CHAPTER - II

REVIEW OF LITERATURE
It is an important task on the part of a researcher that he should be aware of the work already done in the field of his research. The knowledge of previous studies helps the researcher to find what is already known, what others have attempted to find out, what methods have been utilized and with what result and what problems remain to be solved. It enables him to know the means of getting to the frontier in the area of his research, unless he has learnt what others have done and what still remains to be done, he cannot succeed in his mission of investigation of the problem in question.

The very purpose of this chapter to review the available research studies produced in the past bearing on the theme of the present piece of research work specially in order to identify the void of knowledge. For this purpose researcher has surveyed the different journals, magazines and abstracts as the means to highlight the importance and relevance of the study.

Researchers in the area of psychology and sociology while studying the phenomenon of youth/student activism have also tried to see the relationship between activism and psycho-social variables such as personality traits, aspirations, personal values; personality needs, sex, culture and adjustment, etc. of such students. From the findings of these researches it has been proved that student activism gets to a considerable extent, its bearing on the psychological and sociological variables of activist students. The psychological and ideological-oriented backgrounds of such students are entirely different from other
students. The following studies, reviewed here, would reveal as to how activism is related to student’s psycho-social characteristics.

There are innumerable studies available about different aspects of the present problem but none of these corresponds directly with the present problem undertaken for research study. In the following pages the researcher has tried to arrange the available literature related to the phenomena upon which the whole structure of the present investigation is based.

**Singh (1964),** in a study, analyzed the behavior pattern of high and low status groups, and reported that low status group had a greater incidents of extreme aggressive and withdrawal behavior and an earlier onset of mental illness than high status group. This indicates that there are symptoms of activistic trait among the students of lower status groups.

**Heist (1965),** Somers(1964), Watts and Whittaker(1966), in their studies revealed that at the university of California, student activists were exceptionally high in measured intellectual disposition, autonomy, flexibility and liberalism as well as in level of ability, and that they exhibited marked qualities of individuality, social commitment and intellectuality, not observed among more representative samples of college students. They were, in fact, a typical Berkley students and represented some of the university’s most able and intellectually dedicated students.
Braunagart (1966), in a study on student activism, reported that activists were disproportionately recruited from a particular social background. They were the sons and daughters of high income families in which both parents had at least four years of college and tended to be employed in an occupation for which advanced educational attainment was a primary requirement.

Cormack (1966), in “Student Indiscipline under Study”, revealed that in 1964, 3% of the agitations were due to non-academic issues; in 1965, the figures rose to 5%, and in 1966 to 17.4%. In 1966, there were 2206 demonstrations, of which 480 were violent.

Bakke (1966), in a study on factors of student activism, discussed and defined the following four kinds of factors underlying student activism:

(i) State of youth in motivative process.
(ii) Actualization of image of the student.
(iii) Involvement in societal problem.
(iv) Relation to action group.

Astin, Panos, and Creager (1966), in their study, “National Norms for Entering College Freshmen”, pointed out that the activists were involved in various activities. They were more aggressive, outgoing and involved in variety of ways. They were significantly more likely to perceive themselves as being characterized by leadership ability, speaking ability, socially and intellectually self-confident.
**Flacks (1967)** in his study “The liberated generation” attempted to know the value pattern of activist students. He studied four values: Romanticism (Aesthetic and Emotional Sensitivity), Intellectualism, Humanitarianism, and Moralism and Self-control. After analyzing these value patterns, he found that these values were strongly related to activism. They are also highly inter-correlated and most importantly, parent’s and students’ scores on these variables have yielded strong association.

**Katz (1967),** in a study “The Student Activists: Rights, Needs and Powers of Undergraduates”, pointed out that in case of aptitudes and interests activists tended to be more academic than non-activists, and they scored higher in verbal aptitude than non-activists.

**Misra (1967),** in a study on “Youth in India”, discussed the problem of Indian Youth and started that employment problem produced a sense of disillusionment and protest among some, and reaction got articulated in student demonstrations, strikes, union activities and association with support of wider public issues.

