CHAPTER II
REVIEW OF THE
RELATED LITERATURE
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The Educationists are of the opinion that introduction is the gate way and the review of the literature is considered to be the gate pass for the research work to be conducted by the researcher. It is said that the Physician must acquaint this with the latest knowledge of medicines or in their field to handle the case in their hands efficiently in the same way a successful lawyer is expected to know the latest ruling and information pertinent to the case in the hand. In the field of education also, the research worker is required to acquaint himself with the latest information and up to date knowledge in the particular area in which he tends to conduct the research.

In order to acquaint himself with the latest knowledge and innovations in the related field and also to know what has been done and what can be done further is the area of related literature. For this purpose a careful review of the research books, dissertation, theses, sources of information, research journals and surveys of educational research by Dr. M.B. Buch and N.C.E.R.T., and the other sources of
information related to the problem should be consulted. It becomes the very important step in planning any research study after the problem has been selected and defined for deep investigation.

John W. best in 1961 writes in his book, "Research in Education" that a familiarity with the literature in any problem area helps the students to discover what is already known to others have attempted to find out. What methods have been found to be promising or disappointing and what problems remain to be solved.

The review of the related literature acquaints the researcher with the current knowledge in the filed, in which he is going to context the research. It also accomplishes the following specific purposes to the researcher:

1. To avoid unfruitful and useless problem areas by the selection of those areas in which positive findings are likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.
2. To show whether the evidence already available solves the problem adequately without further investigation and thus to avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

3. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.

4. To enable the researcher to define the limits of his field. It helps him to delimit and define his problem.

5. To suggest methods of research appropriate to the problem. To give researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The review also provides an insight into statistical methods through which validity of results is to be established.
6. To locate comparative data useful in the interpretation of results.

7. To know about the recommendations of previous researchers for further research which they have listed in their studies.

8. To contribute to the general scholarship of the investigator.

2.1 STUDIES DONE IN INDIA & ABROAD

The related studies have been classified broadly into three categories:

A. ACHIEVEMENT STUDIES

1. Ananda, M & Singh R.P. studies in the year 1993, "Achievement of children in relation to feeding, height and age, it was found that there is no significant association between achievement and feeding. Children whose socio-economic status was above the median had significantly better scholastic
performance than those below the median. There was no significant association between achievement and age or gender.

2. Saran, S.A (1975) studies the teachers' attitude towards teaching profession and certain personality variables in "Study of teachers" attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience and found the attitude of teachers and interest towards the teaching profession positive.

3. Shah, J.H. (1978) studies 'Relationship of Self-Concept to academic achievement of secondary school pupils' and observed the significant positive and linear relationship between Self-Concept and academic achievement.

4. Jain, Bimla (1982) made a study entitled, "A study of the classroom behaviour pattern of teachers in relation to their attitude towards profession, morale and values' for her Ph.D. work and found that :-
1. Age of the teacher was negatively significant relationship with teacher attitude towards (a) teaching profession (b) classroom teaching. This means that young teachers have more vulnerable attitude towards teaching than older teachers do.

2. Negative significant relationship has been found between teaching experience and teacher attitude towards classroom teaching.

5. Goel, J.C., Sabarwal, N. & Tiwari, A.D. (1984) identified the factors which may help in the selection of prospective teachers and the achievement of student teachers in B.Ed. In the study, 'Developing tools for admission to secondary teachers' training institutions in India', intelligence, attitude and personality were found to be the best predictors of student teacher performance in the B.Ed. final examinations.

6. Dixit, Mithlesh Kumari (1985) designed a comparative study of the academic achievement and intelligence of adolescent boys and girls studying in classes IX and XI. The sample for the
study consisted of 800 students studying in classes IX and XI. Half of them were boys and half were girls. The results indicated that:

1. Among class IX and XI students there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls.

2. At all other intellectual levels the academic achievement of the girls was superior to that of boys.

3. In general the intelligence test scores of the boys were higher than those for the girls.

4. In the case of boys there was very high correlation between intelligence test scores and academic achievement whereas for girls there was an average correlation between intelligence test scores and academic achievement.

