **Mutisya et al. (2019); and Oyoo et al. (2020)** established

a strong correlation between motivation, teacher support, and academic engagement, underscoring the role of psychological factors in enhancing academic outcomes. Interestingly, **Kumar & Yadav (2015); and Mahato & Barman (2019)** found that motivation levels differed significantly across gender and educational settings. Private school students, for instance, exhibited higher motivation compared to their counterparts in government schools, reflecting the role of institutional support in fostering achievement motivation.

Social support from family, peers, and teachers has also emerged as a critical factor influencing academic achievement. **Tinajero et al. (2020)** found a significant positive relationship between perceived social support and academic performance among university students in Spain, with female students benefitting more from social support than their male peers. This aligns with the findings of **Wood (2023)**, who highlighted that families in urban areas contribute significantly to their children's academic success by providing material and emotional support.

Despite the consensus on the influence of SES, gender, and motivation on academic achievement, some studies have reported conflicting findings. For instance, while most studies affirm that SES profoundly impacts academic performance, **Gobena (2018); and Lounkaew (2013),** reported negligible differences in certain regions. Similarly, while gender disparities are often highlighted, studies like **Chhansiya & Jogsan (2015)** found no significant differences in certain contexts.

2.1.2. Studies related to the social support of students

Social support plays a pivotal role in shaping students' academic, psychological, and social outcomes across various educational contexts. It involves emotional, instrumental, and informational assistance provided by family, peers, and institutional agents such as teachers or supervisors. Numerous studies have explored its effects on students' well-being, motivation, resilience, and performance.

Most studies consistently emphasized that family, peers, and teachers are the primary sources of social support. Internationally, **Hombrados-Mendieta et al., (2012)** found that mothers were more significant sources of emotional, instrumental, and informational support than fathers. Similarly, **Song et al., (2015) & Poudel et al., (2020)** identified parents as key predictors of emotional and academic support,

contributing significantly to students' psychological well-being and academic achievement. In contrast to these findings, **Sulistyorini & Roswiyani (2021)** revealed that peers were the dominant source of support during online learning, underscoring contextual variations.

National studies echo these findings, with **Mahanta & Aggarwal (2013); and Abdullah & Singh (2019)** demonstrating higher levels of family support for female students. However, **Nautiyal et al. (2017)** found significant differences in peer support based on gender, with male students receiving higher peer support than their female counterparts. The role of socioeconomic factors in shaping support was highlighted by **Ashokakumara & Sampathkumar (2019)**, who found rural students perceived slightly more support than urban students, a finding contrary to international results by **Zhang et al. (2021)**, where urban students reported higher social support.

A consistent thread across studies is the positive relationship between social support and academic outcomes. **Jayarathna (2014); and Kaur & Beri (2020)** revealed that social support enhances students' academic engagement and success, with support from parents and friends playing a critical role. Similarly, **Dupont et al. (2015)** emphasized institutional and supervisor support as key drivers of academic motivation and performance.

Nationally, **Pimple & Parikh (2022)** found a significant correlation between perceived social support and resilience, critical for coping with academic challenges. **Kaur & Beri (2020)** also reported gender differences in perceived support, with female students having a better perception of the support they received. However, some findings, such as **Mulligan's (2023)**, suggest no significant difference in social support based on residential areas, adding complexity to the understanding of its academic impact.

The psychological benefits of social support are well-documented as well. **Khan & Arif (2019); Yusof et al., (2022)** highlighted the role of social support in reducing psychological distress and enhancing well-being. These findings align with **Zhao (2023)**, which demonstrated a strong positive association between social support and students' psychological health. National studies like **Akhoon (2021)**, also

underscored the average levels of support received by high school students, indicating a need for interventions to improve students' social support networks.

Several studies explored the intersection of gender and social support. While international research by **McLean et al., (2022)** indicated that female students perceived higher levels of support, national studies like **Pimple & Parikh (2022)** reported no significant gender differences. Socioeconomic disparities were another critical theme, with **Abirin (2022); and Ashokakumara & Sampathkumar (2019)**, emphasized that students from higher socioeconomic backgrounds received better social support. This finding highlights structural inequities that may affect the accessibility and quality of support systems.