**Sampson (1967),** in his study “Student Activism and Decade of protest”, observed that homely atmosphere of such children (activist) was surrounded by the freedom to criticise strictness, was much involved with social issues and was more flexible with other peers. They had no useful adaptive sense, reacted inappropriately and protested violently to fulfill their demands. So, it is a considerable fact
that activists come from well educated families deeply committed to liberal doctrine.

**Baird (1968),** in “A study of Student Activism”, referred that if checked, they (activists) had a higher grade point on three activities: having organized a political group or campaign, having worked actively in an off-campus political organization, and having worked actively in a students’ movement to change institutional policy and practice. As a matter of fact, Baird’s sample of activists was more autonomous, questioning, creative, open minded and altruistic than other students.

**Gupta (1969),** in his study “Student Activism: A Point of View”, found that student activists attacked the educational system mainly on two grounds: (i) the authoritative character of the educational system, and(ii) irrelevant curriculum.

**Sarkar (1970),** while expressing his views “On Student Unrest”, concluded that certain drawbacks in socio-economic, academic and administrative fields contributed to the growth of general dissatisfaction or adjustment imbalance among students.

**Dempsey (1970),** Bronfexbrenner (1974), while studying about activists, stated that activists, according to a psychoanalyst, were basically immature, insecure, indisciplined, deeply troubled young people, who, though bright, were “fixed at a stage of the temper tantrum”.

Sharma (1983) studied the relationship between alienation and activism employing 220 respondents and found that (a) alienation and activism was positively related (b) the occupational level of parents of activist were found superior than the non activistic students, (c) respondents belonging to high socioeconomic status were found more activist than the respondents of low socioeconomic status.

Sharma (1971), in his article “Social Background and Outlook of Student Activists”, reported that (1) the activists came predominantly from high socio-economic strata. Notably further, not a single case of low social origin was there in the universe, and only a negligible number represented lower economic strata of the society. Also the urban bias was revealing feature in most of the cases. (2) A large number of the activists hailed from families with low level of education. In many cases, the parents hardly evinced any interest in the educational progress of their wards. Contrary to popular expectations, the pattern of home discipline was strict for an overwhelming majority of the respondents. Surprisingly, most of the activists played their role in the campus with the approval of their parents, for many reasons.

Srichandra (1971) in his study “A Psycho- Social Study of Tension in the College- going Youth”, studied the psycho- social factors responsible for the growing unrest, tension and frustration in the youth of the country. The findings of the study indicated that the total sample of 803 students reflected almost an average amount of
tension on its three indices, namely, level of adjustment, anxiety, and insecurity. The two criterion groups- the low scores (LS) and the high scores (HS) numbering 164 and 161 respectively, were compared on the different hypotheses which showed (I) tension was higher among students from low and middle income groups than those from higher income groups; (II) tension was higher among students with urban background than those coming from rural background; (III) lack of clear cut ideas as to the choice of vocation was greater among the high than among the low tension groups (IV) lack of crystalization, of either the traditional or modern values, was greater among the high tension than among the low tension group; and (V) discrepancy, between achievement and aspiration level, was higher among the group with high tension than among the group with low tension.

Kerpelman (1972), in a study, “Student Activism and Ideology in Higher Educational Institution”, revealed that activist students (regardless of ideological orientation) were found to be generally more autonomous, ascendant and assertive than non-activist and valued leadership more.

Alberti (1972), in his study “Influence of the Faculty on College Student Development”, pointed out that so far as domains of influence were concerned, the faculty could influence the students in numerous areas. This signifies that the role of teacher is also conditioned along with student activism. It is reflective to teacher
activism prevalent in modern educational environment which stimulate the students to involve in activistic tendencies.

Misra (1974), in his study “factors in Student Leadership Activism”, identified the plans, programmes and future aspirations of student leader activists. He further analyzed activists’ awareness of the problems of the student community and national as well as international problems, their motivational and personality factors in fighting student elections, and their consciousness as how they could improve the present situation. The salient findings of the study were that academic achievement of the high activists was greater than that of low activists. Leaders belonging to upper, middle and lower SES did not differ significantly in terms of activism; but high and low groups differed significantly in their identification with political parties and in their views regarding student participation in politics.