7. Rajamanickam, M. and Vasanthal, R. (1993) studied the problem of adjustment of adolescent students in relation to their achievements. The major findings were:-


1. There was a significant positive correlation between adjustment and achievement.

2. The different sibling groups differed significantly on achievement.

3. As regards parental occupational status, the parents on different occupation did not differ among themselves and their achievements.

8. Reena Sawhney, in the year 1997 conducted a research about the achievement of X grade students in relation to personality traits and concluded that:-

1. Urban female students have been found to possess higher academic achievement than their male counterparts.

2. Rural female students, having higher mean score possess relatively higher achievement as compared to the rural male students.

3. Urban female students possess better academic achievement than their counterparts rural female students.
4. Urban male students possess higher and better academic achievement than rural male students.

9. Childs, G.B. (1949) made a comparison of supervised correspondence pupils and classroom pupils in achievement. He reached the conclusion that the mean achievement scores of the correspondence pupils were higher than those of the classroom pupils in 11 out of 14 selected courses and the average intelligence of pupils who completed courses tended to be somewhat higher than that of the pupils who completed similar courses in classroom studies.

10. Kumeta, M. (1958) after studying a number of earlier research studies (1956-57-58) at Michigan State University, expressed that there was no significant difference in achievement between students receiving instruction primarily by television and those receiving instruction in regular classroom through formal or traditional system.
11. Donehower, G. (1967) studied variables associated with correspondence study enrollments at the University of Nevada (1963-65) and found out that there was no significant relationship between student achievement and sex or age or length of time taken to complete the course. He found that the achievement was closely related to the previous education of the student.

12. Chatterji, Mukerji and Banerjee (1971) studied 'Effect of certain socio-economic factors on the scholastic achievement of the school children' and reached a conclusion that the economic conditions of the family seemed to have no effect upon the scholastic achievement in all the intellectual ability groups.

13. Makhija G.K. (1973) conducted a study entitled 'Interaction among values, interests and intelligence and its impact on scholastic achievement' and has found out the significant positive influence of intelligence on scholastic achievement.
He also concluded that the students highly interested in sports seldom prove to achieve high in studies in schools.

14. Lalithama K.N. (1975) revealed in his study that achievement in Mathematics was positively related to Intelligence Quotient (IQ), Study habits and interest.

15. Zacharia T. (1977) observed the 'Impact of attitude and interest on achievement of Secondary school pupils in social studies' and found that the pupil's interest in social studies was closely related to their achievement in the subject at all levels. Also high positive correlation was found out between the secondary school pupils' achievement in social studies and their attitude.

16. Bhagirath G.S. (1978) in his study entitled "Correlates of academic achievement as perceived by the teachers and students of high schools' has revealed that the teachers and students perceived the correlates of academic achievement as intelligence, character, creativity, punctuality, alertness,
efficiency, social/emotional adjustment and intelligence/social adjustment.

17. Government Central Pedagogical Institute, Allahabad 1981 conducted a study with the objective of finding out the relationship between academic achievement and attitude towards teaching among the teacher trainees enrolled in the L.T. course. The finding of the study showed no relationship between academic achievement and attitude towards teaching among the teacher trainees.

18. Patil, G.G. (1984) in a study entitled 'A differential study of intelligence, interest and attitude of B.Ed. college students as contributory factors towards their achievements in the compulsory subjects' found:

1. No significant difference between the achievements of male and female, graduate and postgraduate, and inexperienced and experienced pupil teacher in four compulsory papers.
2. Female and experienced pupil-teachers were more interested in teaching than male and inexperienced pupil-teachers. But, there was no significant difference between graduate and post-graduate teachers.

3. Female pupil-teachers had a more favourable attitude than male pupil-teachers and experience played a great role in the development of a favourable attitude towards teaching profession.

4. There was no significant difference between graduate and post graduate pupil teachers regarding attitude towards teaching profession.

5. The correlations between attitude and achievement (r=0.16), interest and achievement (r=0.11) were positive and significant at 0.01 and 0.05 levels of significance.

