CHAPTER II

Review of Related Literature
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2.1 INTRODUCTION

An investigator should have good knowledge about the background for his investigation before attempting to a problem. Then only he could approach and analyses his problem. With the help of previous findings and recommendations, the investigator can proceed further to find out new perspectives. So, review of related literature is essential to avoid unnecessary duplication of previous research. Thus, review of related literature provides the background for methodology of the research under study. Recommendation or suggestions of previous studies may sometimes give valuable clue for the present research under study.

The studies related to this present investigation are not many. Therefore related literatures would naturally be limited in number. However, in this chapter the investigator tried all his efforts to collect the literature and the studies related to the present study. It includes the studies conducted in India and abroad.
2.2. THE NEED OF THE REVIEW OF RELATED LITERATURE

In order to have a comprehensive view of the Researches conducted previously; a review of related literature was done thoroughly.

'For most scholars and scientists, critical reading of the related literature serves as a stimulus for thinking and creativity' (Charter V. Good).

The survey of the related literature is a crucial aspect of the planning of the study and the time spent in such a survey invariably is a wise judgment. This review gives an insight to the researcher for his research. On this basis, the researcher can prepare the plan and framework for his own research. As a result of this survey, the researcher can come to know what conclusions earlier researcher have drawn in their researches, what tools have been used, what type of samples have been chosen and in what manner. All these give the researcher a decisive direction for his research.

2.3 STUDIES IN INDIA AND ABROAD ON ASPIRATION, ANXIETY, ACADEMIC ACHIEVEMENT AND GUIDANCE AND COUNSELLING

The investigator gives a brief account of the important researches done in India and abroad on the level of aspirations, anxieties, academic achievements, guidance services and its correlates. Many research scholars had conducted studies about aspirations, anxieties, academic achievements and guidance and counselling and its associated factors which are presented under following headings.
I. Studies Related to Aspiration

- Research on Level of Aspiration
- Relationship of goal setting to motivation
- The basic nature of the relationship between achievement motivation and level of aspiration
- Career goals
- A study on moral art and aesthetic education
- A study on educational and vocational aspiration
- A study aspirations and intelligence
- An assessment of professional socialization and the emergence of career aspirations
- Attitudes and aspirations of female adolescents: Longitudinal study in progress
- The transition from school to adulthood: Aspirations and career advice for young adults with learning and adjustment difficulties
- Gender differences in career decision making: the content and structure of preferences
- A study of underlying variables affecting aspirations of rural adolescents
- Impact of at-risk behaviour on the occupational aspirations and expectations of male and female adolescents in rural settings
- Class, gender, and societal inequalities: A study of Nigerian and Thai undergraduate students
- A study on aspiration and academic achievement.
- Level of Aspiration on anxious and non-anxious groups
- Level of Aspiration and persons with affective disorders

II. Studies Related to Anxieties

- Study on anxiety and achievement motivation among the students of autonomous-non-autonomous courses
- A study of anxiety and attitude of teachers towards computer
- Study on Sex differences in Manifest Anxiety at Different Levels of Intelligence
- An Evaluation study on the behavioural group treatment of test anxiety
- Test Anxiety: Various Aspects – A Study
- Effect of anxiety on performance in multiple choice examinations.
- Test anxiety and memory working system.
- Mathematical Calculation Ability and mathematical anxiety of baccalaureate nursing students.
- Test Anxiety in master’s students: a comparative study.
- Test anxiety and academic achievement among South African University students
- Anxiety and confidence in using a library by college freshmen and seniors
- Test anxiety, Relationship to academic and clinical performance in dental hygiene students.
- Anxieties of the High school youth
III. Studies Related to Guidance and Counselling

- Students (Class IX – X) of Ludhiana school Adjustment problem
- An investigation into the working of Guidance programmes
- The Role of Vocational Guidance in Counselling Youth
- Nature of Guidance programmes in schools – A descriptive study
- General opinion of the students regarding the need and process of counselling

2.3.1 RESEARCH ON LEVEL OF ASPIRATION.

Research on level of aspiration has, however, been mainly preoccupied with the first three points mentioned. It has been concerned with shifts in goals depending on the experience of success or failure with the same or similar tasks and it has been concerned with information provided in terms of their frames of reference such as the announcements of achievement norms for various reference groups (cf. the only over – all review: Lewin et al., 1944). This really involves only how personal standards of difficulty (or their corresponding standards for excellence of performance) are set up or altered on relation to the objective difficulty of the task.

However from the viewpoint psychology of motivation, the issues involved on point 4 were raised quite early since they dealt with individual differences in levels of aspiration resulting from variations in personal standards of difficulty or of excellence of performance. Large individual variations in the height of the level of aspiration are accompanied by rather stable discrepancies between goals attained and goals set (GD) within the individual. Mehl (1962,
P. 248) found this to be true even with abruptly induced experiences of success and failure.

According to Good (1959), it is the level of performance or the goal that a person (or groups) desires or hopes to reach in a specified activity. Such a level of performance in the field of academic activities is known as academic aspiration, which refers to the student's aims, objectives, hopes, targets or activities set for achievement. One who aspires for better and higher performance develops favourable attitudes towards the task, which ultimately inspires the person for constant work.

Muthayya (1961) found the patterns of the level of aspiration to be related to frustration reaction types.

Muthayya (1962) compared high achievers with low achievers in scholastic field. He found no difference between the two groups in intelligence, aspiration level, and frustration reaction.