The COVID-19 pandemic shifted the educational landscape, prompting studies on social support in online learning. **Permatasari et al., (2021); Sulistyorini & Roswiyani (2021)**, found that family and peers were vital sources of support in virtual learning environments. The emphasis on academic resilience in online education suggests that fostering robust support networks is critical for maintaining student well-being and performance during crises.

2.1.3. Studies related to the achievement motivation of students

Different studies highlighted achievement motivation across diverse populations and variables, including gender, educational level, socioeconomic background, and social support.

Several studies **(Žitniaková-Gurgová, 2007; Xuan et al., 2014; Vel Murugan, 2018)** consistently found that female students exhibit higher achievement motivation than male students. In contrast to that, studies like **Ajay (2016)** reported higher achievement motivation in male students, while others **(Kumar, 2015; Solanki, 2017)** found no significant gender differences.

According to **Pany (2014); Singh (2015); and Smitha & Praveen, (2018)**, urban students generally showed higher achievement motivation compared to their rural counterparts. Sa, 2006, found that non-tribal students tend to have higher achievement motivation compared to tribal students.

Kariuki (2017) found no significant relationship between socioeconomic status and achievement motivation.

Tezci et al. (2015) highlighted the critical role of family and friends in boosting achievement motivation, showing a positive correlation between social support and motivation.

Studies like **Xuan et al. (2014); and Febriana (2016)** examined how educational level influences motivation, often finding varying levels of motivation depending on the context and field of study.

Bharanbe (2016) compared sports achievement motivation and found differences in motivation levels between genders in sports contexts. **Febriana (2016)**, explored achievement motivation in chemistry students, identifying high levels of motivation. Studies in specific Indian regions, like that of, **Pany (2014); and Mishra (2017)** revealed that there exists significant differences based on locale, religion, and cultural practices. **Rather (2016)** found that achievement motivation significantly impacts academic success, with varied levels of motivation among students correlating with their academic performance. Many studies, like, **Nisa et al., (2017); Venkataraman & Manivannan, (2018)**, found that a majority of students fall within the average range of achievement motivation, with smaller proportions at the high or low ends.

There exist contradictory findings regarding the influence of gender. Some studies suggested female students consistently showed higher motivation, while others found no significant difference or favor for males. Regional and contextual factors (urban vs. rural, tribal vs. non-tribal) significantly influenced the findings, indicating the role of socio-cultural and environmental contexts.

2.1.4. Studies related to the interrelationships among academic achievement, social support, and achievement motivation of students

Understanding the dynamics among academic achievement, social support, and achievement motivation is crucial in identifying the factors influencing students' performance.

Studies on the relationship between social support and academic achievement reveal mixed findings. Several investigations reported a positive and significant correlation

between these two variables. **Safree, et al., (2011)**; **Ogbeide & Ugwu (2016)**, demonstrated that increased social support enhances academic achievement among university students in Malaysia and Nigeria, respectively. Similarly, **Zhang, et al., (2023)**, identified that social support positively predicts academic achievement among postgraduate students, with positive academic emotions mediating the relationship.

Conversely, other studies, such as those by **Sivandani, et al., (2013); China (2015); Emmanuel et al. (2014)**, found no significant relationship between social support and academic performance. These findings indicate that social support's role in academic achievement may be context-dependent, and influenced by cultural, social, and institutional factors. For example, the findings of **Saeed et al., (2023),** emphasized the importance of family over peer support in mediating self-esteem and academic achievement, highlighting the differential impacts of support sources.