19. Patel, D. (1987) studied the academic achievement in relation to cognitive and personality differentials of socially disadvantaged and advantaged secondary school children of Orissa and found that all the three groups, Scheduled Caste,
Scheduled Tribe and the Advantaged Children differ significantly in their achievement in academic subjects, intelligence, self concept, creativity, linguistic competence and achievement motivation.


*The major findings were:*

1. The culture level was a differentiating factor in study differentiating factor in study habits and the achievement in school of secondary school pupils.

2. For culturally deprived pupils, high culture pupils and medium culture pupils the relationship of study habits to achievement in school was different from the relationship of certain demographic, intellective, psychological and environmental variables.

3. The achievement in school of culturally deprived pupils, high culture pupils and medium culture pupils
was explained by combining certain intellective, psychological and environmental variables with study habits.

4. The culture level was a differentiating factor in the relationship between Study habits and achievement in school of secondary schools pupils except in the case of high culture pupils.

5. Sub groups of culturally deprived pupil classified on the basis of the area of residence differed in study habits.

6. Sub groups of culturally deprived pupils differed in achievement in school for all groups except urban and rural pupils within coastal groups and forward and backward community pupils.


The major findings of the study were :-

1. The treatment groups that received counseling registered significant gain in their academic performance and study habits scores.
2. The controlled groups had nil or insignificant gain in these two variables.

3. Group behavioural counselling was found to be the most effective of the three types of counselling in improving achievement.


Some of the findings of the investigation were:

1. Performance in all school; subject taught through the mother tongue was positively related with reading comprehension.

2. The reading speed also indicated positive relationship in the achievement of school subjects.

3. The achievement of the pupils from urban areas were better than that of the pupils from rural areas in Gujarati, Social Studies, science and mathematics.

The main findings of the study were:-

1. There existed a significant difference in the academic achievement between the students of formal and non-formal education in Telugu Test.

2. There was a significant difference between formal and non-formal students in their academic achievement in the areas of vocabulary; reading comprehension, writing and grammar of the Telugu test.

3. There was a significant difference in academic achievement between the students of formal and non-formal education in the arithmetic test.

4. There existed a significant difference between formal and non-formal students in their academic achievement in the areas of numeration, addition, subtraction, multiplication and division, fractions, Indian money etc.
5. The difference between academic achievement of the formal and non formal groups in the problem areas test was significant.

6. There was a significant difference between formal and non formal students in their academic achievement in the areas of food and water, health and hygiene, plants and animals.

B. ATTITUDE TOWARDS TEACHING STUDIES

24. Antell, Henery (1944-45) made a study entitled 'An inventory of teacher interests as a guide towards their improvement in service' and concluded:

1. Almost all teachers like to keep pace with new trends in education.

2. A large number of teachers like studying.

25. Saran, S.A., STUDY OF TEACHER'S ATTITUDE TOWARDS TEACHING PROFESSION AND CERTAIN
PERSONALITY VARIABLES AS RELATED TO THEIR LEVEL OF EDUCATION AND AMOUNT OF EXPERIENCE, Ph.D., PSYCHOLOGY, AGRA UNIVERSITY, 1975.

The findings were:

1. The attitude of teachers towards the teaching profession was positive.

2. Interest was positively related with attitude towards the teaching profession.

3. Adjustment and attitudes were not directly related to each other.

4. The needs of achievement, abasement, endurance, and autonomy and hardly any influence in the formation of attitude towards teaching profession.

5. Attitude towards teaching profession was not positively related to experience in the teaching profession as well as age.
6. Level of education was positively related to degree of attitude towards the teaching profession.

7. Level of education had no relationship with home Adjustment and social Adjustment. It was negatively related with health Adjustment.

8. Teaching experience and Adjustment were not significantly related.

9. Needs of achievement and abasement were closely related to the level of education.

10. The amount of experience and need of achievement were positively related to each other.

26. Jain, Bimla (1982) made a study entitled, "A study of the class-room behaviour pattern of teachers in relation to their attitude towards profession, morale and values' for her Ph.D. work and found that :-

1. Age of the teacher was negatively significant relationship with teacher attitude towards (a) teaching profession (b) classroom teaching. This means that young teachers
have more vulnerable attitude towards teaching than older teachers.