Heckhausen and Wagner (1965) were able to establish even in 41/2 – year old children individual consistency in goal setting involved in tasks of strength and skill. The some is true, too, for McClelland's (1958 a) ring – tossing experiment with 5 year – olds whose preferred distance in tossing rings correlated with an independent index of achievement motivation (based on Aroson, 1958). In short, goal discrepancies seem to be stable indications of motivational characteristics whereas levels of aspiration while related to motivation are also complexly determined by cognitive factors.
Caplin (1966) working on elementary school children found a significant positive relationship between level of aspiration and academic achievement.

Stella and Prushothaman (1993) conducted a study of level of aspiration of under achievers. They concluded that among the under achievers, there is significant variation in the level

2.3.2 Relationship of Goal Setting to Motivation

J.D. Frank (1935) is of the opinion that various motivational tendencies operate with differing weights from one person to another. Accordingly level of aspiration is a result of a conflict among the following needs:

- To choose a high level of difficulty in order to achieve maximum success
- To choose a low level of difficulty in order to meet with as little failure as possible
- To choose a moderate level of difficulty whose mastery still appears possible and whose outcome is most likely to predict was supported by questionnaire data (Frank, 1938) by observation of behavior, and by a post – performance interview (Heckhausen, 1955).

The analysis of the relationships involved requires, furthermore, the isolation of the enduring motivation tendencies which appear to be of importance for
the level of aspiration of a person and which can be measured apart from the
goal setting procedure itself. The requirement of separate measurement has
been fulfilled in many investigations with all sorts of personality variables (e.g.
Gould & Kaplan, 1940; 1958; Scodel et al., 1959); however, the requirement
of isolation of a key motivational tendency has been met only through the
assessment of achievement motivation via the TAT method. Nevertheless,
Pauline S. Sears anticipated the principal features of the more recent results
as early as 1940. She used 10 and 12 year old Ss who were pupils striving
for high achievement. Based on their standing school, she divided them into
success and failure groups, thus, obviously according to whether success or
failure motivation predominated. Successful pupils performed to set realistic,
moderate goals while unsuccessful pupils selected either speculatively
extreme or overcautiously low goals (cf. Jucknat, 1937).

2..3.3 The Basic Nature of the Relationship Between Achievement
Motivation and Level of Aspiration

The basic nature of the relationship between achievement motivation and
level of aspiration has been confirmed again in more recent investigations.
This is highly remarkable because the nature and strength of achievement
motivation was measured by various methods, and because the tasks and
other test conditions involved had little in common in these investigations.
Among the first studies using the n Achievement method is Martier's (1956)
in which highly motivated persons with fear of failure and strong conflict (i.e
persons who produce much achievements apperception after little arousal
and little achievement apperception after strong arousal on the TAT) set cautiously low goals.

In an investigation by Clark et al. (1956) involving undergraduates about to take an examination, highly motivated based on TA findings, set moderate goal for a test they were about while Ss with lower motivation tended rather to underestimate or overestimate their prospects of success in an unrealistic way. Reltman and Williams (1961) however were not able to confirm the relations found between Clark's level of aspiration questionnaire and achievement motivation.

McClelland (1958a) was the first to observe characteristic differences in tasks chosen more frequently chose moderately difficult tasks in a ring – tossing game of they were highly motivated (as measured by the Aronson Mehtis, 1958). They chose distance from which only about every third toss would succeed. Suing college students in a ring – tossing game Litwin (1958) and Atkinson and Litwin (1960) were able to demonstrate a similar result, as well as Atkinson et al. (1960) in a game of shuffleboard.

Success – motivated persons (FTI and TAQ combined) prefer moderate distances, more that failure motivated persons. Smith (1963) obtained the same result with intelligence test problems in an ascending order of difficulty; however, his results were obtained only under relaxed and not under natural test conditions. According to Isaacson (1964) the same model of preference in
the choice of difficulty can also be found outside the laboratory situation, namely, in the choice of college courses. Success motivated students (n Achievement and TAQ) prefer courses of moderate difficulty while failure motivated students prefer either very difficult or very easy courses. (It was not possible to confirm this with women undergraduates).

2.3.4 Career Goals

Career goals have also been used as indicators of level of aspiration. Mahone (1960) found that failure – motivated adolescents make more unrealistic career choices than do success-motivated adolescents. The career choices are either above or below their ability to achieve them. Using Clark and co-workers (1956) questionnaire method, Burnstein (1963) investigates the extent to which desired careers are seriously aspired to. Success – Motivated persons (n Achievement and TAQ) have a higher level of aspiration than the failure – motivated persons in this regard.

The latter display withdrawal tendencies and are content with simpler occupations if it means evading the uncertainties and excretions involved in a more demanding career. (Litting, 1963, and Rim, 1963 have confirmed this with other methods). Simultaneously, however, in their thoughts they reach out more for practically unattainable occupations that do success. Motivated persons. Minor and Neel (1958) proved that highly motivated persons throughout have a higher occupational level of aspiration. In this respect, the demands for one's best performance are more decisive than the mere
prestige of an occupation, according to Burnstein et al. (1963) Morgan, (1964).

