CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature acts as a key to open the doors of the vast store house of published literature. It brings to light some of significant problems and explanatory hypothesis and gives helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results.

The survey of related literature need not be emphasized. It is a pre-requisite for any comprehensive and worthwhile study. The resume of relevant literature is found helpful at each and every stage of research. The study of the related literature implies locating; reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individuals planned research projects.

Man has the unique advantage of not having to “begin a new in every generation, but can take advantage of the knowledge which has accumulated through the centuries” (Mouly, 1964). This fact is of even greater importance in research.

A survey of background literature pertinent to the subject of investigation is an essential stage in the research study. The research worker, needs for any worthwhile study in any field of knowledge, an adequate familiarity with library and its many resources. The research for reference material may be time-consuming but a very fruitful phase of a research program. He needs to acquire up-to-date information about what has been thought and done in a particular area from which he intends to take up problem for research.

An essential aspect of a research project is the review of related literature. If research is to result in the addition to the existing fund of knowledge, the
investigator has to begin where others have left, and as such, a survey of related literature is an essential stage in the planning of the study. It gives a deep insight and clear perspective of the overall field. It is an important step which invariably minimizes the risk of dead ends, rejected topics, rejected studies and wasted efforts. The review of literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It also provides comparative data on the basis of which the researcher can evaluate and interpret the significance of his findings.

Review of related literature involves systematic identification, location and analysis of documents containing information related to the chosen research problem. These documents include articles, abstracts, reviews, monographs, dissertations, tools, other research reports and electronic media. The review has several important functions which makes it worth the time and the effort. Related literature assists to provide rationale or the research hypothesis, and indications of what needs to be done often from the basis of justifying the significance of the study.

It points out research strategies, specific procedures and measuring instruments which have been found to be productive in investigating the topic. This information will help the researcher to avoid other mistakes and profit from their experiences. It may suggest approaches and procedures that the researcher previously had not considered.

2.2 STUDIES RELATED TO ATTITUDE TOWARDS TEACHING PROFESSION

Gopalacharyalu (1984) reported in his study that attitude towards teaching influence achievement in theory and total achievement significantly. However a significant relationship was found between high attitude towards teaching and academic achievement of student-teachers. The study also found that there is no significant relationship between high, average, and low academic achievement and attitude towards teaching of student-teachers. This implies that high or low
academic achievement does affect the attitude towards teaching of student-teachers. The study further reveals that no significant relationship was found in the attitude towards teaching and academic achievement of student-teachers on the basis of medium of instruction. This implies that both English medium and Urdu medium student-teachers have shown no significant relationship between academic achievement and attitude towards teaching. This means that high or low attitude towards teaching does not affect the academic achievement of English medium and Urdu medium student-teachers.

Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. In the study, the effects of Hands-on, Minds-on Teaching Experiences on Attitudes of Preservice Elementary Teachers (1992) Pedersen and Mecurdy examines the effects of a science method course on the attitude of the preservice elementary teachers (N=145) toward teaching science. Results indicated a significant positive change in attitude that was not significantly different for low and high science achievers.

Hsiao – Yu Chang (2000) conducted empirical study on learning attitudes towards English vocabulary for junior college freshmen. Findings of this study are:

1. Overall Freshmen performed fairly well in the learning process and learning customs categories. They perform poor in learning method.
2. Freshmen with high entrance exam scores in English perform better in learning method, learning desire and preparation for exams other than those with low scores.
3. The same situations were also found for freshmen with different recognition levels of the importance of English for future employment or with different levels of interests in English.

Elena C. Papanastasion (2000) researched on factor structure of the attitude towards research scale. The summary of the study for students at the undergraduate level usually tend to view research method courses negatively. However, an understanding of this attitude is necessary to help instructors
facilitate the learning researcher for their students, by enabling them to create more positive attitude towards such courses. The aim of this study is to describe the development of an “attitude towards research” scale and verify the dimensions of attitude towards research among under graduate students enrolled in introducing research courses.

The sample of the study consisted of 226 students who had completed a research methods course. Based on a factor analysis, five factors of student attitude towards research were identified. These were the factors of usefulness of research, anxiety, affect indication positive feeling about research and life relevancy of research to the student daily lives and difficulty of research.

Chandrasekhar. K. (2006) conducted a study on the effect of Personal and Demographic Variables of student-teachers of DIETs on their attitude towards teaching profession. The findings of this study are:

The variable sex has significantly influenced the attitude of the student-teachers towards teaching profession.

1. Most of the student-teachers are unhappy with disobedient students.
2. Majority of student-teachers felt that the teachers are not cared for by major sections at the village level and in some cases they are treated as low due to their poor economic status.
3. Most of the student-teachers reveal that society is responsible for the unhappiness and dissatisfaction of t.
4. More than 50 percent of the student-teachers expressed that teaching profession has no recognition in the society.
5. Majority of the student-teachers felt that using teachers for activities other than teaching bothers them. It is true that the teachers have often been found outside the school premises entrusted with the works of census collection, literacy programs, pulse-polio, janmabhoomi, etc.
Jayant Vyas (2007) in his study “Attitude towards research among teachers in higher education – A survey”. An important survey on attitude towards research among the participant teachers in the orientation and refresher programs during March – April 2007 academic year. There was no significant difference between male teachers and the female teachers in their attitude towards research.

Nivarani Puhan and Ratna Kumari (2008) studied attitude towards elderly – a three generation study. Old age occupies a very important place in one’s life. The perception and attitude towards elderly various among the people irrespective of their differences. This study was taken up to find out the attitude towards elderly by three generations of people. Result revealed that people of first and second generation had more positive attitude than the third generation towards elderly.

Parvathi Ghanti and Jagdeesh (2008) conducted a study on “Teachers attitude towards teaching profession and their self concept. The researcher tried to study the self-concept and attitude towards teaching profession of secondary school teachers. It is used to measure the self-concept and attitude towards teaching profession of 100 secondary school teachers. Important findings are there is statistically significant difference between the self-concept of male and female teachers. Female teachers have high self-concept than male teachers. There is no significant difference between male and female teachers towards teaching profession.

K. Dakshinamurthy (2010) conducted a study on “Effect of Teachers Personality, Attitude towards Profession and Teaching Effectiveness on Academic Achievement of Students”. Findings of this study was there is a positive relationship between teacher’s personality, attitude towards profession and teaching effectiveness of secondary school teachers on academic achievement of students.

Niyaz Ahmad (2010) found the relationship between attitude towards teaching of student-teachers and their academic achievement. As the results
compare to 13.51% English medium student-teachers, 23.33% Urdu medium student-teachers have high attitude towards teaching. Urdu medium student-teachers have only 13.34% of student-teachers with low attitude towards teaching as compared to 18.92% of English medium student-teachers. In this study, it was found that there is no significant difference between attitudes towards teaching on the basis of medium of instruction. This means that both English medium and Urdu medium student-teachers have performed academically to the same level irrespective of their attitude towards teaching. This study also reported that no significant difference was found in the academic achievement of student-teachers on the basis of three levels of attitude towards teaching. This implies that all the three levels of attitude towards teaching i.e. high, average and low have almost the similar academic achievement irrespective of their level of attitude towards teaching. The study also reported no significant difference in attitude towards teaching on the basis of three levels of academic achievement. This implies that all the three levels of academic achievement i.e. high, average, and low have almost the similar attitude towards teaching irrespective of their level of academic achievement.

R. Sahaya Mary, Manorama Samuel (2011) Attitude of the B.Ed., student-teachers towards teaching and academic achievement. In this investigation aimed at studying the attitude of B.Ed students towards teaching and academic achievement, the investigators find among other things that the students’ attitude towards teaching and academic achievement falls under the average category with a significant difference between the male and female student-teachers

Pradipkumar Navnitlal Jaiswal(2013) found that academic achievement does not have any relationship with teaching efficiency of the student-teachers studied in this study. 223 student-teachers were included in this study out of which 94 male and 129 female trainees randomly selected, and were administered Ahuliwalia's “Attitude Inventory” and Deva's 'Teaching Efficiency Scale' Academic achievement divisions obtained by the student-teachers from bachelor degree examination onwards. The data was collected from student-teachers of
three training colleges of Sabarkantha district, Gujarat Stat. The collected data was analysed mean, S.D. and Co-efficient of correlation between the factors were calculated for testing the hypotheses. It was found that there was no inter relationship between attitude towards teaching performance and academic achievement in both the sexes. The study can be repeated with other tools and bigger sample from other education colleges also may give more valid and reliable results.

2.3 STUDIES RELATED TO PERSONALITY

Gupta (1978) examined the personality adjustment in relation to intelligence, gender, socio economic background and personality dimension of extroversion and neuroticism, the results indicates that there was positive and significant relationship between personality adjustment and extroversion-introversion; neurotics were significantly and negatively associated with personality adjustment; adjustment and neuroticism to be correlated negatively (-0.68); adjustment and extroversion correlated positively (r=+0.3), and extroversion and neuroticism to be independent factors.