Reddi (1974), in a study “A Few Socio-Psychological Correlates of Student Activism”, observed the relationship of student activism to SES, aspirational levels, degree of alienation, value patterns and academic training of the students. The study was designed as a qualitative empirical study which revealed that SES of students had positive relationship with student activism, indicating greater student activism at higher SES. Aspirational level of students was also significantly and positively related to their activism. Students of social sciences and humanities did not show higher degree of
activism than their counterparts in natural and physical science or the professional courses.

**Majumdar (1974),** in his study “Academic Leadership and Student Unrest”, concluded that the existing academic programme failed to fulfill the psychological needs of the students at three levels: Cognitive, Conative and Affective, and helped in the generations of student unrest. Nearly 56.93% of students listed economic insecurity as one of the important sources of their frustration, and political interest in the campus was real and natural one.

**Tutoo (1975),** in a study: Psychodynamics of Violence in University Students”, pointed out that various psychological, economic, ethical and other aspects have close connection with the violent behavior of the students. These factors stimulate the activistic behavior to occur.

**Dosajh (1975),** in his study “Violence – a Psychological Study” concluded that as a result of interference, which is caused to an ongoing activity of the students, environmental factors play an important part in accelerating student unrest. Thus, the environmental impact, which shapes the attitudes of the students towards various issue of life, is relatively of great importance. In this connection student activism has been found to be linked with several outside agencies also.

**Tripathi (1981)** in his study of student activism in a university revealed that sex influenced significantly the intensity of the student
activism (boys more than the girls). Caste did not influence the degree of activism in either sex. The rural male students showed a greater intensity of activism than urban male students. The parent’s socio-economic status was not associated with the student activism in the case of male students. The students with a weak economic background tended to show more interest in the issues covering socio-political and union matters. Educational commitment had a negative relationship with student activism in the case of male students but no relationship existed in the case of female students. Students’ perception of guardians’ political activities appeared to be positively related to the student activism.

Aswal (1982), conducted a study “Student Activism as Related to Personality Factors and Socio-Economic Conditions”. The major objectives of the study were (i) to investigate the relationship of student activism to personality needs; (ii) to find the relationship of student activism to personality adjustment; (iii) to investigate student activism as related to socio-economic factors, such as (a) education of the parents, (b) income of the parents, (c) occupation of the parents, (d) to study students activism in relation to rural-urban location and distance and size of the institution. The major findings of the study were (1) In order of preferences, activists were characterized more with dominance, aggression, exhibition, autonomy and affiliation needs. Similarly, non-activists were more achievement, endurance, nurturance and abasement oriented. (2) Adjustive imbalance of
activists in home, emotion and education signified the marked induced effect upon activism. Social adjustment did not show any consistent difference between activist and non activist. A significant difference was observed between high and low activists on their health adjustment; (3) Activists came predominantly from higher socio-economic status families where education, occupation and income of the parents were the three consistent variable of SES. (4) Activism was perceived more in large size urban college than rural or semi-urban college.

Aswal (1982), in a study “Relationship of Student Activism and Personality Adjustment,” attempted to examine the relationship of student activism to their personality adjustment. The study aimed at testing the hypothesis of significant relationship between activism and personality adjustment of the students. On the basis of an Activism Scale, a total of 705 students of higher educational centers were classified into two groups of high activists and low activists. The same students were also administered a test of personality adjustment containing five dimensions, namely, home, health, social, emotional, and educational. The result of the study shows that there was a significant relationship between student activism and personality adjustment. It also revealed that personality dimensions (home and emotional) and educational dimension have positive relationship with activism; but social dimension indicated insignificant relationship.
Aswal, Shan and Sharma (1982) conducted an investigation on student activism and its relation to frustration and self-esteem. Ninety students, having student-leadership background, were administered a test of self-esteem and a frustration scale. The Frustration Scale contained regression, fixation, resignation and aggression. The results revealed that the percentage of activists having negative self-esteem was higher than activists having positive self-esteem. The activists were more regression and aggression-oriented. The activists of positive self-esteem show a significant difference with the activists of negative self-esteem.

