CHAPTER II

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Related literature provides us a clear picture of the problem under research. The review of the literature, first identifying the problem area. Secondary phase is to the researcher, the document in the field and for the readers it provides a summary vides a summary of thinking and researches necessary for them to undertake the study.

The review of the related literature is considered essential for many reasons. It helps to identify the unanswered questions in the concerned fields on the one hand and in locating the specific issues, which require immediate and pointed attention by the Investigator. Such an exercise thus enables the researcher in avoiding unnecessary duplication of efforts and focusing on the relevant aspects of the issue under reference.
Best (1961) observes, "The research for reference materials is a time consuming but fruitful phase of investigation. A familiarity with the literature on any problem area helps the students to discover what is already known, what other have attempted to find out, what methods have been found to be promising or disappointing and what problems remain to be solved. In order to be creative and original, one must read extensively and critically as a stimulus to thinking".

Review of the related literature also serves the subsequent purposes for the research:

1. To define the limits of field. It enables the researcher to define and delimit his problem.

2. To state the objectives clearly and precisely, the knowledge of the related literature provides the researcher upto date information on the work which others have done.
3. To eliminate the risk of duplication of what has already been done. It also helps in providing ideas, theories, explanation or hypotheses valuable in formulating the problems.

4. To avoid worthless problem, by making, the researcher, select those areas in which positive findings are very likely to result and his efforts would be likely to add to the knowledge in a meaningful way.

5. To equip the researcher with an understanding of the research methodology, which mentions to the way of the study is to be administered.

6. To avail the researcher to know about the tools and instrument which proved to be useful and promising in the former chapter.

The survey of related literature may be justified because it provides a firm and objective ground to the research for identifying a meaningful questions in the field.
in which the researcher wants to pursue. So, for a researcher if he/she wants to do research in a subject and needs up to date information, it is necessary that the researcher should be fully acquainted with the past of that subject.

In this chapter, the investigator makes a candid effort for reviewing the related literature, under the heading :-

**Studies done in India and Abroad**

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 field, 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.

The related studies have been classified broadly into three categories:

1. Self concept studies
2. Attitudes towards teaching
3. Human Values

STUDIES:

1. Baier and Rescher (1969) conducted 'A Questionnaire study of American Values by 2000 A.D. "in American society. They have reported the trend of upgrading and downgrading in value-patterns of American people as follows:
Upgrading Values: Mankind oriented values, the intellectual virtues reasonableness and rationality, the civic virtues, group acceptance, social welfare, social accountability, order, public service, aesthetic values.

Downgrading Values: Nation oriented values, the domestic virtues, responsibility and accountability, independence, self-reliance and self-sufficiency, individualism, self advancement, economic security, property rights, progressivism, optimism.

(a) Older age-group subjects perceived themselves as being less able, less aspiring for greater ability and showed more dissatisfaction with their ability.
(b) No age differences were found in self-concept with respect to adjustment.
3. Bowie and Morgan (1962) conducted a research on Personal Values and Verbal behaviour of teachers. In the study it was noted that the teachers who were high on Religious Value were making more supportive statements than the teachers who were high on Political Value. The teachers high on Social Value laid down more emphasis on social expectation than the teachers high on Political value. The teachers who were high on Economic Value did not lay emphasis on school's rules and regulations than the teachers of high Social Value.

4. Chander (1976) concluded that there are three factors – A, B, C. A had only a small correlation with B and C. Therefore, the variables of teaching efficiency and attitude had little to do with the existing theory course.
5. Dutt (1983) found that there is a high correlation between the social cohesion components. In the females, correlation were concentrated between the social cohesion components and the adjustment variables. The difference between the mean scores regarding the adjustment towards teaching and teachers were significant in the groups of institutions with high and low social cohesion.

6. GCPI (1981) observed that findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

7. George, and Joseph (1978) found that intensive training and persistent practice in the five instructional skills influenced in varying degrees the sensitivity of the B.Ed. trainees to assimilate partly
other related pre-instructional and post-instructional skills and to integrate them in their repertoire of teaching behaviour in the teaching situation.