Ritz man, Thomas A (1987) Medical Hypo analysis Journal 1987 (September) Vol 2(3), Lot 120 discusses the pone cede Leon (PDC) syndrome from the viewpoint of the nature of the mature personality and its formation from conception to adulthood. Specific reference is made to cases of PDC Syndrome described by W.J. Bryan. Three cases are reported by the author to illustrate his technique for treating PDL patients.

Elements of Moral maturity, Kieran Mathieson, School of Business Administration, Oakland University, Rochester, MI 49309, 2002. This paper offer an image of moral maturity that consists of seven elements; moral agency harnessing cognitive abilities, harnessing emotional resources, using social skill, using principle, respecting others and developing a sense of meaning. The description can be used to start campus conversations on the goals of moral development programs.
Joshi (2000) studied neuroticism, extroversion and academic achievement as related to gender and culture and found that there was difference between boys and girls of rural area on neuroticism and extroversion; difference existed between the girls of urban and rural area on neuroticism, extroversion and academic achievement while the boys of urban and rural area differs on extroversion and academic achievement.

Wayne Gillespic (2000) undertook study on “Personality of Rock musicians”. The personality characteristics of rock and popular musicians were examined in a sample of 100 musicians who completed the revised NEO Personality Inventory (NEO – PI – R) and a questionnaire about musical background and experience. Profile analysis revealed that rock musicians have a common profile of high neuroticism and opens to experience, average extraversion and low agreeableness and consciousness. No background factors such as instrumental played, type of music performed, time spent playing, level of musician ship or commercial success moderated this finding. These results are compared with previous research on classical and rock musicians.

Suresh (2003) studied relationship of extraversion-introversion in adolescents to their adjustment and academic achievement and found that the relationship between introversion and home adjustment, introversion and total adjustment was negative in total sample; the relationship between introversion and academic achievement was positive in adolescents who belong to high income families; the relationship between introversion and achievement in English was negative in adolescents who belong to the group ‘both the parents alive’; there was no relationship between extraversion-introversion and adjustment at home and community in adolescents who belong to the group ‘both the parents not alive’.

Nathan C. Brown, Baddam J. Prashantham et. al (2003) undertook a study on “Personality, social support and burnout among human service Profession in India”. Recent research has investigated the relationship between personality and social support in predicting various forms of adjustment. This study explores
this relationship in a sample of 137 human service professional engaged in Post degree clinical skills teaching at the Christian counselling centre in Vellore, India. The impact of certain forms of social support or burnout was examined, after controlling for the effect of the personality trait of anxiety. As hypothesized, perceived social support was negatively associated with burnout, even after controlling for the effect of anxiety. This pattern was strongest for the males in this sample. Emotional exhaustion and depersonalization were the components of burnout most strongly related to required support. The perception of support received from ‘work-related’ and ‘other’ relationship made a stronger contribution than did “family” or “social” ties with respect to burnout implications for further cross cultural investigation of the relationships among personality, social, social support and adjustment are discussed.

Kazmi (2005) studied the personality profiles and cognitive factors of academic failure among science and arts students at various levels and found that the relationship between different personality factors viz. intelligence, conformity, achievement motivation, study habits, memory span and academic failure were not significant; failures differed in their personality interact characteristics and cognitive make up; gender difference did not interact with any personality characteristics for academic failure; personality characteristics and cognitive factors interacted on the failure’s of academic achievement.

Sood (2005) studied the predictors of academic achievement in some selected professional courses and found that personality factors of shrewdness, social awareness and high intelligence contributed positively but group adherence, praxarnia practical and conservatism of temperament contributed negatively to academic achievement in engineering course; personality factors of high Eric tension, stronger super-ego strength, radicalism, tender minded pretension and high intelligence contributed positively but personality factors of untroubled adequacy and artlessness contribute negatively to academic achievement of medical students.
S.N. Usmani (2006) conducted a study on “Teachers job satisfaction in relation to their personality type and type of school”. The results revealed that there exists no significant difference in the level of job satisfaction among teachers of personality type A, B and AB and also between the teachers of Government and Government-aided schools. It was found that there exists significant difference in the level of job satisfaction of teachers of Government and Private schools and between Government-aided and Un-aided or Private schools.

Sukhminkaur (2006) undertook a study on “Role of Personality and socio-cultural modernization in psychological stress”. The present investigator is an attempt to study the relation of socio-cultural modernization personality and psychological stress. Survey style of research was adopted on a sample of eighty female lectures of university. The results revealed that the correlations between personality, type A and the psychological stress components are positive and high. Except the correlation between type B and other, stress components like frustration, state – anxiety and trait – anxiety has been found to be low socio-cultural modernization is negatively correlated with psychological stress components. Personality patterns very significantly on psychological stress components but socio-cultural modernization has no significant variation on these components. Socio-cultural modernization and personality types do not differentiate on conflict.

Samidha Pandy and Vijay Lakshmi (2006) made study on “Personality characteristics and dependent proneness of adolescents”. The present study aims at finding out dependently and different personality characteristics of advantaged and disadvantaged adolescents advantaged are those who are not being deprived from practical care and do not posses any restriction, but disadvantaged refers to the group with physical restriction and suffering from either biological or psychological deprivation during early months of life. The measure dependency, Sinha’s dependent provinces scale (1968) was used and for personality characteristics Eysenck personality questionnaire (1952) was use. Sample consisted of 150 were randomly selected from Patha, mean, S. D and t-ratio was
computed to test the hypothesis. Results revealed that disadvantaged need mental and physical strength from society and not to live just on sake of mercy.

**Suresh and Kadhiravan (2007)** made a study on “Influence of Personality on the environmental awareness ability of college students”. This study was conducted among 400 college students to find out the relationship between environmental awareness ability and personality. The findings of this study reveal that environmental awareness ability is affected by demographic variables such as subject of specialization, residential area, parental income and parents’ love of education. Further, it is found that gender does not affect the personality of students whereas subject specialization, residential area, parent income and parents’ level of education, significantly influence certain dimensions of personality. It is observed that the sensing and feeling of an individual have significant influence upon their environmental awareness ability.

**Ravi (2007)** undertook study on “Learning Discrepancy Relation to Personality Traits among Primary School Students”. This study focuses on discrepant achiever that is over achiever and under achiever in relation to certain personality. Factors among the primary school students in the present study, the investigator has adopted the correlation method of normative survey research design. The data were collected in two phases or the present study. In the first phase the data were collected from 500 samples from the identified schools using the intelligence test battery. And for achievement the marks secured by the samples in the annual examination were taken into account. After computing the first phase of the data collection, the discrepant achievers that is, under and over achievers were found out using the Quartile ranking method. Accordingly, there were 40 under achievers and 48 over achievers found and they were labelled as discrepant achievers. Hence, these 88 samples were subjected to second phase of data collection. As in the second phase of data collection, the data were collected from the identified discrepant achievers using children’s personality questionnaire. Finally it is concluded that the personality traits of the selected primary school students does affect their scholastic achievement.
Ali Ozel (2007) undertook study on “The effect of Turkish Geography Teacher’s Personality on his Teaching Experiences”. It is aimed in this study to determine to what extent the geography teachers at high school reflect their personality on their teaching experiences. It has been observed by researchers that teachers with different personality affect their students in different ways. The personal characteristics of a teacher play a significant role in determining the limits of his studies and affect his teaching experiences. Those who remain indifferent to activities and undetermined in planning have a negative effect on both classroom relations and each student’s character development. Survey model was used in the study. The paper was formed through a questionnaire on 198 teachers and showed that teachers reflected their personalities on their teaching experiences as their ages and seniority increased. The personal assets the teachers found in themselves were self – confidence, discipline, tidiness, justice and job satisfaction.

Roma Agarwal and Kumkum Singh (2008) undertook study on “Personality traits as a Function of Caste and Gender”. This study was designed to find out personality traits as a function of caste and gender. The data was collected on 60 subjects; 30 Brahmin, 30 Vaishya with the age range 25 – 35 years. Sixteen P. F. Test was used. The findings showed no significant difference in personality traits of Brahmin and Vaishyas and also males and females, but 4 out of 16 personality factors showed significant interactive effects. Those factors were submissiveness vs dominance, tough mindedness vs tender mindedness, self assured vs apprehensiveness and undisciplined self – conflict vs following self – image.

Meenakumari (2008) undertook study on “Personality and occupational stress differential of female school teachers in Haryana”. The present study is an attempt to understand personality and occupational stress differentials of high school female teachers in Haryana. For this, 361 high school female teachers were tested with Maslach Burnout Inventory. The subjects were categorized into high and low burnout groups on the basis of test scores and that 128 subjects scored below P_{30} and 117 subjects scored above P_{70} thus constituted low and high burnout
groups, respectively. Selected subjects were further tested with EPQ – R, Jenkins’ Activity survey and occupational stress index. The results differentiated the two groups. The high burnout group scored significantly high on psychoticism, neuroticism, life scale, type A behaviour, (emotional exhaustion, depersonalization but low on extraversion, occupational stress and personal accomplishment. The low burnout group scored low on psychoticism, neuroticism) and all the three dimensions of burnout via emotional exhaustion, depersonalization and reduced personal accomplishment, but high on extraversion and occupational stress.