2. Negative significant relationship has been found between teaching experience and teacher attitude towards classroom teaching.

27. Sethi, D.H. (1984) while studying the strategy of developing teaching skills in secondary school teachers found the attitude of the teachers towards different aspects of teaching favourable.


The major findings were:

1. The secondary teachers were neither extrovert nor introvert and they could be tentatively described as lacking patience but possessing sociability, sobriety,
2. Male teachers were found to be more initiating, expressive, careful, introspective, mentally exertive and concentrated than female teachers. But there was no difference between them on extraversion, and experience had a positive effect on stoicism for either sex.

3. Teachers were normal in respect of teacher attitudes towards pupils.

4. Female teachers tended to be higher than males in their attitudes towards teaching, the teaching profession and pupils.

5. Teaching attitude as well as the attitude towards the profession correlated significantly with patience, initiative, carefulness, stoicism, extrospection and responsibility.

6. Extraversion had no significant association with the attitudes but it was moderately negatively correlated with the teacher attitudes other than towards classroom
teaching. Further introverts tended to have favourable attitude towards pupils.

29. Mahapatra, P.L. (1987) conducted a study with one of the objective being to find out the relation of intelligence, attitude and interest towards teaching success and found that the co-efficients of correlations between teaching success and intelligence, attitude, and interest were 0.38, 0.27 and 0.25 respectively, significant at 0.01 level of significance. The predictive value of attitude and interest towards teaching success was 11 percent.

30. Mathur, S. (1987) found favourable attitude towards creative learning and unfavourable attitude towards creative teaching in the study, 'Attitudes of teachers towards creative learning and teaching'.

The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

C. ADJUSTMENT STUDIES

32. VEERESHWAR, P., A STUDY OF MENTAL HEALTH AND ADJUSTMENT PROBLEMS OF COLLEGE GOING GIRLS, URBAN AND RURAL, DEPARTMENT OF PSYCHOLOGY, MEERUT UNIVERSITY, 1979 (ICSSR FINANCED)

The main objective of the study was to survey the mental health and adjustment problems of undergraduate college going girls of urban and rural areas in and around Meerut. The hypotheses formulated were:-
1. The college going adolescent girls (age 18-20) will have adjustment problems in many areas such as home, college, social, emotional and health.

2. The college going girls of urban and rural areas will show significantly different problems in adjustment areas.

3. Co-curricular outdoor programmes like the National Service Scheme (NSS) will lead to better adjustment especially in social and emotional areas.

The major findings were:

1. Adjustment problems for girls existed in all the areas but the percentage of extreme cases was meager.

2. There was a significant difference in the area of family adjustment between urban girls and rural girls. Family problems were more unsatisfactory for rural girls. The percentage of cases requiring help was very low for both the groups.
3. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls.

4. The social area held problems for both urban and rural girls. The difference between the two was significant; i.e. the percentage of rural girls showing unsatisfactory adjustment in the social area was higher.

5. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant.

6. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

7. The NSS and non-NSS group did not differ significantly in home adjustment, educational area and health.

8. In the social area, through the difference was not statistically significant, the NSS group showed a little better adjustment.
9. The non-NSS group and the difference were statistically significant.


The major findings of the study were:

1. Adolescents were sometimes treated like adults and sometimes like children.

2. The girls were more liable to be treated like children, and were not granted the freedom of thought and behaviour due to an adult.

3. It was found that family atmosphere was more tense and unhappy for girls in the Indian environment.

4. In many families parents were more favourably inclined towards boys.
5. A large majority of the adolescents preferred coeducational institutions and mixed parties with members of both sexes.

6. Girls were not permitted to stay out late by their parents.

7. A large majority of the boys and girls preferred to have friends of the opposite sex.

8. Many adolescents expressed their anger at the corruption rampant in public and political life in India.

9. Quite a large majority of adolescents were influenced by their friends in terms of dress, outings, attitudes and ideas.