2.3.5 High Achievement Motivation

High achievement motivation does lead to enter entrepreneurial occupations as McClelland (1956) found in a longitudinal study over 10 to 14 years. According to his theory of economic development (1961), highly motivated males can satisfy their achievement aspirations better in business Jobs of an entrepreneurial nature in which decision making should be based on moderate, calculated risks (cf. below: Meyer et al., 1961). Mabbert and Klineberg (1963) have found in a cross – national study that body career aspirations are higher in countries with higher n Achievement, as Measured by content analysis of children's readers.

Robinson (1962a) has taken off from sears (1940) original study and attempted to clarify the relationship further between school achievement and level of aspiration by taking achievement motivation into account. Successful 11 to 12 year – old pupils set, in comparison with their last performance, rather slightly increased, albeit not unrealistic, goals, while the failure group leaned toward either overly high or overly with moderate levels of aspiration displayed higher n Achievement scores (and based more on success – oriented content) than the others did (cf. Robinson, 1926).

2.3.6 A Study on Moral Art and Aesthetic Education

Value dimensions of post graduate students in relation to their levels of Aspiration and intelligence.

Problem:

This study deals with value dimensions as related to and level of aspiration and intelligence of postgraduate students of three universities of Punjab.

Objectives:

• To identify value dimensions of post – graduate student in three universities of Punjab.

• To compare value – dimensions of students of each of the three universities

• To compare value – Dimensions if male and female students of the three universities

• To identify of arts and science students

• To determine relationship between value dimensions and level of aspiration of male and female students.

• To examine relationship between value dimensions and intelligence of male and female students.

• To determine the conjoint contribution of level of aspiration and intelligence towards the prediction of value – dimensions of male and female students and

• To study the level of aspiration and intelligence as predictors of value, separately for males and females.
Methodology:
The sample comprised 600 students, 200 from each university again from each universities, 100 arts and 100 science students with equal number of males and females in each category area included. The tools used were Allport – Vernon lindzey scale of values by Chaudhary, a level of Aspiration scale and Jalota’s group test of mental ability. The collected data were treated with mean, SD, 't' test, ANOVA correlation inter correlation and regression analysis.

Major findings:

1. There were minor deviations in the ranking order of the two most preferred values. While students of Punjab and Punjabi universities gave first preference to political and second to theoretical while GNDU students gave first preference to theoretical and second to political.

2. Males were significantly higher on theoretical value, but lower on the aesthetic and social value than the science students.

3. Arts students were significantly higher on aesthetic, and social and political values than the science students.

4. In order of ranking, values of high level of aspiration and intelligence group were: theoretical, political, economic, social, religious and aesthetic, while for the low group were: political, theoretical, aesthetic, economic, social and religious.
5. High and low aspiration in female groups was nearly homogenous in their value patterns.

6. The high aspiration male group was significantly higher than the low aspiration male group on theoretical and political values while the low aspiration group was higher on aesthetic values.

7. The high intelligence groups of males and females scored significantly higher on theoretical and economic values and low intelligent group of males was significantly higher on the aesthetic value.

8. Multiple correlation results indicated that level of aspiration and intelligence could be established in predicting theoretical, economic, and aesthetic values in males and theoretical, economic and religious values in female.

9. Level of aspiration and intelligence together were predictors of the scores among male and female students. (1167).

2.3.7 A Study on Educational and Vocational Aspiration

Objectives of the Survey:

1. The Educational and Vocational Aspirations of the Higher Secondary Students, who are exposed differentially (regular, occasional and rare) to Doordarshan.

2. The Educational and Vocational Aspirations of the male and female viewers.
3. The Educational and Vocational Aspirations of the tribal and non-tribal viewers.

4. The Educational and Vocational Aspirations of the viewers of the different streams (Science, Arts and Commerce).

5. The correlations between the Educational and Vocational Aspirations scores.

Major findings:

I. Educational aspirations (E.A)
   (i) It was found that students in general have low EA.
   (ii) Rare viewers were found to have the highest EA followed by the occasional and regular viewers.
   (iii) Female viewers have higher EA than males.
   (iv) There is no significant difference between the tribal and non-tribal viewers in their EA.
   (v) Commerce students have the highest EA followed by Arts and Science.

II. Vocational Aspirations (VA)
   (i) The findings revealed that students in general have high VA.
   (ii) There is no significant difference among the VA of regular, occasional and rare viewers.
   (iii) Male viewers have higher VA than female viewers.
(iv) There is no significant difference between the tribal and non-tribal viewers in their VA.

(v) Science students have the highest VA followed by arts and Commerce students.

(vi) There is a high degree of relationship between educational and vocational aspirations of the students.

It is seen that though Doordarshan has negligible impact with respect to VA, its effect on the EA cannot be ignored. Rare viewers aspired higher educationally, and showed significant difference with regular viewers. The different educational streams, to which the students belong, and their gender appear to be the dormant factors affecting their aspirations. The significant differences noted gender-wise, points to the ubiquitous stereotyping of male and female, the breadwinner, aspiring higher vocationally than female, and conversely female aspiring higher educationally than the male.

Thus in view of the above, it is felt that perhaps Doordarshan has not tapped or exploited the full potential of the electronic media. Besides entertainment, more emphasis on value education should be made with the aim to do away with needless stereotyping.

According to Swarnalatha Dass (1986), Lowell and Atlicinson (1953) reported a positive but low, non-significant relationship between level of aspiration and achievements motive among high and low achievers, where as Brown and
Locke (1967) showed that academic performance can be increased by suggesting what level a person should aspire for.

The results support the fruitfulness of the level of aspiration method in predicting academic performance and attribution among superior group of students.