Arun Kumar Singh and Achal Nandini Srivastava (2008) undertook study on “Personality and conduct problems in Hyperactive children”. Hyperactivity rating scale was used to screen 250 children of class III, IV, & V. A high hyperactivity group (N = 30) and a low hyperactivity group (N = 30) were called out. There were rated by two class teachers for physical conduct problems and personality problems such as anxiety withdrawal behaviours in classroom environment and out – or – class school environment. Conclusions were worked out for both levels of hyperactive children with both behavioural variables. High hyperactive children displayed more conduct problems, but not as much anxiety withdrawal behaviours as low-hyperactive children.

Florddiza E. Alvendia (2008) undertook study on “Personality characteristic university of the Philippines (PUP) entrance scholars from public and private High schools from the urban and rural areas”. This is a study on the personality characteristics of the scholars from public and private high schools from the urban and rural areas in the polytechnic university of Philippines. The PUP has been a second home to its students and they have witnessed diverse cultures, physique and attitudes of students. Since the university caters to different demographic profiles of students, there are points of distinction that are prevalent. In order to understand the linking personality facts and interests the use of facet – level measures of personality expands the range of personality concepts that can be presented to individual who are exploring career options.
Armstrong et. al (2009) made a study on “Personality Facts and RIASEC Interest: An integrated model”. Researcher examining links between personality and interest have typically focused links between measures of the file factor model and Holland’s RIASEC types. However, the five factor model of personality can be divided into a larger set of narrow domain personality scales measuring facets of the “big five” traits. Researcher in a number of fields indicates that facet scales are effective for classifying the relationship between personality and other broad constructs, including academic achievement, job performance, stress and coping and achievement motivation. In the present study links between personality facts and the RIASEC model were examined using property vector fitting obtained results are consistent with previous research suggesting that the use of fact – level personality measures can classify relations between personality and other constructs and provides new information.

Brand, Serge et. al (2009) undertook a study on “Perceived Parenting Styles, Personality traits and sleep patterns in Adolescents”. The present study examined the role of parenting style with respect to adolescent’s sleep patterns and symptoms of depression and anxiety. A total of 246 adolescents took part in the study. They completed several questionnaires with regard to parenting styles and to symptoms of anxiety and depression additionally, they filled in a questionnaire assessing sleep – related personality traits and completed a sleep log for 7 consecutive days. Results showed a high overlap between parent styles of both parents, though with a difference relation to adolescent’s sleep. Adverse parenting styles were highly correlated with low sleep quality, negative mood, increased daytime sleepiness, and with increased symptoms of anxiety and depression. Adolescents with low positive and high negative parenting styles displayed the most unfavourable sleep – related personality traits. Results suggest that parenting styles and related to young people’s sleep pattern even at the beginning of late adolescence.

Difabio (2009) undertook study on “Emotional Intelligence, Personality Traits and Cared Difficulties”. This study aims to take an in-depth look at the role
of emotional intelligence and personality traits in relation to career decisions difficulties. The Italian version of the career decision difficulties questionnaire (CDDQ), the bar on emotional quotient inventory; Short (Bar . on EQ – 1; s) and the Big 5 questionnaire (BF Q) were administered to 296 in terms of the tertiary sector. The emotional intelligence dimensions add a significant percentage of incremental variance compared to variances due to personality traits with respect to career decisions difficulties. The results highlight the role of emotional intelligence and its relationship with career decision difficulties.

Lavina, Robert. A (2009) undertook a study on “Personality Traits across cultures and Research on Obedience”. Commuted on an article by Twenga on the issue of psychological traits that may differ with culture and ethnicity in discussing the partial replications of Milgram’s research was the destruction of European Jewry (Benjamin & Simpson, Jan 2009; Blass, 2009). The 5 factor model as applied across cultures offers a way of looking at European national differences in personality (Allik & Mccrac, 2004). The results can be used to explore the possibility that personality traits that may be related to obedience might differ partly along cultural lines, with the considerable caveats that such traits probably change over time and generations are subject to situational and historic variables, and interact with individual differences. The emphasis on situational determinants in discussions of the milgram paradigm and its partial replication by Burgy (2009) should not obscure possible cultural factors cultural factors in obedience to authority are worthy of further exploration.

Paterson, Hannah et. al (2009) undertook study on “Personality types and Mental Health Experience of those who volunteer for Helpline”. Telephone help lines have long been recognized to provide an effective way to reach individuals in crisis and several advantages of this anonymous form of intervention have been described. Most help lines use volunteers to respond to calls, including those specifically set up for students, our study investigates differences in the personality traits neuroticism, extroversion, openness, conscientiousness and agreeableness, empathy as measured using the Interpersonal Reactivity India (IRI) and mental
health experiences between 54 volunteers and 52 non-volunteer students for a student delivered telephone helpline. Volunteers showed higher scores on the perspective taking and empathetic concern subscales of the IRI and scored higher on agreeableness. We couldn’t identify any differences in mental health experiences between the two groups. Our findings suggest that volunteering for help lines but rather by their personality characteristics.

**Manish Kumar Yadav (2009)** undertook study on “Accuracy of Self Assessment of Achievement in Mathematics in relation to Some Personality Related Variables of Eight Genders”. It aimed at finding out how the personality related variables of students influence the accuracy of self- assessment of achievement in mathematics.

**Chaatruvedi and Purushothaman (2009)** undertook a study on “Coping behaviour of female teachers: Demographic determinates”. The study investigates the role of certain demographic variables in determining stress – coping behaviour of female teachers. The sample consists of 150 female teachers selected by stratified sampling method from various schools of Bhopal. Stress – coping behaviour was measured with the help of a subscale of “The Occupational Stress Indicator” (Wendy Lord, 1993) consisting of 28 items encompassing six dimensions of coping strategies (i.e) logic, involvement social support, task strategies, time management and home and work relations. The score of the subjects were compared in terms of marital status, age, and level of teaching with the help of ‘t’ test and ‘F’ test was used for comparing experiment. Married teachers in the age range of 40 – 60 years, with higher experience can cope better with the job stress than their counter parts.

**Christopher, Andrew. N et al (2010)** undertook a study on “Personality Ethic Endorsement, Personality and General Intelligence” The salient features of the study is to learn if protestant ethic endorsement predicted intelligence controlling for the big5 personality factors, 564 college students from England and the United states completed a 65 item multifaceted work ethic endorsement
measure, the 50 item work ethic personal test, and a 60 item measure of the big 5 personality factors. A hierarchical multiple regressions revealed that, after controlling for respondent’s sex and the big 5, work ethic factors accounted 45.6% of the variability in work ethic scores. However, the direction of the relationship between PWE facts and work ethic scores dependent on the PWE facts in question. Furthermore, the facts accounted for more variability than did a composite work ethic score. The discussion focuses on the multidimensional nature of PWE endorsement and further research with this construct.

Clark. M. H., Schroth et al (2010) undertook study on “Examining Relationship between Academic Motivation and Personality among College Students. The salient features of the study are relationship between personality and academic motivation was examined using 451 first year college students. Multiple regressions compared 3 types of intrinsic motivation, 3 types of extrinsic motivation and a motivation to 5 personality factors. Results indicated that those who were intrinsically motivated to attend college tended to be extroverted, agreeable conscientious and open to new experiences; although these trends varied depending on the specific type of intrinsic motivation. Those who were extrinsically motivated tend to be extroverted, agreeable, consciousness and neurotic; depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. These results suggest that students with different personality characteristics have different reason for pursing college degree and different academic priorities.

Meenakshi Mehta (2010), studied “Personality needs and Academic Achievement of Sr. Secondary students”. A sample of 120 students of X class was selected from 5 schools in Ghaziabad city. She used Meenakshi Personality Inventory. She found that need- achievement, need dominance, need nurturance and need-endurance are positively and significantly related to students’ academic achievement. It is found that some students have low achievement and the cause is the low level of related need.
2.4 STUDIES RELATED TO SELF-CONFIDENCE

Mylosheff (1991) has categorically stated that self-confidence was found to be one of the most influential variables when measuring achievement. Similar findings have also been reported by Mcdonnel (1992) and according to her, self-confidence facilities profound advances in achievement in art.

John V. flowers (1991) Chapman College, Orange, California, USA, conducted a behavioural method of increasing self-confidence in elementary school. Results indicated that the low self-confident students in four classrooms increased significantly on three behavioural measures of self-confidence and on class room grades when compared to the control students. Children are commonly presumed to competent or not, with those presumed less competent usually being lower in self-confidence. The non-confident child concerns educators only when they know from other sources that the children are competent. It seems low self-confident children may be low in competence because they lack the confidence to practice behaviours to make them competent, not because they lack the competence to be confident.

Roquiya Zainddin and Harsh Taluja (1992) in their study of occupational aspiration in relation to Self-Confidence and creativity among female college fresher indicated significant but negative relationship between Self-confidence and creativity.