10. Boys seemed to receive more pocket money than girls do.

11. Adolescents claimed that the greater freedom at college gave them more self-confidence.

12. A large majority of adolescents stated that they were proud of being Indians, mainly because of their rich cultural heritage and strong family ties.

13. A large majority expressed the desire to have marriage by choice.
14. Quite a large number of adolescents had gained sex education through books, magazines, movies and friends.

15. Adolescents were hesitant to favour sex instruction in schools.


The major findings were:

1. There was some relationship between self-concept, anxiety, dependency and adjustment for the experimental group.

2. Subjects reared in an artificial family atmosphere with surrogate mothers had better self-concept and adjustment with less anxiety than subjects reared in general homes without any substitute parent figure.
3. Self-concept and adjustment were positively correlated and they had negative correlation with anxiety.

4. The whole experimental group differed from the control group, i.e. their naturally reared counterparts.

35. KHAN, M.A., EFFECT OF PARENTAL DEPRIVATION ON PERSONALITY ADJUSTMENT (WITH SPECIAL REFERENCE TO DENOTIFIED TRIBES OF U.P.) Ph.D. PSYCHOLOGY, AGRA UNIVERSITY, 1976.

The main findings were:

1. There was a significant differential effect of parental deprivation on the level of adjustment.

2. Deprivation was affected by a variety of factors, viz. age at the time of separation, quality of maternal relationship during and after separation and other personality factors. Adjustment involved relating the individual most effectively to society; at the same time, society provided the means of realizing the individual's potential for perceiving, feeling, thinking and creative activity.
including the changing of society itself. The majority of the deprived children were emotionally well adjusted.

3. There was no significant difference in respect of levels of adjustment between the partially and fully deprived children.

4. Parental deprivation had a differential effect on the achievement of students.

5. There was a significant difference in respect of adjustment and general mental ability scores between parentally deprived and non-deprived children.

6. Children who belonged to the rural community were less adjusted in comparison to the children who were located in urban areas.

7. There was a significant difference between the adjustment scores of the rural non-deprived children and that of the urban deprived group children.

8. Female children had superior adjustment as compared to males.
9. There was a significant difference in respect of total adjustment scores amongst orphan and tribal, and orphan and parental group children.

36. KUMAR, S. A COMPARATIVE STUDY OF THE INTERESTS, NEEDS AND ADJUSTMENT PROBLEMS OF GIFTED AND AVERAGE CHILDREN, Ph.D. EDUCATION, DELHI UNIVERSITY, 1985

The major findings of the study were:

1. The gifted children constituted 12% of Delhi's school population
2. The gifted children were highly interested in scientific and medical area.
3. The average children were highly interested in literary and medical areas.
4. The gifted children were more interested in scientific, medical and technical areas and were less interested in fine arts, outdoors and sports areas. However, both the
groups did not differ in their interests in literary areas, agriculture, crafts and household works.

5. The average boys were highly interested in scientific, medical, literary technical and sporty areas.

6. Both the groups did not differ in their interests in the literary and medical areas, agriculture, crafts and household work.

7. The gifted children were highly interested in medical and scientific areas as compared with other interest areas and were least interested in crafts.

8. The average girls were highly interested in literary and medical areas and least interested in crafts as compared with other areas of interests.

9. The gifted girls were more interested in scientific areas and less interested in fine arts, outdoors and sports areas. However, both the groups of girls did not differ in their interests in the literary and medical areas, agriculture, crafts, technical and household work.

10. The gifted boys were more interested in technical and crafts areas and less interested in fine arts, literary,
medical, agriculture and household work areas than the gifted girls. Both the groups did not differ in their interest in scientific, outdoor and sports areas.

11. The average boys were more interested in technical and crafts areas and less interested in fine arts, literary, medical, agriculture and household work areas than the average girls. Both the groups did not differ in their interest in scientific, outdoor and sports areas.

12. The gifted children felt highly the need for self-actualization and least for aesthetic needs as compared with other needs, whereas average students felt highly for basic needs and least for aesthetic needs as compared with other needs.

13. The gifted children felt more for esteem, self-actualization, aesthetic and educational needs than the average children. Both the groups did not differ in their basic needs.