Aswal (1983), in an investigation “Student-Activism Related to Organizational Climate and Personality Needs”, studied the personality needs of activist students belonging to different organizational climate. It was found that the perception of high activists on certain dimensions of organizational climate contributes in heightening n-dominance, n-aggression, and n-exhibition. He concluded that activism is need-oriented.

Aswal (1985) investigated the relationship between academic achievement and activism employing 695 undergraduate and postgraduate students and found positive relationship between academic achievement and activism at only postgraduate level. The students belonging to Arts faculty were found activist than the students belonging to science, commerce and educational faculties.
Wood (1989) selected 69 male and 31 female graduates from Nigeria and administered Edward Personal Preference Schedule over them. He concluded strong correlation between four scales of Edward Personal Schedule viz-aggression, deference, affiliation, and dominance with youth activism.

Aluede (1990) interviewed the activistic students to study the reasons of youth activism. On the basis of analysis of interviews, it was found that activistic orientation was found more prone among those students who had learned to depend on self-acquired values in their youth.

Aluede (1991) studied the relationship between activism and psycho social factors and found that respondents belonging to lower and higher socioeconomic background differed significantly in their activistic orientation.

Banning (1994) studied activism in university campus and found comparatively higher amount of apathy among activist students than non activist students. He opine that students belonging to activistic group manifest such behaviors that may bring significant change in society.

Dunncan & Stewart (1995) studied the reason of student activism in relation to Persian Gulf War employing 25 male and 41 female students and find high correlation among political awareness, authoritarianism and gender role-ideology.
Aluede & Aluede (1997) selected 181 high school students to study the political development of student activism and studied the impact of political and religious orientation, psycho-sociological orientation, and class origin on student activism. The results indicate that sociological process and psychosocial orientation was found highly correlated with student activism.

Alam (2001) employed 90 college students ranging between the 19 to 21 years of age from different SES and administered SES Scale form A & B and Sharma’s Students Activism Scale to examine the importance of SES on student activism. The finding revealed that students belonging to LSES scored relatively higher marks on Activism Scale than students belonging to HSES and Average Socio-Economic Status.

Lipset, S.M. (2006) reported a seminar on student activism, focusing on its causes in the United States. Sources of political activism among students are discussed including the race issues and Vietnam. Among motivating factors of student unrest are: (a) frustration among the student (b) idealism of students, (c) existence of youth as a separate social category (d) increasing competition because of larger number of students (e) the fact that students are considered “juveniles sociologically and are often treated as such legally.” (f) political character of some universities, and (g) geographic mobility which is conducive to conversion to new beliefs. Although the majority of students are politically inactive, it is concluded that the
effects of activism on the outlook of future generations must be evaluated.

Guiwright, S. and Commarata, J. (2007) examined Research on African–American youth has been dominated by studies that focus on problem of adolescent behaviour. Typically, they explain youth crime, delinquency, and violence as individual pathological behaviour or cultural adaptations stemming from social disorganization in their communities. This article argues for a more nuanced understanding of the relationship between youth–serving organizations and youth agency in urban communities, which can avoid the pitfall of focusing on the most egregious activities among youth. Rather, it is argued that African-American and Latin youth respond to community and school condition through civic engagement facilitated by community based organizations. Urban youth collectively respond to community and school problem through youth organizations, volunteering and participation in civic affairs. Organizations in urban communities can provide youth with opportunities to develop critical civic praxis through engagement with ideas, social networks, and experiences that build individual and collective capacity to struggle for social justice. This view of youth acknowledges structural constraints in their communities, but also views young people as active participants in changing debilitating neighbourhood conditions.
Crossley, N. (2008) present original survey data which suggest that the transition from school to higher education, or more specifically the process of becoming a university student, has a politicizing effect upon some student. In particular university students are more likely to have engaged in some forms of the protest activity associated with social movements than their school counterparts. This holds even during periods when levels of social movement mobilization are low both on and off campus. In the second part of the paper he reviewed several of the key theoretical explanation of student politicization to be found in the social movements literature. Having criticized these theories and noted that they are challenged by his survey findings. He outlined an alternative which focuses upon campus-based social network. University campus, he suggested facilitate the formation of a critical and connected mass of previously politicized actors who then used their further networks to recruit political novices into activism. It is this recruitment activity, which is greatly enhanced by the network structure of campus life, which explains the politicizing effects of campus.