The literature consistently supports a positive relationship between achievement motivation and academic achievement, though the strength of the correlation varies. Studies by **Yazdani & Godbole (2014); Kumari & Chamundeswari (2015); and Jagtap (2015)** revealed that higher achievement motivation is associated with better academic performance. Similarly, **Dagnew (2017)** found achievement motivation to be a significant predictor of academic success among secondary school students. However, a few studies, including those by **Emmanuel et al., (2014); and Hasan and Sarkar (2018)**, found an insignificant correlation between these variables, suggesting that factors such as gender, socioeconomic background, and geographic location may moderate this relationship. For instance, **Gupta (2014); and Shekhar & Kumar (2016)** emphasized that achievement motivation varies minimally by gender but does not significantly impact academic achievement.

Social support's role in fostering achievement motivation is also evident in numerous studies. **Reski, et al., (2018),** highlighted the importance of peer and parental support in enhancing achievement motivation, with peer influence being more impactful. **Fanggidae & Radja (2020)** also found that teacher support significantly contributes to students' motivation to achieve. Similarly, **Duan (2018),** demonstrated how peer and teacher support directly and indirectly influence students' academic performance through achievement motivation. In contrast to these studies, **Kurian (2021)**, found no significant differences in achievement motivation across demographic groups,

suggesting that the interplay between social support and motivation may be complex and moderated by individual and contextual factors.

The interrelationships among academic achievement, social support, and achievement motivation appear multifaceted and context-sensitive. Several studies, such as those by **Kumari & Sangeetha (2019); Zhang, et al., (2023)**, suggest a mediating role of achievement motivation in the relationship between social support and academic achievement. For example, social support can enhance achievement motivation, which in turn positively affects academic outcomes. Similarly, **Duan (2018)** emphasized the interplay of these variables, suggesting that social support influences academic performance both directly and indirectly through achievement motivation. On the other hand, studies like **China (2015); and Sivandani et al., (2013),** challenge the universality of these relationships, indicating that contextual factors, such as cultural norms, educational environments, and social dynamics, significantly shape these interconnections. For instance, while family support may be crucial in some contexts **(Saeed et al., 2023)**, peer and teacher support might be more influential in others **(Reski et al., 2018)**.

Gender differences in the interrelationships among academic achievement, social support, and achievement motivation are notable. **Emmanuel et al., (2014)** reported higher achievement motivation in males compared to females, whereas **Acharya & Joshi (2011)**, found that female students are more sensitive to parental support. These gendered patterns suggest that the effectiveness of social support and achievement motivation interventions may require tailoring to specific demographic groups.

2.1.5. Studies conducted on the Surjapuri Community

The Surjapuri community, concentrated primarily in the regions of Bihar and some parts of West Bengal, Nepal, and Bangladesh, has been a subject of scholarly attention due to its unique socio-cultural identity, historical contributions, and challenges in education and social development.

Singha (2023) highlighted the Surjapuri community's increasing involvement in India's freedom movement, particularly during the Civil Disobedience and Quit India Movements. The establishment of the Indian National Congress and the visits of prominent leaders like Mahatma Gandhi, Dr. Rajendra Prasad, and others played a

significant role in fostering nationalism among the Surjapuri people. Gandhi's visits in 1925 and 1927 were pivotal in spreading awareness about the freedom movement. However, the study also underscored that the Surjapuri people's overall participation in the struggle was not remarkable, indicating a possible lag in their integration into the broader nationalist agenda at the time. This historical context reflected the community's evolving political consciousness but also pointed to gaps in mobilization and representation during crucial periods.

Arshad (2003) examined the social development of Surjapuri Muslims in Bihar and West Bengal, revealing stark disparities in educational attainment and literacy rates between the two regions. The study reported a higher enrolment rate in the Kishanganj district (71.19%) compared to Uttar Dinajpur (52.95%), yet both regions suffer from alarmingly high dropout rates (64.39% in Kishanganj and 58.89% in Uttar Dinajpur). The factors contributing to these dropout rates included socioeconomic conditions, cultural resistance to female education, and low awareness of education's importance. This underscored the need for targeted interventions to address educational inequities, particularly for female students who face systemic barriers to accessing education.