14. The gifted girls felt highly the need for self-actualization and least for aesthetic needs than for other needs. Their basic needs were more than educational and esteem
needs, whereas average girls felt highly for basic needs and least for aesthetic needs.

15. The gifted girls' felt more for esteem, self-actualization, aesthetic and educational needs than the average girls. Both the groups did not differ in their basic needs.

16. Among esteem and educational needs, the gifted girls felt more need for achievement, intellectual independence, intellectual curiosity, research and problem solving, and encouragement of creative thinking than the average girls did.

17. The gifted boys felt more for educational needs and less for aesthetic, belongingness and love needs than the gifted girls. There was no difference in their needs for safety, esteem, self-actualization, achievement, intellectual/independence, dominance, adventure, research and problem solving, and encouragement of creative thinking.

18. The average boys felt less for aesthetic, belongingness and love needs than the average girls did. There was no
difference in their safety, esteem, self actualization and educational needs.

19. The gifted children were better adjusted in health and less adjusted in school as compared with other areas of adjustment.

20. The gifted and the average children did not differ in their total adjustment.

21. The gifted boys had better total adjustment than the gifted girls did. They were more adjusted in health, emotional and school areas than the gifted girls were. But there was no difference in their home and social adjustment.

22. The average boys had better total adjustment than the average girls did. They were more adjusted in health, emotional and school areas than the average girls were. But there was no difference in their home and health adjustment.

23. There were no differences in the total problems of the gifted and average children.
24. The gifted girls and average girls had more emotional problems than the gifted boys did. But there was no difference in their home, health, social and school problems.

25. The analysis of the problem checklist indicated that there was no difference in the nature of problems faced by the gifted and the average children.

26. The gifted and the average did not differ in their satisfaction of basic needs but differed in the satisfaction of higher order needs.

27. Among esteem and educational needs, the gifted were less satisfied in their need for achievement, intellectual curiosity, research and problem solving, and encouragement of creative thinking than the average. However, there was no difference in their satisfaction of needs for intellectual independence, dominance, adventure and independent study habits.

37. KUMARI SUDHA, A STUDY OF INTELLIGENCE, ACHIEVEMENT, ADJUSTMENT AND SOCIO-ECONOMIC
The findings of the study were:

1. There were significant differences among the four sociometric groups in the case of almost all variables.
2. The group combinations of populars and neglectees, populars and isolates, populars and rejecters differed significantly on intelligence.
3. The differences in achievement of various sociometric groups were significant.
4. Populars accounted for significant differences from other sociometric groups, i.e. neglectees, isolates and rejecters, on the variable of achievement. Populars showed the highest mean score on achievement followed by the mean scores of isolates, rejecters and neglectees.
5. The different sociometric groups differed significantly on the variables on home adjustment, social adjustment, health and emotional adjustment, school adjustment and total adjustment.

6. Populars got the highest mean scores on home adjustment.

7. On the variables of social adjustment the group combinations of populars and neglectees, populars and isolates, populars and rejecters attained significant differences between their means.

8. In school adjustment in populars were the best. They had the highest mean score (55.04) followed by isolates, neglectees and rejecters.

9. In total adjustment, populars had the highest mean score (221.68).

10. F ratio was significant for the variable of socio economic status indicating the existence of differences among various sociometric groups.
11. The mean score of populars was the highest on socio
economic status followed by neglecters, isolates and
rejecters.

12. The correlation for populars between the variables of
intelligence and achievement was significant. The
correlation in their case was also significant between
intelligence and socio economic status.

13. In the case of neglectees all the correlation values were
positive between different variables of adjustment.

14. A high positive correlation coefficient was obtained
between intelligence and achievement for isolates.

15. The relationship between different variables for rejecters
was positive in all the different combinations.

16. There existed a positive relationship between intelligence
and achievement for all the sociometric groups.

17. There was a positive relationship between intelligence
and home adjustment for all the sociometric groups.

18. There was a positive correlation between achievement
and total adjustment for populars, neglectees, isolates and
rejecters.
19. The product moment coefficient of correlation in respect of sociometric categories ranged from 0.146 to 0.439 for variables of total adjustment and socio-economic status.