8. Getzel (1960) also noted that traditional values of Puritan Morality, Work Success Ethic, Individualism, Achievement – orientations and Future time-orientations are gradually being supplanted by Emergent Values of Socialibility, a Relativistic moral attitude, Consideration for others, Conformity to the group, and a Hedonistic present time orientations.

9. 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.


The major findings were:
(a) The mean differences of scores of theoretical, social and religious values between the teachers of post basic schools and teachers of ordinary schools were highly significant and were in favour of teachers of post basic schools.
(b) The mean differences of scores of theoretical, social and religious values were significant and were in favour of boys studying in post basic schools.

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.

12. Kakkar and Gordon (1966) conducted a study on "A cross cultural study of Teachers’ Values" with a sample of 22 male and 73 female teachers trainees from India, Japan and America. This study indicated that certain values originally identified by factor analytic methods in the American culture could be reliability measured for educated English speaking subjects in the Indian culture. The other findings of
the study were: (1) Indian Teacher Trainees differed from their American counterparts on survey of interpersonal value tool indicators congruent with certain characteristics of Indian culture and beliefs; (2) Indian teachers tend to score lower than their American counterparts on Support, Recognition, and Independence Values, and higher on Conformity, and Benevolence Values. The Indian virtues of self-realisation and Spiritual peace reflects the 'Psychological self-sufficiency' represented by low scores on the support and recognition scale, and (3) The greater similarity between the Japanese and American teachers may reflect in part the post-war American influence in Japan.

(a) Boys and girls did not differ significantly in self-concept development.

(b) Girls showed more understanding for parent-parent relationship.

14. Khanapuri, V.B. Studied Academic Achievement, Institution-Assessment, Validation and Development in 1986 and found that:

(a) The psychological education course was effective in raising the level of academic achievement institution of the pupil.

(b) The pupils sustained the academic achievement motivation level raised by the psychological education courses even for six months after the training.

(c) The psychological education course was effective in imparting the performance of pupils in school subjects.
15. Kirchner and Hogan (1968) found that there was no significant change and the values of future teachers remained constant after the students had been exposed to a course of philosophy of Education. Very little change occurred on Theoretical Value Scale. With the sex variable controlled there were no significant differences among female future teachers in Elementary, Secondary or Special education schools on five of the six scales of 'Study of Values'. At the .05 level of confidence, there was a significant difference between scores of female senior teachers enrolled in Elementary education and in Secondary education as a group, the Elementary education future teachers were more aesthetically minded than the secondary education future teachers.

16. Naidu, J.K. studied in 1986 "A comparative study of the academic achievement of the students of formal and non formal streams". Ph.D. Education SVU and
found that there existed a significant difference in the academic achievement between the students of formal and non formal streams in the Telugu Test.

The same difference was found between the two streams in the area of vocabulary, reading, comprehension, writing and grammar of the telugu test. There is significant difference in the academic achievement between the formal and non formal in the arithmetic test.

17. Nelson (1971) conducted a study on 'Value – Patterns' of Physical Educators in colleges and universities of the U.S.A. In this study, statistically significant differences appeared between group means of mean and women teachers in four to six values. Men placed higher value on Theoretical, Economic and Political variables while women emphasized the Aesthetic
value. No significant difference was evident in Social and Religious Variables.


The major finding of the study were :-

(a) 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, intraception, affiliation, dominance and succurance.

(b) There were significant differences between the ideal self and perceived self and ideal self and social self of adolescents.
(c) The difference between perceived self and social self was not significant.

(d) 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.

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

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

(g) The study found that the social and emotional adjustment of adolescent boys was more satisfactory than that of adolescent girls.
The main findings of the study were:

(a) Academic achievement had significant effect on Self-Concept.

(b) Home background had significant effect on Self-Concept.

(c) School background had significant effect on Self-Concept.

(d) Academic Achievement had no significant relationship with feeling of inferiority.

(e) There was no significant effect of school background on feeling of inferiority.