Ghani (2012) focused on the educational status and challenges faced by Muslim women in the Kishanganj district. The study painted a concerning picture of low representation of Muslim girls in schools, with primary school enrollment rates falling below 50% in most blocks except Kishanganj (85%). High school representation is even worse, with only 19% and 12% in Pothia and Kochadhaman blocks, respectively. These statistics highlighted the gendered dimensions of educational deprivation within the Surjapuri community. Cultural norms, socioeconomic barriers, and inadequate educational infrastructure emerged as critical obstacles that need to be addressed to improve the educational prospects of Muslim women in the region.

Trigun (2020) investigated the ideal family size among the people of Kishanganj, revealing the significant influence of education on family planning. Educated women were more likely to prefer smaller families, with 59.3% of women who completed high school identifying two children as the ideal family size, compared to only 13.1% of illiterate women. This finding highlighted the transformative role of education in shaping demographic patterns and improving the overall quality of life within the

community. It also underscored the urgent need to enhance educational access, particularly for women, as a means to address broader socioeconomic challenges.

The Surjapuri community has faced significant challenges, including low literacy rates, high dropout rates, and limited representation of women in education. However, the historical legacy of political engagement, as noted by **Singha (2023)**, and the transformative potential of education, as highlighted by **Trigun (2020); and Ghani (2012)**, present opportunities for empowerment and social progress. The disparities between Bihar and West Bengal in terms of educational attainment and dropout rates, as outlined by **Arshad (2003)**, also call for region-specific policy interventions to address the unique needs of the community.

2.1.6. Research Gap

A research gap is an area of study within a field where available research studies and literature, or existing knowledge is very little or some questions still need to be answered. Based on the information collected through the existing literature, research studies, and discussions, a review of the available knowledge and research related to the Surjapuri community was conducted. The researcher found that there are many research studies available in the field of academic achievement, social support, and achievement motivation of the students of different communities in India, but only a few studies are available on the Surjapuri community and that too on the Surjapuri language and socio-economic status of the community and a very few literature were found available on the educational background or status of the community. Researchers like Das (2019) and Lahiri (2018) extensively studied the language of the Surjapuri community. Other researchers like Arshad (2003), Kumar (2021), Singha (2023), and Singha (2024) conducted studies on the socio-economic and land distribution for the Surjapuri but not on the education of the Surjapuri students. The researcher found that an extensive study of academic achievement, social support, and achievement motivation is a vital trend in education today. In a country like India, where vast socio-cultural, economic, and civic differences with low literacy rates are found among people, in such a country, social support and achievement motivation for exemplary academic achievement of students is the need of the hour. The guardians, schools, and other educational stakeholders should take responsibility for supporting and motivating the students to attain high academic achievement, which is very necessary. Based on this review chapter of the thesis, the researcher attempted to

study the present topic, and related survey data were collected and analyzed so that the level of academic achievement, social support, and achievement motivation of the community could be brought into focus.

Despite an extensive body of research on academic achievement, social support, and achievement motivation, several gaps exist, especially in the context of marginalized communities like the Surjapuri population.

While some studies like those by **Tayyaba (2012); and Sumi et al., (2021)** have addressed rural-urban academic disparities, there is scant research specific to the Surjapuri community, particularly in understanding their unique cultural, social, and economic context. The existing studies on academic achievement rarely included ethnically diverse or underrepresented communities like the Surjapuris, leaving a significant gap in understanding the barriers they face in achieving educational outcomes. Although gender disparities in academic achievement are widely researched, their intersection with the cultural context of the Surjapuri community remains unexplored, especially concerning female students who may face additional systemic barriers.

The reviewed literature highlighted the role of family, peers, and teachers in providing social support. However, studies like **Hombrados-Mendieta et al. (2012); and Kaur & Beri (2020)** focused on general populations and failed to capture the socio-cultural dynamics of support within the Surjapuri community. The unique socio-economic challenges of the Surjapuri community, such as high poverty levels and cultural resistance to education **(Ghani, 2012; Arshad, 2003)**, call for a deeper exploration of how social support systems operate within this group. While some studies, such as **Zhang et al., (2021) and Zhao (2023)**, have addressed the differences in social support based on residence, the implications of these findings for the Surjapuri community remain unclear. This is particularly relevant given the rural predominance of this group.