38. PANDA, N. EFFECTS OF COGNITIVE STYLE AND ADJUNCT QUESTION ON LEARNING FROM CONNECTED DISCOURSE, Ph.D., PSYCHOLOGY, UTKAL UNIVERSITY, 1985.

The findings of the study were:

1. The effects of schooling and the age on serration of length, area and cubes were established.
2. The schooled children performed better than their non-schooled counterparts on serration tasks.
3. There was significant effect of schooling and age of children's conservation performance, conservation of quantity, weight, number, length, area and volume.
4. Ethnic background was found non effective with regard to the conservation tests.
5. Schooling effect was significant only for functional responses, whereas ethnic background emerged as an intervening variable showing the superiority of the tribal children over their non-tribal counterparts in terms of acquisitions of concepts.

6. Schooling and age did not have effects on adjustments of children.

7. Ethnic background seemed to be more influential, being significant in terms of children's adjustment in the areas of home, peers, teachers and general situations.

8. As a whole, schooling influenced the development of logical thinking while it had no such influence on adjustment. Schooling and ethnic background interactions were found significant for home adjustment, peer relations and general adjustment, while interactions of schooling and age were significant for school adjustment, peer relations and adjustment with teachers.

9. Ethnic background had effects on acquisition of concepts and adjustment, while age had significant effects on the
logical thinking of children along with future research directions and classroom implications.


The major findings of the study were:

1. The inter-need differences of the adolescents were significant in psychological needs, viz. abasement, endurance, achievement, aggression, order, exhibition, autonomy, deference and heterosexuality except in the case of change, nurturance, interception, affiliation, dominance and succarance.

2. There were significant differences between the ideal self and perceived self and ideal self and social self of adolescents.
3. The different between perceived self and social self was not significant.

4. The adjustment of adolescents in home, health, social, emotional and school areas was significantly different in all cases, except in the case of home and health adjustment.

5. Out of all the five areas of adjustment the school adjustment was most satisfactory, followed by health, home, emotional and social adjustment respectively.

6. The result for Self-Concept of adolescent boys and adolescent girls showed that boys and a higher regard for the attributes and qualities, which they perceive as possessed by them, than girls.

7. The study found that the social and emotional adjustment of adolescent boys was more satisfactory than that of adolescent girls.

40. RAWAL, V.R., PERSONALITY ADJUSTMENT AND ATTITUDE TOWARDS AUTHORITY OF EMOTIONALLY
The main findings of the studies were:

1. The emotionally disturbed students did not differ significantly as regards their level of adjustment.

2. The emotionally disturbed students did not differ significantly as regards their attitude towards authority.

3. Emotionally disturbed students belonging to various age groups did not vary significantly as regards their personality adjustment and attitude towards parental and teacher authority.

4. There were no significant differences among the emotionally disturbed students in the different grades as regards their attitude towards authority and adjustment.

5. Emotionally disturbed students belonging to fathers and mothers with different educational status did not vary
significantly with regards to adjustment and attitude towards authority.

6. There was no significant difference as regards the different variables chosen for the study among the emotionally disturbed students having working and non working mothers.

7. School environment influenced total adjustment among the emotionally disturbed students.


The main findings of the studies were:

1. The role of teachers was quite different in traditional and industrial societies.
2. In the context of rapid development in the field of science and technology, teachers faced a changed and organized social order, met with explosion of expectations, and had to take up the role of an agent of social change and an innovator of educational ideas.

3. The teaching experience did not affect significantly their classroom behaviour. Younger teachers were perceived by their students to be performing their roles as friend and guide, evaluator, and liaison officer between school and community in a better way than the older teachers.

4. Students' perceptions regarding female teacher's classroom behaviour were better than their perceptions regarding the classroom behaviour of male teachers.


The major findings were

1. Female trainees were more adjusted than male trainees.
2. There was no significant effect of marital status, level of education, status in family and age on Adjustment.