Muthayya (1962) in this study on level of aspiration and intelligence of high and low achievements, found no relationship between level of aspiration and scholastic achievement. Ramkumar (1972) studied the goal discrepancies of high achievers and low achievers and found it significantly low among the high achievers.

Bight (1972) found positive relationship between attainment and aspiration. Cox (1976) revealed strong positive relationship between changes in grades and changes in aspiration.

Hussain (1977) studied academic attainments in relation to level of aspiration an anxiety level among undergraduates and P.U. Classes of Aligarh Muslim University. The findings showed a curve linear relationship.

Arap Rono (1982) showed that previous academic performance was the best indicator of educational aspirations and educational expectations.
2.3.8 A Study on Aspirations and Intelligence

Gaur (1974) has studied the effects of level of intelligence on the occupational aspiration of students in Delhi, on a sample of 202 boys and 98 girls in x standard selected randomly from Delhi schools. He has used Cattell's culture Fair Intelligence Scale and occupational Aspiration Scale. His conclusions are that a higher level of achievements includes a higher occupational aspiration.

2.3.9 A Study on the Relationship of Retention to Parental Aspirations of Students with Learning Disabilities

Born field, G. (1995) conducted a survey of 251 North Dakota parents of learning-disabled students found that retention occurred twice as frequently for students with learning disabilities as for the general student population. Parents of retained students tended to have lower educational aspirations for their children than did parents of non-retained students.

2.3.10 An Assessment of Professional Socialisation and the Emergence of Career Aspirations

Keith, Bruce; Moore, Helen A. (1995) reported a study of professional socialization and the emergence of career aspirations among 566 graduate students in sociology. It was found that access to initial funding and mentoring have substantial effects on students' professional socialization.
2.3.11 Attitudes and Aspirations of Female Adolescents: A Longitudinal Study in Progress

Shmurak, Carole B. (1995) conducted a longitudinal study which followed a group of young women through high school and college. The purpose of this study was to determine the relationship between: (1) aspirations and achievement of young women; (2) the relative influence of high school and college on career choice in young women; and (3) the interactions between various kinds of high schools and colleges on young women's attitudes, aspirations, and achievements.

Subjects were 56 ninth-grade school girls from co-educational and all-girls schools. The sample included members of minority groups as well as students on full or partial scholarship to these schools.

The findings of the study suggest that after two years of conducting this study, there are no significant differences between adolescent females who attend all-girls schools and those at co-educational schools on the following measures: attitudes to gender issues; grades in mathematics, science and English; and overall academic average. The longitudinal study is intended to continue following these girls throughout the rest of their high school years to monitor their attitudes and aspirations through repeated administration of the survey and through yearly interviews.
2.3.12 Transition From School to Adulthood: Aspiration and Careers Advice for Young Adults with Learning and Adjustment Difficulties

Armstrong, Derrick et.al. (1995) in his study on aspiration and career advice for young adults with learning and adjustment difficulties had interviews with 29 English students with learning, emotional, or behavioural difficulties during their final school term found that students felt that they had received good advice and support for the transition to adulthood. Subsequent lack of coherence at inter-professional and interagency levels was felt to increase vulnerability of students during transition to employment or further training.

2.3.13 Gender Differences in Career Decision Making: The Content and Structure of Preferences

Gati, Itamar; and others (1995) examined three facets of career preferences so as to identify possible sources of the observed differences in the career choices of women and men. Analysis of the career-related preferences of 2,000 young adults revealed only small gender differences in the relative importance of the aspects.

2.3.14 A Study of Underlying Variables Affecting Aspirations of Rural Adolescents

Quaglia, Russell J.; Perry, Constance M. examined aspirations by analyzing variables that can be directly influenced by the student, family, and/or school personnel. Data secured from 2,677 students in grades 8 through 12 suggest
that many students do not understand why they engage in certain activities. To assume more responsibility, students must see purpose in their pursuits.

2.3.15 Impact of At-Risk Behavior on the Occupational Aspirations and Expectations of Male and Female Adolescents in Rural Settings

Rojewski and Jay W. (1995) collect data from 129 rural adolescents ranked as minimal, moderate, or substantial risk showed the following: substantially at-risk males had lower aspirations than similar females, females had higher occupational expectation and aspiration, 50% expected occupations significantly lower in prestige than aspired careers; and aspiration and expectation of females were more likely to agree.

2.3.16 Class, Gender, and Societal Inequalities: A Study of Nigerian And Thai Undergraduate Students

Biraimah, Karen (1994) compared the perceptions, family backgrounds, and educational and career aspirations of 741 Nigerian and Thai university students. The findings of the study suggest that class and gender both affect access to the university and career and educational objectives but that specific effects of class and gender depend on the cultural context. (MSE)

2.3.17 Studies on Aspiration and Academic Achievements

Davis (1948) and Farok (1949) showed how much cultural conditions of learning such a social class influence the tendency to strive for specific goals.
Individual differences sometimes related to past history of success and failure in other activities such as school work is important determiners.

Pandya (1975) examines the effects of the increase level of aspiration on academic achievements on a sample of 22 female students using a Desai – Bhartt Group Intelligence Test in Gujarati, and a teacher – made test of attainments in Hindi in Surat (Gujarat’s).

His conclusion is that increased level of aspiration results in a significant increase in academic achievement, and that the effect of interaction between intelligence and level of aspiration is quite significant.