Preston, Vera Almo (1993) found and recommended that the teaching and teacher can increase Self Confidence. It has also been stressed in a study by Sang–Tan (1993) that Self Confidence and Self-image were more important to academic success of the females than learning strategies and it has been also recommended that special assistance should be provided to help them to develop their Self Confidence

Harper (1995) in an attempt to identify affective variables that contribute to success found that Self Confidence have the highest correlation to success in
Mathematics Achievement and the importance of Self Confidence to academic success.

**Helen Cheng and Adrian Furnham (2002)** investigated “Personality, peer relations, and self-confidence as predictors of happiness and loneliness” This study is set out to examine to what extent peer relations, self-confidence, and school performance correlated with self-rated happiness (OHI) and loneliness (UCLA LS) in adolescents. Personality traits (EPQ), self-confidence (PEI), friendship and school grades were all significantly oppositely correlated with happiness and loneliness. Regression analysis revealed that extraversion and neuroticism were direct predictors of happiness and self-confidence, while psychoticism and extraversion were direct predictors of loneliness. The effect of sex on happiness and loneliness was moderated by friendship and neuroticism, and by neuroticism and psychoticism, respectively. Extraversion was also a significant predictor of general confidence and social interactions which directly influenced loneliness whilst psychoticism was a direct predictor of loneliness. Self-rated school performance was the only direct predictor of happiness whereas general confidence and social interactions were related to adolescents’ self-reported loneliness.

**Leonard H. Chusmir and Mary D. Stecher, (2007)** studied “Self-confidence of managers in work and social situations: A look at gender differences”. This study examined gender differences in self-confidence among working managers in two situations (work and social/family) as well as relationships between self-confidence, personal adjustment, and gender identity. Respondents were 437 women and men managers (208 men and 229 women) in southeast Florida. Although the sample was pre-dominantly non-Hispanic white, an effort was made to include as many as possible Hispanic and black managers of both genders. Meaningful subgroup analysis was not possible, however, due to the small number of minority managers. Results showed that contrary to commonly held beliefs, the women and men managers were not significantly different in self-confidence in either situation, but both were higher in self-confidence at work than
the same gender was in the social/family environment. Strong gender identity—either masculine or feminine—was associated with self-confidence at work for both genders, as was high personal adjustment. Implications are discussed.

**Lee, et al., (2008)** examined in “The Effect of Ethnic Identity and Bilingual Confidence on Chinese Youth's Self-Esteem” that the interrelated issues of private and public domains of self-esteem, ethnic identity formation, and bilingual confidence among youth of a minority group in a city in western Canada. One hundred, ten Chinese students aged 11-18 from a Chinese-language school were randomly surveyed. Most items of the instrument are derived from the Rosenberg self-esteem scale, the cultural-free self-esteem Inventories, and the multi group Ethnic Identity Measure. Participants' self-confidence with the English and Chinese languages is also investigated. Zero-order correlate analysis and a two-way MACOVA controlling for GPA are used to examine potential factors that influence Chinese youth's global, academic, and social self-esteem. The results confirm the importance of ethnic identity on minority youth's global self-esteem. Moreover, self-confidence with bilingual proficiency has a great effect on Chinese youth's global, academic, and social self-esteem.

**Gurubasappa (2009)** studied intelligence and self-concept as correlates of academic achievement of secondary school students with the objective to find out the relationship between academic achievement with intelligence and self-concept by taking a sample of 400 students and found that there was high significant correlation between academic achievement with intelligence and self-concept; there was significant difference in the academic achievement of students with different levels of intelligence and self-concept; there was significant difference in the academic achievement of students in context of gender, type of school, medium of instruction, locality and socio economic status.

**Lenney and Ellen (2010)** undertook a research study on Women's self-confidence in achievement settings. Previous reviewers have suggested that women display lower self-confidence than men across almost all achievement
situations. The empirical validity of this suggestion is assessed. The literature indicates that although low self-confidence is indeed a frequent and potentially debilitating problem among women, they are not lower in self-confidence than men in all achievement situations. Instead, it is argued that the nature of this sex difference depends upon such situation variables as the specific ability area, the availability of performance feedback, and the emphasis placed upon social comparison or evaluation. It is concluded that future research must more precisely identify the variables that influence women's self-confidence.

Guerin and Eva (2010) studied “A View from the Inside: An In-Depth Look at a Female University Student's Experience with a Feel-Based Intervention to Enhance Self-Confidence and Self-Talk” The primary goal of this investigation was to document, using the participatory paradigm, a female university student's experience with a feel-based intervention intended to enhance the quality of her academic experiences including her self-confidence and self-talk. In this unique qualitative case study, the student participated in a 15-week intervention that included multiple in-depth interviews and regular journaling, both of which prompted regular self-monitoring and self-reflection. A narrative account illustrates how the student learned to regulate the way she felt through the intervention, leading to increased self-awareness and self-control, as well as enhanced self-talk and self-confidence.

Klassen and Robert M (2010) examined in their study “Confidence to Manage Learning: The Self-Efficacy for Self-Regulated Learning of Early Adolescents with Learning Disabilities” that the self-efficacy for self-regulated learning of 146 early adolescents with and without learning disabilities (LD). Results from the study showed that a 7-item self-regulatory efficacy measure demonstrated factorial invariance for the adolescent sample and also for a validation sample of 208 undergraduates with and without LD. Adolescents with LD rated their self-regulatory efficacy and reading self-efficacy lower than their NLD peers. Hierarchical multiple regression showed that self-regulatory efficacy made a significant contribution to end-of-term English grade after controlling for
sex, SES, reading self-efficacy, and reading score. Finally, students with LD who scored low on self-regulatory efficacy were significantly more likely than their higher-scoring LD peers to have a low end-of-term English grade, although there was no difference on a reading performance score. Several suggestions for teachers working with adolescents with LD are provided, along with directions for future research.

Kleitman and Sabina (2011) investigated “Meta cognitive beliefs, Self-confidence and Primary Learning Environment of Sixth Grade Students”. Meta cognition is an integral component of a self-regulated approach to learning. The present study examined the relationships between academic self-efficacy and perceptions of one's own competence in memory and reasoning abilities, and their role in predicting the Self-confidence trait. The study also aimed to determine the role of key classroom factors (goal orientation and self-efficacy with the teacher) in predicting self-beliefs, the Self-confidence trait and academic achievement in Year 6 students (N = 177). EFA and Path analysis were used to determine these relationships. The hypothesized path model was tested in a simultaneous fashion of the entire system of variables to determine whether or not hypothesized relationships were consistent with data. The results suggest that academic self-efficacy and Meta cognitive competency beliefs define a broad factor—Meta cognitive Beliefs—which serves as a key predictor of Self-confidence. Mastery goal-orientation and self-efficacy with teacher predicted Meta cognitive Beliefs and, indirectly, Self-confidence. Students with stronger Meta cognitive Beliefs were less engaged in self-handicapping behaviours. Known common factors—intelligence, gender and a proxy for SES, school fees—were controlled for. The present study has important implications for both Meta cognitive theory and educational practice.

The purpose of the "active learning" assessment was to encourage and enhance learner autonomy. The assessment consisted of 5 main stages: a briefing, thought shower, oral business proposal presentation, a feedback stage, and Nutrition Fair. To assess learner autonomy, levels of motivation, confidence, and control were quantitatively and qualitatively monitored throughout the learning journey. The results showed that levels of confidence, motivation, and control increased following each stage and significantly across the learning journey. However, there were significant gender differences in terms of achievement of marks and in levels of motivation at various stages. On average, females achieved higher marks in certain assessments and they demonstrated higher levels of motivation after the initial briefing. Further, significant differences were also reported between different degree routes in terms of achievement of marks and levels of confidence, motivation, and control. "Active learning" has been shown to foster improved levels of confidence, motivation, and control in a cohort of nutrition and food students, contributing to overall learner autonomy. Graduates able to demonstrate such qualities will undoubtedly be welcomed by employers in the relevant sectors.

2.5 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Rose Melvyn (1987) investigated the context for psychological change in a therapeutic community for adolescents II Residential treatment for children and youth. This analysis suggested that the behaviour of severely distributed youngsters reflects their injured personalities and the ways they have been hurt and that this implies an essential need for Psychotherapy. However, many adolescence resist such treatment unless it presented in a specially designed atmosphere. The author describes many of the program features that create this context, with illustrates from the author’s practical experience. It is emphasized that two of the essential ingredients for an appropriate residential atmosphere are security and good experiences.

Goleman (1995) suggested the need to bring intelligence to emotions. Using emotional Intelligence can people motivate themselves to persist in face of
frustration; regulate their moods and delay gratification; regulate their moods and keep distress from swamping their ability to think, empathize and hope.

**Mayor and Salovey (2000)** propose a four branch model of emotional Intelligence encompassing the following psychological process: An awareness of one’s own and other’s emotions; Ability to monitor emotions and thus express them appropriately, an ability to use emotions to facilitate thoughts and to guide selective attention, an ability to understand emotions, ability to regulate emotions.