3. Socially backward trainees were more adjusted than non backward trainees.

4. Trainees of different colleges differed significantly in Adjustment.

5. Trainees coming from the science faculty had the lowest Adjustment.

6. The middle income group was most maladjusted.

7. The group having teaching experience of two years was more maladjusted than the others.

8. The trainees having teaching experience in primary school were highly adjusted.

9. Trainees who resided in hostels were highly adjusted.

10. There was no significant effect of interaction between faculty, teaching experience and sex upon Adjustment.

11. There was no significant effect of interaction between age, marital status and educational qualification upon Adjustment.
12. There was no significant effect of interaction between income, residential accommodation and social status upon Adjustment.

13. There was no significant effect of teacher aptitude and Self-Concept regarding 'me as a student' upon Adjustment.

14. Three different groups, according to levels of Self-Concept, differed significantly.

15. There were significant correlation between Adjustment and five different elements of Self-Concept.

16. The multiple coefficient of correlation of Adjustment with two elements teachers and syllabus of Self-Concept was 0.3394. It was significant at 0.01 level.

17. There was no significant effect of Adjustment upon academic achievement.

43. Mehta, R.D., AN INVESTIGATION INTO THE CHANGE IN THE ATTITUDES AND VALUES OF TEACHER TRAINEES WITH RESPECT TO SOME OF THEIR
The findings of the study were:

1. The impact of the teacher training programme in the CIE (Department of Education) was such that a significant positive change in attitude towards teaching took place in all the sub groups of subjects, and the maximum positive change took place in the sub group of high extraversion with low psychoticism and low neuroticism.

2. The interaction effect of extraversion, psychoticism and neuroticism was non significant in producing any significant change in the said attitudes, viz., attitudes viz., attitude towards child control, attitude towards classroom discipline, attitude towards teacher-pupil relations.

3. The impact of the teacher trainees programme was such that theoretical, aesthetic and political values changed negatively as a result of the effect of extraversion, psychoticism and neuroticism.

The educational implications of the study are:

1. The findings point out the values, Adjustment and attitudes of an efficient teacher which have usability for teachers in the making.

2. The findings can be used to make a selection battery for choosing future teachers.

3. Field psychologists can make teacher job profiles and help the training colleges in effective, efficient and impractical selection of pupil teachers.

45. Swamy, Narasimha, No. DIAGNOSIS AND REMEDIATION OF DEFICIENCIES IN BASIC UNDERSTANDINGS OF PROSPECTIVE TEACHERS OF SECONDARY SCHOOL
PHYSICS, Ph.D., EDUCATION, MYSORE UNIVERSITY, 1984.

The main implications are

1. There is an imperative need to provide adequate bridge course or parallel or in-built remedial course in content as part of the methodology course in the B.Ed. programme to remedy deficiencies in the content, and to ensure reasonable mastery of at least the basics or the essence thereof.

2. A properly designed remedial course focusing on the clarification and mastery of important concepts, principles and other generalisation in the subject can effectively remove the deficiencies of student teachers to a significant extent.

3. Analysis of basic understanding and skills in school courses in all subject areas, construction of diagnostic test.
After carefully reviewing the related literature, the researcher has found for the area of investigation into the study habits, reading interest, attitude towards teaching and their bearing upon achievement of the pre service teachers is yet an unexplored territory by the researches. There is no denying the fact that some studies have been done in India and abroad with some of these variables but hardly any study done in relation to the B.Ed. regular pupil teachers. The attempt to study the bearing of these variables upon the achievement of the pre service teachers of the formal stream is a afresh attempt by the researcher. Dr. M.B. Buch and Dr. Govinda, the author of tend report of non formal education, 4th Survey of Research in Education (1983-88) have emphasized the need for encouraging more scholars to take up research and investigations in the area of formal education as the largest studies in this area. therefore the present is very significant and attempts to study the investigation into study habits, reading interest, attitude towards teaching and their bearing upon achievement of the pre service teachers.
The study can also serve the purpose for the projection of the contribution of these variables upon the academic achievement. Thus the review has helped the researcher in identifying this unique area of research, which is of great importance in the field of teacher education.
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