Ring, Tracey R. (1994) conducted a study on the Perceptions of the Future Held by Elementary School Children. He collected from the sample of over 200 elementary school children from Tennessee were used for studying their perceptions of the future. An interview guide-questionnaire provided information regarding children’s perceptions along the following three different dimensions: how children perceived their own personal future; how they perceived changes that might happen in the future in their own communities; and how they perceived changes that might happen globally. When asked about their personal future, the majority of the children thought that they will be: living in Tennessee working in caring or public services professions after graduating from college; richer than their parents; as happy as they were at the time of the interview; and leading a life made easier by technological
developments. Their biggest fear about growing up was that of being shot or hurt in some way. As for their future community, the children indicated that the world would still see significant problems with drug abuse, violence, homelessness, poverty, joblessness, and an increase in one-parent homes. Finally, children were somewhat negative in relation to the future of the world. Although they believed that cures for major diseases will be found, most thought that something bad might happen to our planet.

Shmurak, Carole B. (1995) conducted a longitudinal study in progress on the Attitudes and Aspiration of Female Adolescents. The purpose of this study was to determine the relationship between: (1) aspirations and achievement of young women; (2) the relative influence of high school and college on career choice in young women; and (3) the interactions between various kinds of high schools and colleges on young women's attitudes, aspirations, and achievements. Subjects were 56 ninth-grade school girls from co-educational and all-girls' schools.

The sample included members of minority groups as well as students on full or partial scholarship to these schools. Results suggest that after two years of conducting this study, there are no significant differences between adolescent females who attend all-girls schools and those at co-educational schools on the following measures: attitudes to gender issues; grades in mathematics, science and English; and overall academic average. The longitudinal study is intended to continue following these girls throughout the rest of their high
school years to monitor their attitudes and aspirations through repeated administration of the survey and through yearly interviews.

2.3.18 A Study on Aspiration and Academic Achievement

Kaushal Kishore and Sunitha Prasad (1991) conducted the above study with the following objectives.

Objectives of the study:

- To access the educational aspirations of higher secondary students.
- To find out the nature of relationship between the educational aspiration and academic achievement.
- To see if there is any significant difference between these two variables.

Major findings of the study:

- Different levels of educational aspirations vary from very high to very low based on their raw scores and the frequency / percentage of students. One of the findings indicates that there was no student under the very low level of aspiration. The result shows that the comparatively larger number of students had very high-to-high educational aspiration. This trend might be due to student's consciousness for their education and inspiration from parents, who come mostly from higher socio-economic status. This finding confirmed the studies of Bedi (1982), and Mishra & Padhan (1998), who found a positive correlation between educational aspiration and socio-economic status.
• It is clear from out of 28% respondents of 'very high' level of aspiration for their education, about one-fourth (that is 24% respondents) were 'very good' obtaining 80 – 89 percent of marks. Only 3% of them were 'excellent' having 90 – 100% of marks. This group of students probably belongs to upper socio-economic status. The parents of this group were highly qualified and affluent class. They might be very much interested in better performance of their children, and provided their ward congenial environment at home and good tutors.

• The higher is the educational aspiration, greater will be the attitude towards education. This finding agrees with that of Jacknet (1937), Mishra and Padhan (1998) and Stella and Purushothaman (1993). Among 35% students of 'fair' academic achievement, 24% respondents were having 'average' level of aspiration, which could be due to lower middle class status and 'average' level of aspiration towards their children.

2.3.19 Level of Aspiration on anxious and non-anxious groups

A number of studies on level of aspiration conducted by Sears, Rotter and others (reviewed by Lewin et al. 1944 and Rotter, 1954) showed that there is much greater variability in the level of aspiration among anxious and non-anxious groups.
2.3.20 Level of Aspiration and persons with affective disorders

Eyseneck and Himmelweit (1946), Himmelweit (1947) and Miller (1951) have shown that persons with affective disorders (neuothenia or dysthynia) typically set high levels of aspiration while hysterics on the other hand, typically display very low level of aspiration often setting this goals even below their post performance.

3. STUDIES ON ANXIETIES

3.1 Study on Anxiety and achievement motivation among the students of autonomous-non-autonomous courses

Venkatapathy, R. (1987) conducted this study on a sample of 35 boys belonging to autonomous courses and 35 students belonging to non-autonomous courses who were randomly selected. The age of the autonomous course boys ranged between 19 and 21 years and the non-autonomous course boys ranged between 16 and 18 years. He used the research tools such as Taylor’s Manifest Anxiety Scale (Taylor, 1953) and Manifest Need Questionnaire (Streers and Brainstain, 1977) for measuring on anxiety and achievement motivation of the students belonging to autonomous and non-autonomous courses. The following are the results of the study.

- The autonomous course students have a higher mean anxiety score compared to non-autonomous course students and they significantly differ on their anxiety.
• The autonomous course students have higher level anxiety compared to non-autonomous course students.

• The correlation obtained between the scores on anxiety and achievement motivation revealed that they are significantly related. In this context, the scores reflecting moderate to higher level of anxiety have been correlated with achievement motivation. This also draws support from the studies by Natarajan (1977) that the anxiety has a curvilinear relationship with achievement motivation and performance.