**Slaski, Mark and Swan (2003)** conducted a research on Emotional Intelligence, training and its implications for stress, health and performance and found that emotional intelligence and mental health can be improved by training.

**Psychological Review (1992).** A study conducted by V.Balakrishnan (2006) on value patterns of teachers in relation to social and emotional maturity reveals that Post Graduate teachers have high emotional maturity and the study also shows that there is no significant relationship between different values and emotional maturity.

**St. Eva Justina Romould (2006)** conducted a study on enhancing emotional Intelligence of student- teachers through Anagram Educational program. The main objective of this study was to assess the effectiveness of the Anagram Educational Programme in the five competencies of Emotional Intelligence (EQ) namely, Emotional self-awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections. A sample of 40 student-teachers from B.Ed. colleges of Jharkhand state was selected at random. 20 student teachers of Bethesada B.Ed College, Ranchi were selected randomly to form an experimental group and 20 student-teachers of Ursuline women’s T.T.C. Lohardaga were selected randomly to form the control group for the study. The experimental group was given the intervention program namely, the Anagram Educational program for the duration of three months. EQ tests were administrated to both the groups, experimental and control before and after the treatment were given to the experimental group. The data were collected from these tests and were
analyzed with the help of suitable statistical techniques. A significant difference was found between the mean scores for emotional self-awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections – the components of EQ of the experimental group and the control group in the pre and post intervention administration of the scale.

**Lisha Parveen (2008)** conducted a research on relationship of emotional intelligence, adjustment, self-concept and scholastic achievement of higher secondary students. The finding of this study was there exist a positive relationship among Emotional Intelligence, Adjustment, self-concept and achievement of higher secondary school students.

**J.Vijaya kumar (2009)** conducted a study on “Emotional Intelligence of Student-Teachers”. The findings of this study are the overall emotional intelligence of prospective teachers was moderate and distribution was not normal. Female prospective teachers have significantly better emotional intelligence than male prospective teachers. They are better in their emotional sensitivity and in their emotional maturity.

**Vandana V. Jadhav and Ajaykumar B. Patil (2010)** conducted to study the Emotional Intelligence of student-teachers in relation to general Intelligence among student-teachers in relation to general intelligence and Academic Achievement. In this study the Mangal Emotional Intelligence Inventory (MEII) developed by Mangal and Mangal (2004) an General Intelligence Test (GIT) by Pal and Mishra (1998) were as tools. Academic achievement was obtained from college records. On the basis of the findings of the study it was concluded that a) there is no significant relationship between Emotional Intelligence general intelligence of student-teachers b) there is no significant relationship between Emotional Intelligence and academic achievement of student teachers.

**Sahaya Mary, R. Manorma Samuel (2010)** conducted a study on Influence of Emotional Intelligence on attitude towards teaching of student – teachers. This research paper is an attempt to find out the influence of Emotional
Intelligence on attitude towards teaching of student-teachers at Government Colleges of Education in Chennai. The study is on the basis of their gender, subject, educational qualification, community, previous teaching experience and the influence to be a teacher of student teachers. The sample consists of 87 male and 104 female from two government college of education in Chennai. Emotional Intelligence Inventory and Attitude scale for finding out the attitude towards teaching of student-teachers and a Performa were used as tools. Mean, Standard deviation, t – test, ANOVA and correlation are the statistics used for the data analysis. The findings of the study reveal that there is a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student – teachers. There is no significant difference between gender, subject, community, influence of others, previous teaching experience and emotional Intelligence of the student-teachers. There is a significant relationship between Emotional Intelligence and attitude towards teaching profession of student-teachers.

A. Hameed and K.K. Thahira (2010) conducted a study on Emotional Maturity and social adjustment of student-teachers. The present study examined Emotional Maturity and social adjustment of student-teachers. The 600 student-teachers were selected from different Teacher Training Institutes of Malappuram District of Kerala. The tools used for the present study were Scale of emotional maturity and social adjustment scale. The results indicated that male student-teachers were more emotionally matured and socially adjusted than female student- teachers. There is a positive relationship between emotional maturity and social adjustment of student- teachers

R.P. Rai (2010) conducted a study on effects of participation – learning technique on attitude towards and achievement in educational statistics of B.Ed. students. The purpose of this study was to investigate the effects of participatory learning technique on the achievement and attitude towards educational statistics of B.Ed. students. Using a pre-test, post-test control group design and a test for independent samples (n = 10) it was found that the participatory learning technique
group was found significantly higher on achievement in attitude towards subjected. It was concluded that the Participatory – Learning technique was effective in not only increasing learning output of the student-teachers but also developing favourable attitude towards the subject as well.

K.Subramanyan (2011) impact of emotional Intelligence and study skills of high school students. An attempt was made in the present investigation to study the effect of emotional Intelligence and Study Skills of high school students. Ramamurthy and Geetha Nath (1977) were administered on the sample to assess their level of Emotional Intelligence and Study Skills. Based on the findings of the study it was concluded that there is no significant difference with regard to the impact of gender on Emotional Intelligence and Study Skills of high school students.

2.6 STUDIES RELATED TO MENTAL HEALTH

Kalplat (1992) studied deprivation and academic anxiety of students belong to Hindu higher caste, backward castes and Scheduled castes. The 250 students studying in IX class to five intermediate colleges situated in Allahabad city were randomly drawn for the study. All of them were given deprivation scale constructed and standardized by the investigator to measure their academic anxiety. It is found that as deprivation level increases, academic anxiety also increases. Scheduled caste high deprived students possess more academic anxiety in comparison to backward high deprived and higher caste high deprived respectively.

Chali Foux et al (1996) reviewed issues in planning and delivering mental health services to rural dwelling elderly. First, comparative data on the prevalence of mental illness accessibility of mental health services in rural areas are presented to provide a basis for subsequent discussion. Several strategies for improving the development and delivery of geriatric mental health services rural areas are discussed.
They include:

1. Increasing the number and quality of rural mental health facilities;
2. Adapting or developing diagnostic techniques to improve case identification among rural elderly;
3. Providing culturally sensitive mental health services; strengthening informal and formal care linkages in rural communities;
4. Developing innovative service delivery models building upon the strengths of rural settings; and
5. Emphasizing fluidity as well as continuity in treatment models.

Dhooper and Tran (1998) stated that Asian refugees in the United States have health and mental health needs that are different from those of mainstream Americans and even of recent immigrants.

According to Indu Kaaura (1998) the breakup of the joint family system has contributed largely to “problem-parents”. Once the joint family system acted as a great buffer, but now with the proliferation of the nuclear family set-up, both parents and children find the going at a lot tougher.

Kasinath (2003) studied interactive effect of mental health, school adjustment and socio-economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

Chamundeswari et al. (2006) studied general mental alertness and intelligence in relation to academic achievement of students at the secondary level with the objective to investigate the possible differences between academic achievement in Mathematics of students at secondary level in different types of
school by taking a sample of 291 students and found that there was a significant difference between achievement in Mathematics of students at secondary level in government, aided and matriculation, government and government aided, matriculation and corporation schools; there was no significant difference between achievement in Mathematics of students at the secondary level in corporation and government, corporation and government aided, government and matriculation schools; there was significant correlation between mental alertness, intelligence, achievement in Mathematics and English of students at the secondary level in different types of school.

**Mittal (2008)** studied academic achievement of secondary level students in relation to their mental health and locality with the objective to study the academic achievement of secondary level students of different localities by taking a sample of 640 students of secondary level and found that there was significant difference in academic achievement of secondary level students of different localities; academic achievement of urban locality was better than the academic achievement of rural locality of secondary level students; urban locality students had better teaching learning environment at school as well as at home than students of rural locality; relationship between academic achievement and mental health of students of secondary level of urban locality was highly significant; there was no significant difference between correlation coefficient of academic achievement and mental health of secondary level students of different localities.

**Dhall et al. (2009)** studied intelligence as related to self confidence and academic achievement of school students with the objective to explore the relationship between intelligence and academic achievement among secondary school students by taking a sample of 1000 students and found that there was a significant relationship between academic achievement and intelligence of secondary school students; there existed a significant difference between boys and girls of secondary school in terms of intelligence; there existed significant difference between boys and girls of secondary school in terms of academic achievement.
**Singh (2010)** studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students and found that male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than students studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools.

**Mythili, Bharathi and Nagarathna (2004)** investigated the adjustment problems of adolescent students and revealed that boys have more adjustment problems when compared to girls and students from private colleges experienced more problems than government colleges.

**Garima Gupta (2010)** conducts a study on “Mental health in relation to emotional Intelligence and self efficacy among college students”. The findings of the study are: The Emotional Intelligence is positively and significantly related with mental health in all dimensions. There was a significant difference in boys and girls students with regard to mental health and emotional intelligence. The boy students scored significantly higher than girl students with regard to mental health and Emotional Intelligence.

**Saraswathi (2011)** conducted a study on impact of religion, caste, income and type of family on the mental health of adolescents. The findings of this study are:

Adolescents from Hindu families are better in their mental Health than the Adolescents from Non-Hindu families.