Rukhchana Rahman (2008) reported official record of the All Assam Students Union, the biggest student organization of North-East region and government reports on those as well as other material evidence show that youth activism has toppled the state government and also at times forced governments both to negotiate on issues involving policies affecting polity and society of all the states in
North-East India. They also reported that youth making a determined bid to change the existing socio-political processes of the state. Such activism could be best summarized as engagement of youth in organizing people for some aspects of social action. It is also found that contrary to the western societies, the hegemonic role played by both youth and middle classes has been instrumental in achieving the unity of the community involving all segments of the greater Assamese community. Such activism in contemporary Assam is taking place in a political reality which centers round democratic governance of the state of India. Therefore, there is a possibility that the political attitude and the behaviour of the youth might have challenged the democratic governance of the state affecting the process of development. This paper aims at examining how youth activism as a social phenomenon influences the democratic governance in Assam, particularly in the matter of popular participation. The researchable question he intend to examine that does youth activism motivate people to participate in democratic politics? There is an urgent need to examine this aspect so that we can arrived at a better understanding of youth activism and its consequences for democratic governance of the state.

*Leo, Zeilig (2008)* reported in an article the role of student in Zimbabwe. Student activism has made an important contribution to the struggle for democracy in Zimbabwe. In the first years of independence students were among the most fearsome defenders of
the regime. Three broad period of student activism can be identified. The first pro-government period was followed by a violent break with the regime in 1988. The second period saw student declare that they were the voice of the voiceless: what the onset of structural adjustment programmes in the early 1990s, the privileged status of students in higher education was rapidly eroded. The third period emerged after 1995 as student activism converged with the urban revolt, that was beginning to shake Zimbabwe.

Werner, P.D. (2009) studied personality variables as predictors of activism when the contribution of attitude was partialed out. He used multiple act criterias of activism. Sex differences were examined. A relatively Large (448 Ss) and primarily non student sample was employed. Attitudes and activism regarding abortion constituted the focus of enquiry. Initial analyses indicated high overall levels of relationship between attitudes and reported activism. Women showed a higher attitude–activism correlation than man and respondants with an anti-abortion attitude showed a higher correlation than those with a pro-abortion attitude. On the personality measures (Rotter’s Internal-External Locus of control scale California Psychological Inventory, and Adjective check List), Ss ranking high in activism after the effects of attitude were partialed out were found to be more dominant, self-confident, energetic, and effective in using their capabilities than Ss who had engaged in less activism than expected from their attitude. Internal locus of control in the political realm was also related to
higher levels of residual activism. The personality correlates of residual activism were similar in males and females and in Ss having favorable and unfavorable attitude towards abortion.

**Taines, C. (2009)** presented a paper at the American Sociological association annual meeting. This study revealed a promising intervention to urban students limited access to educationally –influential social networks: youth activism for educational reform. The qualitative investigation includes interviews with urban and predominantly African American high school students from two separate community-based programs. The paper demonstrated that over the course of their activism, the students conceptualize a process of change that brings them into contact with influential educators; acquire institutional knowledge and skills useful for attracting educator’s support; and practice these skills in educational settings. These relational tools are integral to urban youth’s capacity to develop social capital in schools, and hence, their academic success and social mobility.

**Yousuf Ibrahim (2010)** in his article reviews the literature on student protest movements, during and after the mass mobilizations of the 1960s. It considers the usefulness of the major social movement frameworks that have been applied to student protest movements. The first part of the article explains how the new social movement paradigm developed from the wave of 1960s protests in the United States and Europe. This was because of a rare conjunction of social,
political structural societal changes and dynamics within the student population. The second part considers student protest movements in authoritarian regimes. In particular, how the political process approach allows for an analysis of students protests after the 1960s within and outside of the occident. The third considers the relatively recent application of social network analysis to student protests and the politicising effect of the university campus. Finally, the article concludes by arguing that student protest movements are not a homogenous phenomenon. Their dynamics and the political structures vary between countries. Furthermore, although the conditions of student life and the rapid turnover of generations suggest sustained longterm political activity is not possible, recent research drawing upon social network analysis suggests political activity across student generations may be maintained.