3.2 A study of Anxiety and attitude of teachers towards computer

Kumaran, D. (1997) conducted the study on anxiety and attitude of teachers with the following objectives:

1. To validate the computer anxiety and computer attitude scales using the factors analysis.

2. To study the computer anxiety of the teachers.

3. To study the computer attitudes of the teachers.

4. To study whether the teachers differ in computer anxiety/attitudes with respect to the personal variables such as age, general educational qualification and subject of specialisation.
This study was conducted on a sample of 275 teachers working in the higher secondary schools situated in the city of Chennai, Tamilnadu. The following were the results of this study:

- The teachers in general had less anxiety and more favourable attitudes towards computer.
- Male teachers had more anxiety than that of the female teachers.
- Teachers of above 50 years had more anxiety and the same was less for the teachers below 35 years.
- The trained graduate teachers had more anxiety than that of the post graduate teachers.
- Considering the subject of specialisation, the teachers belonging to arts faculty, had more anxiety than that of the science faculty.
- The anxiety score in respect of teachers belonging to different types of schools indicate that the teachers in Boys' schools had more anxiety than that of the co-education schools.

3.3 Study on Sex differences in Manifest Anxiety at Different Levels of Intelligence

Gopal, A.K (1976) conducted this study with a major objective of collecting data on the anxiety differences among adolescent boys and girls at different
levels of intelligence. For this study, a total of 300 boys and 300 girls were selected at random from 13 schools of Karnal and Ambala Districts of Haryana State (India). The following are the results of this study:

- One of the findings of this study revealed that the difference of anxiety between male and female during adolescence is insignificant. This was supported by the findings of Karvonen (1971) who concluded that there are no marked differences between male and female as far as emotional capabilities are concerned.

- There are significant differences in Manifest Anxiety at different levels of intelligence that is anxiety tends to increase as intelligence decreases.

- Similar findings have been reported by many researchers (Sarson et al 1958, Spielberger 1962, Stevenson and Odom 1965). Thus, it can be controlled that the students of higher intelligence can control anxiety better than the students of low intelligence, irrespective of sex differences.
3.4 An Evaluation study on the behavioral group treatment of test anxiety

Vander Der Ploeg HM (1986) has given a research report of a behavioral group training of test anxiety with secondary school student. The selection of the students, the methods of evaluation and the treatment programmes are described. The training takes sessions plus home work assignments. The results were established by repeated administration of (test) anxiety inventories. After treatment, the scores on text anxiety decreased significantly. Comparison of the test scores of the waiting list control group with those of the trained group shows improvement and at re-testing. At follow up after twelve weeks, decreases the anxiety in the trained group was even greater performance improvement became evident.

3.5 Test Anxiety: Various Aspects – A Study

Farn'e M and Sebellico A (1989) conducted the above study and have given the following research report.

"Academic achievement anxiety (or "test anxiety") is a situation-specific anxiety. In this research, 53 medical students were subjected to the MCNair et al. POMS (an inventory assign six identifiable mood or affective states) during their psychology examination. 31 of them had been tested with the POMS also 50-70 days before the examination and the other 22 repeated the test 50-70 days after it. All the emotional states increased significantly during the examination, except the Anger-hostility factor.
3.6 Effect of Anxiety on Performance in Multiple Choice Examinations

Pamphlett R and Farnill D (1995) AD: Department of Pathology, University of Sydney, Australia.

The purpose of this study was to study the performance of the medical students on multiple choice questions with various levels of anxiety. Negative scoring of incorrectly answered multiple choice question has logistic advantages, but may disadvantage anxious students. It is therefore this study was focused to observe the effects of positive and negative marking of the true/false questions on the examination performance of medical students with different levels of anxiety. Third-year medical students (141 men, 71 women) completed a Spiel Berger State –Trait Anxiety Inventory before an examination in pathology in 1994. Students knew there would be penalties for wrong answers in the first half of the examination and no penalties in the second half. Performance on the two halves was compared and effects of levels of anxiety than American norms. Women students reported higher levels of anxiety than men, and levels for both genders were indicative of a moderately stressful situation. Trait anxiety was not associated with performance in either the negatively or positively marked halves of the examination. For women students, but not men, lower state anxiety was positively associated with higher performance on the negatively marked half of the examination (r = 0.29), but accounted for only 8% of the variance in scores. In their study, anxiety was correlated only slightly with results of a
negatively marked examination. It was concluded that anxious medical students are unduly disadvantaged by this method of marking.


3.7 Text Anxiety and Memory Working System.

Ikeda M, Iwanaga M and Seiwa H (1996) AD: Graduate School of Biosphere Sciences, Hiroshima University, Japan, maki@behaviour, las, Hiroshima-u.ac.jp

The purpose of this study was to examine the effect of test anxiety on deficits in the articulatory loop in the working memory system, we used a verbal memory task to occupy the articulatory loop and a spatial memory task to occupy the visuospatial scratch pad. 17 highly test-anxious and 19 low-anxiety subjects performed both tasks under an anxiety-introducing situation during which they were observed by a monitory camera. Percentage of correct responses and reaction times were measured as indices of task performance, highly anxious subjects reported feeling worry and cognitive self-concern more than the low-anxiety group, highly anxious subjects showed a longer mean reaction time on the task there was no difference in quality of performance. This finding interferes with information processing in the articulatory loop of the working memory system.

3.8 Mathematical Calculation Ability and Mathematical Anxiety of Baccalaureate Nursing Students

AD: University of Nebraska Medical Center College of Nursing, Omaha, USA.