The findings were:

a) Problematic adolescents did accept themselves as well as others.

b) The attitude of adolescents did not entirely depend on their home environment.

c) The attitude towards freedom of children was negative in the case of adolescents.

d) Environment played an important role in the building of personality.
The major findings were:

(a) Anxiety, insecurity, self role incongruence and self satisfaction were the factors which influenced stability of the Self-Concept.

(b) Social change had not been identified as an independent factor of self consistency.

(c) Older and younger generations differed significantly on anxiety, insecurity, self role incongruence and self satisfaction.

22. SARASWAT, R., A STUDY OF SELF-CONCEPT IN RELATION TO ADJUSTMENT, VALUES, ACADEMIC ACHIEVEMENT, SOCIO-ECONOMIC STATUS AND SEX OF HIGH SCHOOL STUDENTS OF DELHI, Ph.D. SOCIAL SCIENCE, IIT, NEW DELHI 1982.
The findings of the study were:

(a) The boys' Self-Concept was positively and significantly related to social adjustment, while the girls' Self-Concept was positively and significantly related to home, health, social, emotional, school, as well as total adjustment.

(b) The boys' Self-Concept was positively and significantly related to political and religious values, while the girls' Self-Concept was not related to any of these values.

(c) Only intellectual Self-Concept was positively and significantly related to academic achievement in both the sexes.

(d) Boys and girls differed significantly on total Self-Concept and its physical, social and moral dimensions. Girls were found to be higher on all these dimensions.
23. 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.

24. Sharique, A.S., studied "A study of Secondary School Teacher's educational viewpoint in relation to their values, attitudes and preferences for political ideologies" in 1984 and found that:

(a) Most of the teachers had a progressive outlook on different aspects of education like aims, methods, pupil control, policy of promotion, need for in-service education.

(b) Female teachers held more progressive views than male teachers regarding the aims of education, pupil control, policy of promotion, and in-service education. The difference in the view points of male and female teachers
regarding methods of teaching was not significant.

(c) Progressive and traditional teachers were found to favour leftist and rightist political ideologies respectively.


Major findings of the study were:

(a) When the Principals’ values manifested a coreness, the pupils’ observations showed a greater congruency with the principals’ self assessment.

The major findings are:

a) The men teacher-trainees were found to be better than the women teacher-trainees in social adjustment and emotional adjustment.

b) The women teacher-trainees were better than men teacher-trainees in health adjustment.

c) The post-graduate teacher-trainees were seen to be better than their graduate counterparts in all areas of adjustment, except in health adjustment.

d) The teacher-trainees of the humanities group were better in health adjustment than the teacher-trainees of the science group.

e) The science teacher-trainees had more health problems than the teacher-trainees of the humanities group, but they were better than the teacher-trainees of the humanities group in respect of the total and home adjustment.

f) The teacher-trainees with a high level of self-concept were better than their counterparts with a
low level of self-concept in all the areas of adjustment, except the home area, where there was no significant difference.


The major findings of the study were:

1. Teachers' expectations had influence over the pupils' achievement.
2. Teachers' attitude had no influence over the pupils' achievement.
3. Teachers' expectations had influence on the growth of intelligence of the pupils.
4. The expectational influence of women teachers on boys was less than the expectational influence of men teachers.
28. Verma (1969) observed that the teachers with high theoretical, aesthetic knowledge and religious values were better as compared to the teacher with dominant economic and political values.

29. William (1951) conducted a study on American values. He has listed all the values in a hierarchical order as: (1) Achievement and success (2) Mental Orientation (3) Science and Secular rationality, Democracy, (4) Racism and related group superiority themes, (5) Progress, (6) Material comfort, (7) Humanitarian Mores, for the Americans.

30. Zacharia (1977) found that there was high positive correlation between the secondary school pupils' achievement in social studies and their attitude. The pupils' interest in social studies was closely related to their achievement in the subject at all levels.
Based upon the above studies and their observations, it can be safely said that there is no unanimity among the researchers and the researches already conducted. The findings have been observed to be different in different studies.