Most studies on achievement motivation, such as those by **Pandey & Singh (2018); and Sharma et al. (2019)**, focused on the mainstream student populations. The role of achievement motivation within culturally unique and economically disadvantaged groups like the Surjapuris remains understudied. The different literature revealed conflicting findings on the relationship between socioeconomic status and

achievement motivation, like that of, **Kariuki (2017); and Pany (2014)**. This ambiguity needed clarification in the specific context of the Surjapuri community, where economic constraints may significantly influence motivation levels. Additionally, while few studies like **Veena & Shastri (2013); and Chhansiya & Jogsan (2015)** addressed gender differences in motivation, their findings aren't specific to underrepresented groups. The Surjapuri community's socio-cultural norms regarding gender and location-specific barriers merit further investigation.

Although some studies, such as **Duan (2018); and Kumari & Sangeetha (2019)**, explored the relationships among the three variables, namely, academic achievement, social support, and achievement motivation; they often overlooked the marginalized communities. There is a significant gap in understanding how these factors interplay within the Surjapuri context. Research like **Reski et al., (2018); Saeed et al., (2023)** emphasized the varying impacts of family, peer, and teacher support. However, no studies investigated how these differences manifested among Surjapuri students. Moreover, the mediating roles of achievement motivation and other psychological factors, as identified by **Zhang et al. (2023)**, are not explored in the context of Surjapuri students. Understanding these mediators is essential for designing effective interventions.

Existing studies on the Surjapuri population, like that of, **Arshad (2003); and Ghani (2012)** focused primarily on the enrolment and dropout rates but did not delve into academic achievement levels or the factors influencing them. Cultural practices and resistance to female education, as highlighted by **Ghani (2012)**, remain unexplored in terms of their direct impact on academic motivation and support systems within this community. There is a lack of intervention-based research to assess the effectiveness of targeted programs aimed at improving academic achievement, enhancing social support, and fostering achievement motivation among Surjapuri students.

The reviewed literature therefore underscored significant gaps in understanding the academic achievement, social support, and achievement motivation of the Surjapuri community. These gaps highlighted the need for context-specific studies that address the unique socio-cultural and economic challenges faced by this group. In light of all of these gaps, it can be stated that there is a lack of studies in the context of *the* academic achievement of Surjapuri students in relation to their social support and

achievement motivation. If this is the case, the limitations that have been found need to be addressed; otherwise, the gaps will remain unaddressed. Hence, the literature study serves as the foundation of this thesis, which attempts to answer the problems that were raised earlier but were not resolved.

The following inferences can be drawn based on the limited review of the relevant literature and the identified research gaps:

1. A significant number of the studies were carried out with the mainstream students, with only a few being carried out within the Surjapuri community students.

2. Many studies have explored the relationships among the three variables, namely, academic achievement, social support, and achievement motivation; but they have often overlooked the marginalized communities, like the Surjapuris, and how these factors interplay within their context.

3. While some studies have addressed the differences in social support, the implications of these findings for the Surjapuri community remain unclear. So, the researcher decided to study the level of social support available among the class Xth Surjapuri students.

4. Only a small number of studies delved into the academic achievement levels or the factors influencing the Surjapuri students.

5. Previous research did not consider the influence that demographic variables can have on the level of academic achievement, social support, and achievement motivation of the Surjapuri students. So, the purpose of the present study was to investigate the influence of certain variables (place of residence, gender, and socio-economic status) on Surjapuri student's level of academic achievement, social support, and achievement motivation.

6. After conducting a survey of the relevant literature, it became clear that there aren't many standardized tools available for assessing the social support of Surjapuri students.

7. The present study was therefore undertaken to explore the dynamics among these variables; namely, academic achievement, social support, and achievement motivation among the Surjapuri students, integrating gender and locale-specific perspectives, to provide valuable insights to inform policies and practices aimed at improving educational outcomes for the Surjapuri population.