Phzehl B.J (1996) reported the above said as follows:

This study was designed to investigate differences in mathematical calculation ability and mathematical anxiety for a group of undergraduate students majoring in fields other than nursing (n= 56) and a group of undergraduate students majoring in fields other than nursing (n=56). Results showed the nursing students had significantly lower mathematical skills test performance than the non-nursing students. No group differences were found for mathematical anxiety. These results are consistent with previous findings that indicate that nursing students are seriously deficient in mathematical skills. The greater deficiency in mathematical skills performance noted in the nursing group indicates the nursing education must consider more selective admission requirements related to mathematics. Mathematical calculation skills must be evaluated early in the program of study must be planned through the nursing program.


3.9 Test Anxiety in Master's Students: A Comparative Study

Barnes R.G (1987) reported the above study as follows:

Evaluation events are major problems of graduate students in nursing. The purpose of this study was to determine the correlation of test anxiety before and cognitive interferences during a comprehensive examination. The
sample (N = 54) consisted of two groups of students (Group I, N = 30 and Group II, N = 24) in a master’s program at a state university. Data were collected using three questionnaires: To measure general test anxiety, the Test Anxiety Questionnaire (TAQ) by Morris, Davis, and Hutchings (1981) was used to measure pretest anxiety; and to identify cognitive interferences during the examination, the Cognitive Interference Questionnaire (CIQ) by Sarason and Stoop (1976) was used. Findings revealed positive correlations between the two groups of students; general test anxiety and their cognitive interferences about evaluative outcome of the examination. Positive correlations were found also between the two groups’ general test anxiety and their pretest anxiety immediately prior to writing the examination. No significant relationships were found between the student’s performance rankings on the examination and their test anxiety.

Source: J Nurs Educ 1987 Jan;26 (1) :12-19 Doc. 9 of 10

3.10 Test Anxiety and Academic Achievement among South African University Students

AD: Department of Educational Foundations, University of Transkei, South Africa.

Mwamwenda T.S (1994) reported the above said study as follows: Although studies in Western and few developing countries have indicated students with low scores on test anxiety tend to perform better academic tasks than those who score higher test anxiety at this South African University no statistically significant mean difference on a test in educational psychology...
was noted for 121 students who scored high on the Anxiety Achievement Test and those 117 who scored low.

Source: *Psychol Rep 1994 Dec; 75 (3 Pt 2): 1593-4 Doc. 8 of 22*

3.11 Anxiety and Confidence in Using a Library by College Freshmen and Seniors

AD: Department of Psychology, King's College, PA 18711, USA.

Mech TF (1997) has reported the above said study as follows:

The first study using the measure of library anxiety showed that 180 college freshmen have significantly higher scores than college seniors. A second study found that among freshmen students those with high scores on library anxiety reported less confidence in using the library than those with low scores even though the students equal on several indices on academic ability and performance.


3.12 Test Anxiety, Relationship to Academic and Clinical Performance in Dental Hygiene Students:

AD: University of Southern California, School of Dentistry, Los Angeles.

Rich SK (1991) reported the above said study as follows:

This study studied the relationship of test anxiety, study skills, aptitude, and prior DPA to academic and clinical performance in junior and senior dental hygiene students. Eighty nine volunteer subjects completed a Test Anxiety
Scale (TAS) and an Effective Study Test (EST) at the beginning of the spring semester. Prior grade point average (GPA) and dental hygiene candidate aptitude (DHCAT) scores were obtained, and the relationships of all variables to spring GPA and spring clinic grade were analysed. TAS showed significant but weak, inverse relationships with prior GPA ($r = -0.24, p < 0.05$) and spring GPA ($r = -0.29, p < 0.01$). Verbal, science, and reading comprehension subscales of the DHCAT were significantly and moderately associated with spring GPA in a hierarchical/stepwise regression analysis. TAS did not explain any of the variance in academic or clinical performance. Study skills did not explain any of the variance in academic and clinical performance. Study skills explained 3% of the variance in spring GPA and 6% of the variance in spring clinical grade. Prior GPA was identified as the strongest predictor of academic performance in the dental hygiene program.


3.13 Anxieties of the High school youth

Elias (1949) found in his study of the problems of over 5000 high school youth that 20 percent or more of the young people named problems of the following categories: 'Being unable to talk to people', 'How to develop self-confidence', 'Day dream too much', 'Having a desirable personality', 'Losing my temper', 'Wanting people to like me', 'Hurting peoples feelings', 'Making something of myself', 'Concerned about the future', 'Choosing a vocation', 'What job best suited for', 'Don't know what I really want! Many students in the study by Pope mentioned above named problems pertaining to school such
as being unable to concentrate not studying enough, being unable to express themselves. The median students reported from 15 to 19 personal problems.

These kinds of problems are still prevailing among the students studying in XI students of many rural and urban schools of Tamilnadu State without proper guidance and counselling. They are unable to express their problems for decisions. The students' aspirations are not directed to have high academic achievement by any guidance officer or by counsellor in the higher secondary schools.

Seymour, Sarason and Mondler (1952) developed a questionnaire, the test Anxiety Scale (TAS), to measure anxiety in test situations. These findings are (1) Low anxiety pupils perform better when challenged by the taste (2) high anxiety students perform worse under the same conditions.

3.14 Study on the anxiety in relation to other traits and needs of the individuals

Singh (1980) attempted to analyse anxiety in relation to other traits and needs of the individuals as well as certain demographic factors the study showed that anxiety was positively related with tension. There was no relation between anxiety and intelligence. There was negative relationship between anxiety and n-difference and anxiety and n—education. Anxiety has low negative correlation with need achievement. None of the three demographic
variables namely sex, area and socio-economic status alone has an effect on anxiety.