Adolescents belong to Forward Caste are better in their Mental Health than the Adolescents of Backward Caste.
Adolescents from High Income group are better in their mental health than the Adolescents from low income group.

There is no significant difference between adolescents from Joint and Nuclear families.

2.7 STUDIES RELATED TO VALUE PATTERN

Pinkeerani (1981) gives a comparative study of the behavior of students with schools of formal moral education and those schools without formal moral education was taken up. The findings of the study were:

1. The overall behavior of the students was found significant in the case of students who received moral instruction and was almost same in case of others without moral instruction.
2. The overall behavior of the students without moral instruction was significantly poor and different when compared with those who received the moral instruction.
3. 77% of the parents, 67% of the teachers and 83% of the students suggested for a compulsory school curriculum for moral education consisting the examples from different religions and lives of great characters.

Prahallada’s (1982) investigation on the moral judgment of junior college students and their relationship with their socio–economic status, intelligence and personality adjustment made use of the Defining Issues Test of James Rest (DIT). The major findings of the study were:

1. Moral judgment was not affected by intelligence.
2. Moral judgment and personality adjustment had no positive linear relationship.
3. Junior college and composite students and age groups 16, 17, 18 and 19 did not any significant differences.
4. Students’ moral judgment was not distinguished by sex.
5. Socio – economic status and moral judgment had a positive relationship.

6. The DIT scores differed among science and arts students, science and commerce and arts and commerce students.

7. The Indian Junior College students and of United States differed significantly on their mean scores

Singh and Singh (1986) conducted an experimental study using value clarification strategies in comparison with traditional method to teach values to B.Ed. students. Their conclusions are:

1. V.C.S. are more effective than conventional methods for teaching the values of ‘dedication to teaching profession’, ‘co-operation’ and ‘nationalism’.

2. V.C.S. are found to be more effective than traditional methods in the inculcation of scientific outlook.

Kumar and Mutha (1986) study on the values of men college students found that there were no significant differences among the three socio-economic status groups regarding social, political and religious values. Students belonging to upper and lower class differed significantly on their theoretical, economic and asthetic values. Upper and middle class students differed on economic and cultural values. Theoretical and economic values of middle and lower class students differed significantly.

Avanija (1987) studied moral judgment and personality adjustment of teacher trainees. The conclusion was that most of the trainees possessed a low level of moral judgment. Positive linear relationship was not found in their moral judgment and home, health and emotional adjustment. Sex and faculty had not any effect on moral judgment. The age groups of 18 – 19 and 19 – 26 scored significant differences and the others did not differ.
Anju Agnihotri’s (1990) study reveals that anxiety does not affect self-concept and power value does not affect self-concept. Socio-economic status does not affect the self-concept. Anxiety and power value do not interact in the set. Power value and socio-economic status do not interact and so with anxiety and socio-economic status. But anxiety and power value and socio-economic status do interact among themselves.

Adhikari’s (1991) study of values among professional and non-professional trainees in northern U.P., with a sample of 61 boys and 66 girls of Intermediate B.T.C. and I.T.T./ Nursing training group of northern U.P. were selected for the study of values. No significant difference was observed for theoretical and economic values among Intermediate, B.T.C. and I.T.I. / Nurse training boys and girls. Aesthetic, social, political and religious values were found to differ in professional and non-professional boys whereas only social and political values differed in different professional and non-professional groups. The religious value was found to be same in different study group of girls.

Dhand et al. (1993) compared the effects of the implementation of the value discussion model in terms of value clarification and its dimensions on Canadian and Indian under-graduate students. The experimental group was treated through the Value Discussion Model and the other two control groups followed their routine activities. The value clarification scale was used to collect the data. The data were analyzed through ANOVA followed by the ‘t’ test. The Value Discussion Model Group was found to be superior to the control groups.

Sarangi (1994) studied the bases and implications of moral education in schools. His objective was to study the extent of utilization of moral education and the interest of children in moral education. Head teachers opinions were collected and conclusions were drawn as follows:

1. There is necessity to impart moral education at primary school level.
2. The theme of prayer conducted by all the schools under study are ‘self-control’, ‘God and Goddess’ and ‘nationalistic feelings’

3. Guest lectures, discussions, social service programmes are organized for awakening moral values and instilling good behaviour, cooperation and helpfulness among children.

4. Special period of moral education is taken by specially trained teachers.

5. Newspapers, magazines, radio broadcasts and tapes are used by teachers for moral education.

Sridhar (1995) studied the extent of adult authority and peer group influence on moral judgment, an aspect of moral development of high school students. The purpose of the study was to find out the relationship between moral judgment and certain personal and social variables such as age, sex, intelligence, and family life atmosphere and socio metric status of high school students on moral judgment. The study reported that the moral judgment of high school students was influenced by adults to a great extent. The study also reported the implications of the findings to the role of parents in moral development.

Usha Sri (1995) gives details of a serious of studies taken up by her in teaching value education to B.Ed. trainees. The activities included are: Trainees perceiving their value system; their self – concept in relation to their values; trainees identifying the values that would be inculcated through various co – curricular activities; participation in seminars; analysis of subject text books to identify the values depicted through the lesson, etc.

Usha Sri (1998) reviewed the research done so far in various aspects of Value Education. She cited the methodology, tools, associated variables, nature of the sample and the statistical techniques employed in analysis of different studies. She traced the functioning of institutions well known for imparting Value Education.
**Sandhya’s (1999)** Evaluation study on Value Education Provided at Tenth class students and Their Teachers found that: (1) the tenth class students were more prone to moral, social and theoretical values than the other values. (2) The type of school is an important factor that influences the values of students, (3) the type of management of schools influences the values of students to a large extent. Students belonging to both the type (government and private) of managements differ in their social, religious, moral, theoretical, political, aesthetic and economic values and (4) parents’ educational background, parents’ income do not influence the values of students but parents’ occupational background influences the theoretical and aesthetic values of the students to some extent.

**N.Venkataiah and N.Sandhya (2002)** brought out a book “Research in Value Education”, examining the various areas of value education and dividing them, for convenience into the following sub areas: Concept of Value education, value of Education curriculum, Student’s value References, Teachers and values, Moral Development, Moral and Religious Instructions, Values and Socio economic Status, source Materials in Value Education and Evaluation in Value Education.

**Jagadish and V.P.Singh (2003)** studied about emerging value pattern among female students. The present study was intended to examine the effect of educational level on value pattern. Thirty female students of post graduate classes served as the sample for the purpose. The value test developed by Singh and Singh (1974) based on Springer’s types of values was administered to the subjects. The results reveal that intermediate and postgraduate significantly differ with regard to economic, political and religious values. However, no significant difference was found between two groups regarding theoretical, aesthetic and social values. Intermediate students have obtained the highest score on political value where as post graduate students on aesthetic value. Both groups secured the lowest scores for theoretical value.
Kamalakar Mishra (2003) studied on value education and he suggested programme for teachers and parents. Value education being the need of the hour in the country today requires an emphasis for actualization of vast human potential. Value education is very basis of other developments, economic, social, political and soon. Even the material development of the country will be thwarted if there is no culturing of the masses. The teacher and the parents are in a great way responsible for the value inculcation in children, thus they become the central figures in the value education program, making it necessary to impart the teacher and parents lessons in values. In order to make the teachers and parents aware of importance of value inculcation in children and their role in it, a self teaching program can be introduced which will show the practical ways of bringing about changes in themselves. They can also know the spiritual rewards of becoming value-oriented. Realization of one’s unity with others would lead to a natural synthesis of the good (sreya) the pleasant (preya). A meditational practice program of the yoga of maitri Bhavana and the Yoga of self-purification can help bring about the desired change teacher-parent collaboration for bridging gap between school and home, showing response to the students and giving due attention to their problems are some other ways which can proved.

R.B.L.Soni (2003) conducted a study on inculcating values through voluntary actions. Values are the principles that lay solid foundation for a civilized and caring society. The role of value is making our lives happy and prosperous in terms of ecstasy that we achieve is indescribable. Value may mean principles, ideals, standards, morals, ethics and worth. It is something that has its own intrinsic worth and one ought to cherish it for its own sake. Indian society is considered as one of the most ancient societies that attached an enormous amount of importance to values. However, there has been erosion of values in our society, which is reflected in our day-to-day actions.

Therefore, it is obligatory on all of us that we must make serious efforts to inculcate values not only in children, but also in adults, because adults have to decide what kind of society they would like to make and what kind of values they
would like to inculcate in children. Family is the first school where good habits and values are nurtured in a child. Therefore, parents must ensure that right values are developed in children, and objective could only be achieved if teachers exemplify values in themselves that they would like to inculcate in children, and this objective could only be achieved if teachers exemplify values in themselves that they would like to inculcate in children. Besides this, there is an urgent need of voluntary efforts of organizations and individuals to inculcate values in society. Some strategic ideas in this direction will help to make our society an ideal society.