Ben Kirshner (2011) have documented the potential of youth activism for influencing political change toward socially just ends. The special issue builds on such research by focusing on youth activism as a context for learning and development. What kinds of learning opportunities are generated through working on social action campaigns? How do adults support youth’s participation in way that foster youth engagement and leadership? In addition to previewing the articles in this issue, this introduction proposes and describes four distinctive qualities of learning environments in youth activism groups; collective problem solving, youth-adult interaction,
exploration of alternative frames for identify, and bridges to academic and civic institutions.

Recently Ellerman, D.A. (2011) in his article titled student activists 12 years lateral political and personal career paths. The aim of this study was to determine the extent of continuation of radical commitment amongst former student activists. Twelve years after being originally surveyed, male activists and a comparison group of non-activists were followed up by a mailed survey. Questionnaires from 73 activists and 86 non-activists were returned. Activists were shown to hold jobs with lower status and to have lower levels of educational attainment than the non-activist counterparts.

Recently Altbatch, P.G. (2011) in his article historical perspective on American student activism explained that student political activism in the United States antedates the Berkeley student revolt of 1964. American students have been involved in political activities almost since the beginnings of higher education in the United States. Student activism in America has, in general been linked to events in the larger society, and only seldom has been concerned with the universities. The early political groups were small but provided a political education to many who later became active in intellectual life, the labor movement, and other areas. The student movement of the thirties was concerned largely with the question of war and peace, although it had a strong undercurrent of radical politics. The immediate post-World War II period was one of apathy
on the campuses, and ended only with the rebirth of the student peace movement and later the civil rights movement in the late 1950s. These groups provided some of the organizational base for the emergence of the New Left in the mid-1960s. Thus, the historical background of student activism in the United States offers a context for the current period of turmoil on American campuses.

More recently, Duncan & Stewart (2013). Results showed that students’ reports of their parents’ activities during the Vietnam War were strongly associated with students’ Gulf War-related activism. Other correlates of activism included attitudes tow authoritarianism, and gender-role ideology. After the authors controlled for student attitudes, path analyses confirmed the direct role of parental modeling for children’s activism in opposition to and in support of the Gulf War. In addition, parents’ antiwar activism indirectly influenced students’ antiwar activism through authoritarianism scores and antiwar attitudes. Parents’ war-support activism had no such indirect effect on students’ war-support activism; however, gender-role ideology, authoritarianism, and prowar attitudes influenced students’ war-support activism. The findings support the frequently hypothesized but seldom-studied link between parents’ activism and children’s later activism.

More recently, Tomask et.al. (2013) in a study on Negotiating demand of social change in young and middle aged adults from Poland reported that social and economic changes on the societal
macro level, such as globalization, pluralization, and demographic shifts, create new demands that produce stress and require behavioral adaptation. In this large-sample correlational study, which replicates a similar study previously conducted in Germany. They investigated how young and middle-aged adults from Poland (N = 2,541) negotiated these demands. Dependent variables were engagement and disengagement strategies as defined by the motivational theory of life span development. By using planned contrasts between engagement (selective primary, selective secondary, and compensatory primary control) and disengagement (compensatory secondary control) in a repeated-measures ANOVA. They found a strong ($\eta^2 = .48$) preference for engagement over disengagement. Multivariate regression analyses revealed that the engagement and disengagement strategies were only modestly related to sociodemographic characteristics such as age, gender, employment, and partnership status ($0.00 < |\beta| < .13$). Primary appraisal of the demands in terms of challenge/threat and gains/losses were correlated with engagement and disengagement ($0.01 < |\beta| < .16$), but direction and size of the coefficients differed from what was previously found in Germany. Secondary appraisal of the demands in terms of their controllability ($0.04 < |\beta| < .21$) and the perceived load of demands itself ($0.12 < |\beta| < .22$)
turned out to be the most relevant predictors of the engagement and disengagement strategies. By contrasting these results against earlier findings obtained in Germany, we argue that the differences in how people negotiate social change in the two countries are rooted in their different systems of welfare and social security.