3.15 A study on aspiration, test anxiety and academic achievement
Young, P.T and Yavitz, J.H. (1946) in their preliminary experiment found that college students who were high in test anxiety more frequently shared a typical change in aspiration following success and failure than students who were low in test anxiety as predicted. More recently Moulton has shown that a typical shifts in aspiration occur more frequently when achievement is low and test anxiety is higher than when the two motives are nearly equal in strength when an achievement is dominant.

4. STUDIES RELATED TO GUIDANCE AND COUNSELLING
4.1 Guidance needs of Detroit's 15 year old pupils' occupation:
Layton, K.W (1936) in his study of 1500, 15 year - old boys in Detroit, 82 percent wanted adult companionship and counsel. Those who had least companionship and poor family adjustment were most eager for this adult counselling.

Concerning the importance of having such information available in order to assist the students in their educational problems, Strang (1937) has stated that assistance to students must be thorough but not superfluous one cannot have too much information about a student, but one can give him too much advice. His present level of maturity must be ascertained his values, goals,
aims and purpose recognized and reported counselling in part, is instruction in self-direction.

In order to determine the activities and duties of school counsellors, Hitchcock secured data from 1282 counsellors representing 1255 schools throughout the United States. Hitchcock found that the majority of counsellors are now utilizing public relation media in their work. Three important factors emerging from this study is summarized as follows:

1. A very large percentage of counsellors are called upon to deal with diversity of students' problems.

2. Counsellors are called upon to perform a wide range of tasks and most work clearly with teachers, administrators and parents.

3. The duties of the counsellor carry him outside the school, as he attempts to help students with such problems as job placement, emotional, social and religious adjustments and assisting school leavers with next steps!

4.2 The Role of Vocational Guidance in Counselling Youth

Gellman, W (1954) conducted a study on the role of vocational guidance in counselling youth. In his study conducted for 1500, 15 years-old youth, career planning, counselling, aptitude testing, placement and follow-up work are the goals in the process of helping the individual make good vocational
adjustments. Geliman (1954) states, "The criterion for success or failure of vocational counselling is the degree to which it facilitates individual adjustment to work within the limits imposed by the vocational pattern and socio-economic factors".

Gurbax Singh Khurana (1988) explained his findings from the research work, "Students (Class IX – X) of Ludhiana school Adjustment problem" by taking the randomly selected students of Government and recognised schools of Ludhiana City. The important results obtained from his studies one sources of 'Help' / 'Guidance' in education

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Sources</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School teachers</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Tuition</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Parents</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>Brothers and Sisters</td>
<td>12</td>
</tr>
</tbody>
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Most of the students were guided by any one of the above sources for academic achievement.

4.3 Nature of Guidance programmes in schools – A descriptive study

Nanjunda Reddy K.R. (1977) and Madhuklar.C. designed the descriptive study to find out the nature of guidance programmes in schools, their working and importance. The major findings are given below.
1 Out of 25 schools taken for the study 14 schools (56%) are conducting such programmes, where as 5 schools (20%) are not conducting any such programmes.

2 Among type of programmes, it is seen that display of charts (56%) career news (52%), Guidance news (56%), visit to industries (45%) head the list.

3 No school had arranged interviews with employees.

4 The guidance programmes have more variety and better organised in private aided schools than government schools.

General opinion of the students regarding the need and process of counselling:

In an investigation designed by G.J. Jacob Pal (1991) and Srikantasamy makes an attempt to attain the general opinion of the students regarding the need and process of counselling and how far the students have been benefited from counselling services.

1. Majority of students go for, personal problems rather than for educational problems, vocational problems and social problems. [48%, 17.1%, 12.5% and 22.5% respectively].
2. Both counsellors and counsellees very strongly agree on the need for a guidance officer in every college (100% and 93.3% respectively).

3. All the counsellors are happy about the students' response to the counselling.

Some of the important findings of the study, 'Educational Guidance of XI standard pupils and its effect on the achievement of Mathematics are given below.

1. The critical ratio between the mean scores of boys and girls regarding guidance test scores is 3.45, which is significant at 0.01 level. The conclusion is that the girls have more attitude scores than boys.

2. The critical ratio between the mean scores of boys and girls regarding achievement test is 3.47, which is significant at 1% level, since girls secured more test marks than boys.

3. The correlation coefficient between guidance and achievement test scores is –0.052, which is not significant at 0.05 level. There is no correlation between the two scores. This shows the lack of formal educational guidance services in the higher secondary schools of Tamilnadu.
In a nutshell, from the review of the researches in this chapter II, the investigator observed the following:

* The aspiration scale can be prepared in such a way it reveals the aspiration of the students of the higher secondary schools. Many research studies done in the area of aspirations is more in foreign countries. The studies in India must be made more.

* It is also found that the academic career of the students had been hampered by anxiety. It is thus essential for a teacher to know the role of anxiety among the students in the school to guide them in the right path.

* This review of related literature has guided the investigator to identify the problem for the research study. By keeping all these points in view, the present study was designed to collect data from the XI standard students of different higher secondary schools on the basis of the variables which are closely associated with the variables to be tested and investigated.

Further the investigator hopes that this kind of research study may in future throw much light in this area by mirroring Indian situations.