Kirtikapur and Shipra Vaidya (2004) conducted a study on how to nurture value-based education in schools. Scientific advancement has transformed society. Cultural and socio-economic changes have resulted in a conflict between traditional and modern values. The old has not completely died out and the new is still emerging. In this transitional phase it is necessary that the curriculum interpret traditional values in a modern context education and basic human values are interwoven. The aim of school education is not merely to develop intellect but also to ensure that human beings live in harmony with nature and imbibe moral values. This can be achieved by correlation of curricular and co-curricular activities with the learning of values by identifying areas which the desired values can be promoted. The mind of a child is like a tubal area and the values education imparted to him/her during the formative years determine not only the career but also the character of the student. Thus, it becomes all the more important for educationists to encourage and incorporate values along with other kinds of instruction. The youth of today are undoubtedly the future of tomorrow. It is they who will be the bastions of our culture and thus it is imperative that they be exposed to morals and values.

Madhu, et.al. (2004) conducted investigation on community influences on values of Indian women a study of value hierarchy study was about values occupy an important place in our lives. Each group of human being has a system of values, which represents the ideal and the desirable good of the community.
concerned. The present paper dealt with the value of women belonging to four communities, Hindu, Muslim, Sikh and Christpan. A sample of 200 women (50 from each community) from Varanasi was taken. The age range was 25 to 35 years. Study of values by Kulshreshtha (1971) was administered to the total sample individually. The only significant difference obtained was regarding political value. Christian women had a higher political value in comparison to Hindu, Muslim and Sikh women, Sikh women also scored higher than Hindu women with regard to political value. Value hierarchy for different communities is non-similar. Hindu and Muslim women place religious and political values at the highest level. All the subjects have placed economic and aesthetic values at the lowest level of value hierarchy.

**S. Sridhar, et.al (2006),** studied value-added Indicator for indirect assessment of productivity in an Engineering college. Academic institutions in the tertiary sector impairing education in the engineering field, are encountering a variety of challenges in attracting resources students and faculty. The difficulty lies in attracting not only sufficient number of eligible students, but the best quality students. Students and their parents have their own way of ranking educational institutions based on published literature, articles and surveys conducted by different agencies. One of the indirect measures related to reputation and productivity of a college is the value addition that a student gets while she studies for obtaining a degree. In other words, the placement records of an institution and the average salary package obtained by the students passing out can indicate this value-addition. The paper attempted to examine the value-added concepts as a measure for assessing the productivity of education imparted in an engineering college. Computations of value added index based on (a) future earnings of passing out students (b) operating costs of the college and (c) branch of study (whether IT or Non IT) was given for a batch of students.

**Shakuntala Nagpal (2007)** studied Reflections on NGO’s interventions and value education. A large number of non-government organizations (NGOs) are implementing value education projects with the financial assistance received
from Ministry of Human Resource Development (MHRD) government of India under the “Grant-in aid scheme of assistance of strengthening culture and value in education”. The present study attempted to evaluate the programmes of 36 such NGOs. Presuming that NGO’s interventions must be resulting in to tangible measured outcomes, further survey through an open-ended questionnaire, was undertaken with respect to value education indicators, mechanisms, parameters and strategies for judgment of behavioural modification in the recipients. This raised many methodological issues in qualitative and quantitative assessment, which are not only relevant to value education programmes but are also applicable to other interventions in behavioural sciences, tools, scales and inventories, etc, specifically suited to the program objectives, methodology and inventories, etc, specifically suited to the program objectives methodology and click to establish credibility in this area and for sharing pragmatism of purpose. The paper stresses on inter disciplinary approach, while combines philosophical thinking and scientific psychological research and theory.

**Sindhya (2007)** conducted a study on the extent of value attainment among student teachers. For substantiating the data collected using the questionnaire the investigator used an observation schedule and the personal traits were assessed regularly. It was found that those, having a high value score showed better performance in sincerity, honesty, dignity of labour, cooperation, hard work, self-regulating behaviour, respect to elders and tolerance. Report of introspection revealed the high level group is having high self esteem.

**Singaravelu (2008)** reported that efficacy of group based learning in learning moral value. The present study high lights the efficacy of group based learning on cultivating moral value of the students at standard VIII parallel group. Experimental method was adopted in the study. Eighty students (control group 40 students and experimental 40 students) were selected as sample for the study. Researcher’s self-made achievement and was considered as a tool for the study. Test-retest method was adopted for establishing reliability and Jury’s opinion was used to establish validity of the tool. Pre-test-treatment and post test was adopted
in the research. It was concluded that group based learning was more effective than conventional approach in learning moral value among the teachers.

Rajaguru (2008) studied on Impact of RKMVCOE teacher preparation curriculum on the values enhancement of the student teachers. RKMVCOE curriculum has offered a variety of experiential activities and practical methodologies for student- teachers to explore and develop four key personal and social values. True education must give importance for all round development, i.e. the head, the hands and the heart and not focus merely on purring theoretical information in the classrooms. The destiny of the nation is being shaped in her classrooms. Teachers are architects and vital for the well beings of a nation. Thus all round development and character building is at the core of a mission of RKMVCOE curriculum. Value based teacher preparation being the need of the hour in the country today requires an emphasis for actualization of vast human potential. Value based teacher education is very basis of other developments economical, political, social and soon. The teacher preparation programmes offered by the good number of institutions in our country are in a great way responsible for the value inculcation in children through producing value oriented teachers.

M. Manivannan (2008) conducted a study of the inculcation of values among children in schools. (1) The male and female teachers are almost equally inculcating the values in schools.(2) There is no considerable variation in value inculcation of teacher of rural and urban areas (3) significant difference in value inculcation is found between primary and high school teachers (4) it is inferred that primary teachers are differing in value inculcation (5) There is no significant difference in value inculcation is found between high school teachers and higher secondary teachers.

Dr.G.N.Sunith Kumar, et.al. (2009) conducted a study on relationship between educational values of co-curricular activities and academic achievement of higher secondary students. Co-curricular activities from a vital link in the
pattern of blended educational experiences for all boys and girls in the modern Indian schools. They cater to the development of child’s entire personality. Since these activities ensure an all-round development of the personality of students, it is essential that these activities should be accommodated in time-table during regular school hours. This will enable all students to take part in these activities as participation in such activities can help them in developing various skills which could help in their academics and in the life a whole. The study establishes that the perception of educational values of co-curricular activities having bearing of the academic achievement of the higher secondary students.

Bagdasaian (2009) conducted a study on the value of education in a society undergoing modernization. Since the start of the twenty first century, the mass media in Russia have increasingly appealed to the concept of human capital, initially formed in the framework of the system of education. The sphere of education is being recognized as top priority in the context of the world wide movement toward what is called the knowledge economy or even the knowledge society. Education has represented a significant value at all times, and has had top priority in various periods. At the same time, what was considered most essential in the character of education itself has undergone serious changes. In this article, the author discuss the value of education in passion society as it goes through modernization that occurs at the intersection of two vectors (1) that of the global educational space, and (2) that of the historical and cultural stratum of traditions and models. The author discusses the value of education that is determined by two basic circumstances; first by the level of satisfaction a person gains from possession it, linked to the impulse of love of learning that is common to people; and second, by education as a definite instrumental value that helps people to achieve other values that are more important to them.

Timken, et. al (2009) conducted a study on the effect of case methods of pre-service physical education teacher’s value orientations. Background pre service teacher’s beliefs and values develop during their K-12 “apprentice ship of observation” and filter both compatible and in compatible ideas about teaching and
learning. Pre-service teacher education has been suggested as a critical period for examining beliefs about teaching and learning. Case methods may be one of curricular tool to initial change in pre-service teacher’s beliefs and values.

Method: Ten Physical Education Teacher Education (PETE) students completed the Value Orientation Inventory – 2 (VOI-2) and were interviewed four times over one academic year during which they were also engaged in three teaching practice. The intervention consisted of reading and discussing eight cases in physical education focused on either the disciplinary mastery or social responsibility value orientation. Results indicate that case methods had differential effects on PETE student’s value orientations. PETE student’s value orientations changed in the direction of the case theme at differing rates and not all students completely shifted their value orientation toward the case theme.

Back, et.al., (2009) conducted a study on an evaluation study on the educational value of teaching practicum in secondary schools. The purpose of his study is to evaluate the educational value of teaching practicum in secondary schools. For this purpose, on the basis of literature review and inter views, three evaluation criteria for measuring educational value of teaching practicum are constructed as follows (1) practical teaching competence (2) readiness for teacher and (3) maturity in character. A total of 29 pre-service teachers in the college of education at national university in South Korea participated voluntarily in this study, and their practical teaching competence, readiness for teacher, and maturity in character were measured twice before and after teaching practicum. As a result, the teaching practicum had significantly improved pre-service teachers practical teaching competence, readiness for teacher, and maturity in character. In those words, teaching practicum increases the educational value. This study provides a conceptual frame work and three instruments for measuring the educational value of many other teaching practicum.

Kaufman, et.al., (2009) conducted a study student perceptions and motivation in the classroom. Exploring relatedness and value. According to self-determination theory, feelings of relatedness and value of the behaviour are critical
factors that affect internalization and integration. The purpose of the current study was to identify factors that influence relatedness and value in an academic setting. Specifically, the study investigated the effects of autonomy, mastery goals, performance approach goals, and performance, avoidance goals, on two dependent variables, relatedness to the professor and value of the course, participants were undergraduate students (90 males) enrolled in introductory psychology classes. Linear regression analyses showed a statistically significant effect of mastery goals and autonomy on relatedness such that higher scores were associated with greater relatedness. A similar pattern emerged for value. Neither performance approach nor performance-avoidance goals were significantly associated with relatedness or value. Theoretical and practical contributions are discussed.

Carey and Kevin (2009) conducted a study on the real value of teachers. If good teachers matter, why don’t we act like it. Almost nobody, it seems, disputes the importance of effective teachers including teachers themselves. However, principles actually do none of the things they do when they value something as highly as most people say the value good teachers. By looking at scores on year-end standardized tests by teachers, principals think they have a pretty good idea of who’s cutting it and who is not. This practice drives teacher wild, and for good reason. For it doesn’t take into account how students performed before they entered that teacher’s class room, and it therefore penalizes those who take on students with greater challenges. Perceptions that teachers are opposed to being evaluated at least in part on student achievement have stopped movement in that direction dead in its tracks. But many teachers support measures that recognize the growth students make on their watch. A large scale teacher survey shows that only one in five teachers think this kind of accountability if a poor idea. This article discusses how to get fair and honest data about teacher effectiveness. Using value added information rationally in the day-to-day management of public schools and classrooms will, in and of itself, have the effect of improving instruction and increasing the quality of teachers. The author presents three
examples of how to use value-added information in helping teachers and managing schools.

**Dunphy et.al (2009)** conducted a study on Geography Fieldwork, fieldwork value and learning styles. Field work is considered central to an education as a physical geographer. However, there are doubts whether all students benefit from it equally. A preferred way of learning may have an influence upon its perceived value. Attitude surveys were administered to 2\textsuperscript{nd} and 3\textsuperscript{rd} year physical geography under graduates across 16 British universities. The survey assessed individuals’ perception of the value of field work and also their preferred learning style (using Kolb’s LSI). A total of 421 returns (35\%) were analysed using multivariate analysis. Seven groups of students emerge with respect to the value they place on field work. There was an overall positive view, especially with respect to the social aspects. However, the hypothesis that learning style affects the value they place on field work. There was on overall positive, view, especially with respect to the social aspects. However the hypothesis that learning style affects the value of field work appears unfounded in this instance.

**Mulder and Karel,F (2010)** conducted by don’t preach. Practice! Value Laden statements in academic sustainability education. Findings SD teachers in engineering are more critical about the role of technology in SD than their students and professional engineers are. However, there does not seem to be a real gap between students and teachers in practical implications. It is argued that academic education on SD should aim at clarifying amoral issues and helping students to develop their own moral positions given the values that are present in the professional’s work.

### 2.8 STUDIES RELATED TO ACADEMIC ACHIEVEMENT

**Taksing (1986)** conducts a study on sex difference in the effect of Achievement of self esteem. The final of the study revealed that males had high score on self esteem than females. Self esteem of male subjects was susceptible to
the influence of academic achievement but the same was not true for their female counterparts.

**Emmons, Rober A and Diener (1991)** female undergraduates related their emotions in a wide variety of work, recreation, social and solitary situation sampled over 20 days period. The relations were found but certain personality traits and specific emotions averaged across situation, when chosen situations were distinguished from imposed situation other meaningful results were obtained.

**Tripathi (1991)** studied achievement motivation and its correlates of high school students with the objective to study the relationship between academic achievement and achievement motivation by taking a sample of 445 IX grade students selected through random sampling technique and revealed that urban science boys were generally better adjusted; achievement motivation of boys and girls was highly correlated with intelligence and achievement. Among the other correlates of achievement motivation, academic achievement was proved to be the most dominant factor.

**Chidolue, Mercy.E (1996)** conducted a study. In this study, relationship between teacher characteristics and classroom environment, student achievement, and student attitude in high school biology classes were studied in an export factor design involving 11 teachers and 375 biology students in Nigeria. Significant positive relationships are found between teacher experience, teacher locality, student attitude and achievement. **Marso & Pigge (1996)** investigated

**Suneetha et al. (2001)** studied age and gender differences as factors affecting academic achievement and revealed that gender was the more important variable than intelligence quotient in deciding high academic performance, girls were among top ranking students; girls were better in interaction and concentration while boys were better than girls in language, reasoning and drilling dimension.

**Alam (2001)** studied academic achievement in relation to socio economic status, anxiety level and achievement motivation with the objective to study
academic achievement in relation to socio economic status and to view the extent up to which academic achievement of the children was affected by their anxiety level and revealed significant positive relation between socio economic status and academic achievement, achievement motivation and academic achievement; and a negative relationship between anxiety and academic achievement.

**Vyasa (2002)** studied learning style, mental ability, academic performance and other ecological correlates of under graduate adolescent girls with the objective to study the effect of ecological correlates on the academic performance of girls students by taking a sample of 545 adolescent girls and found that most of the girls showed academic attainment of average level; no significant difference in the achievement of girls belonging to arts and science group; there was significant difference in the learning style and mental abilities of girls residing in urban and rural area.

**K. Dakshinamurthy (2010)** conducted a study on “Effect of teacher personality, attitude towards teaching profession and teaching effectiveness on Academic achievement of students”. For the analysis of the data, ANOVA test was used. The findings of this study are:

1. There is significant relationship between Teachers Attitude towards teaching profession and Academic Achievement of students.

2. There is no significant relationship between Teachers Personality and Academic Achievement of students”.

**Gakhar et al. (2004)** studied social stress, locality and gender as the factors affecting academic achievement with the objective to study how social stress, locality and gender and their various interactions separately affect the academic achievement and reasoning ability of the students by taking a sample of 769 student of Jammu division and found that rural students as well as male rural students scored high academic scores as compared to their counterpart. Rural students scored higher on reasoning ability test than urban students, although
locality was affecting the reasoning ability of the students significantly at 0.01 levels.

Steven G. Rivkin (Eric) A. Hanushek John F. Kain (2005) conducted a study on teachers, schools and academic achievement. This paper disentangles the impact of schools and teachers in influencing achievement with special attention given to the potential problems of omitted or unmeasured variables and of student and school selection. Unique matched panel data from the UTD Texas schools Project permit the identification of teacher quality based on student performance along with the impact of specific, measured components of teachers and schools. Semi parametric lower bound estimates of the variance in teacher quality based entirely on within – school heterogeneity indicate that teachers have powerful effects on reading and mathematics achievement, though little of the variation in teacher quality is explained by observable characteristics such as education or experience. The results suggests that the effect of a costly ten student reduction in class size are smaller than the benefit of moving one standard deviation up the teacher quality distribution, highlighting the importance of teacher effectiveness in the determination of school quality.

Radhika Taroor (2009) conducted a study on Strategies for coping academic success. When expectations of academic performance increase, children feel stress. All children have to make adjustments at times of transition. Many kids, not just those with learning difficulties, experience setbacks when they have to perform independently. It is for parents to assess whether their child can adapt to these challenges and learn new strategies within a normal period of time.

Umadevi (2009) conducted a study on relationship between emotional intelligence, achievement motivation and academic achievement. The study aimed at finding the relationship between emotional intelligence, achievement motivation and academic achievement of primary school student teachers. The results revealed that there is a positive relationship between emotional intelligence, achievement motivation and academic achievement. Male and female, arts and
science student-teachers do not differ in emotional intelligence and achievement motivation.

1. There is a positive relationship between emotional intelligence and academic achievement of primary school student-teachers.

2. There is a positive relationship between achievement motivation and academic achievement of primary school student-teachers.


4. Male and female student teachers, Arts and science student-teachers do not differ in achievement motivation.

Nalini (2009) conducted a study on study habits and students achievement in relation to some influencing factors. This study aimed at finding the relationship between study habits and students achievement in relation to socio economic status, learning environment, school adjustment and intelligence. The investigator finds the significant relationship between study habits and these influencing factors. There is significant relationship between achievement and intelligence of X standard students is significant whereas the main effect of school adjustment on the achievement of IX standard students is not significant. The interaction effect of socio economic status and school adjustment on achievement of X standard students is significant.
CONCLUSION

Review of literature helps the investigator to know as how to proceed to make her effort a successful one. It plays a vital role in research work which helps the investigator to do her work in the useful manner. It guides the investigator to select the correct procedure at the time of investigation. In this chapter a number of research studies done in India and in abroad have been mentioned. Review of the related study provides a basis for the research work and gives an understanding of the previous work. Further it develops an insight to the investigation as to the methods, measures, subject and approaches. The review helps in locating comparative data useful in the interpretation of results. It contributes to the general scholarship of the investigator and prevents point less repetition of research. The next chapter deals with the methodology of the study.