CHAPTER II

2. REVIEW OF RELATED LITERATURE

The review of related literature plays a vital role in the world of research. It is the basis of all the research projects in every field of education. In simple words the meaning of survey of related literature is, to locate, read and to evaluate the past as well as the current literature of research, concerned with planned, systematic and scientific investigation.

While pointing out the need of the review of the related literature, Good, Bar and Scates (1941) state that, "The competent physician must keep abreast of the latest discoveries in field of medicine" and suggest that the careful student of education, the research worker and investigator should become familiar with the location and use of sources of educational information. It is one of the most indispensable part of the research project. This implies synthesizing and going into the works or researches that have already been done in the field over a period of time. This helps an investigator in many ways like knowing the quantum of work done in the field, knowing how to tackle his own problems and avoiding the risk involved in duplication of research.
Best²(1961) writes that "a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been found to be promising or disappointing and what problems remain to be solved."

The review of the research literature pertaining to the problem of study becomes essential for the researcher in order to have a complete and thorough information of the work done in his country and abroad. The study of predictors of academic achievement of student teachers in terms of aptitude, attitude, participation and human values is a new field of study in the country. Since the research studies conducted in this area are few, a need for more studies in this field has been emphasized in all the three surveys of research in education.

The review of the related literature and available researches has been focussed on academic achievement, aptitude, attitude, participation, human values and factors associated with the student teachers. Studies having direct bearing upon the present study are conspicuous by their absence. However, some of the significant studies, which have direct or indirect bearing upon the present investigation are given under the heads:
2.1 STUDIES ABROAD

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

Jensen (1951) employed the teaching of critical incidents to determine behaviour patterns of good and poor teachers. It was indicated for instance, that effective teachers were alert, cheerful, fair and impartial. They were able to stimulate pupils by their teaching techniques. They were helpful and had no disciplinary problems. They were usually sympathetic, democratic and courteous.

Spindler (1955) conducted a study on college students from lower middle to upper middle class homes and found a major shift in American values from Traditional to Emergent values.
Jones (1956) found that good teachers were having quickness of action and efficiency of production. They were more intelligent and sociable.

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

Gee (1960) surveyed some personality differences among medical students group on 'Study of Values'. He found that they were high on Theoretical and low on Economic scale scores. He also found differences in the major value orientations among the students choosing the various specialities, with the greatest diversity appearing on the Aesthetic and Economic Value Scales.

Bowie and Morgan (1962) conducted a research on Personal Values and verbal behaviour of teachers. In the study it was noted that the teachers who were high on Religious Value were making more supportive statements than the teachers who were high on Political Value. The teachers high on Social Value laid down more emphasis on
social expectation than the teachers high on Political Value. The teachers who were high on Economic Value did not lay emphasis on school's rules and regulations than the teachers of high Social Value.

Anderson\textsuperscript{10}(1966) studied the personal and situational factors affecting the choices of college and secondary school teachers and found that secondary school teachers scored higher on Economic and lower on Aesthetic Value than the college teachers.

Gage et.al\textsuperscript{11}(1967) are of the opinion that teachers have their own pattern of values. The significant aspect of the learning teaching process in the classroom is the transmission of value-orientation from teacher to pupil. It proceeds not so much through didactic teachings as through the reward and punishment system and other subtleties of the flow of interaction. "Which value will be transmitted depends upon the teacher's own value orientation, which in turn, is determined by his position in the groups and subcultures of the social structure."

Kirchner and Hogan\textsuperscript{12}(1968) found that there was no significant change and the values of future teachers remained constant after the students had been exposed to a
course of philosophy of Education. Very little change occurred on Theoretical Value Scale. With the sex variable controlled there were no significant differences among female future teachers in Elementary, Secondary or Special education schools on five of the six scales of 'Study of Values'. At the .05 level of confidence, there was a significant difference between scores of female senior teachers enrolled in Elementary education and in Secondary education as a group, the Elementary education future teachers were more aesthetically minded than the secondary education future teachers.

Baier and Rescher\textsuperscript{13} (1969) conducted 'A Questionnaire study of American Values by 2000 A.D. "in American society. They have reported the trend of upgrading and downgrading in value-patterns of American people as follows:

A. Upgrading Values.

Mankind oriented values, the intellectual virtues, reasonableness and rationality, the civic virtues, group acceptance, social welfare, social accountability, order, public service, aesthetic values.

B. Downgrading Values

Nation oriented values, the domestic virtues, responsibility and accountability, independence, self-reliance and self-sufficiency, individualism, self advancement, economic security, property rights, progressivism, optimism.
The terms 'upgrading' and 'downgrading' are used by the researchers in the generic technical sense.

Nelson\(^\text{14}\)(1971) conducted a study on 'Value-Patterns' of Physical Educators in colleges and universities of the U.S.A. In this study, statistically significant differences appeared between group means of men and women teachers in four to six values. Men placed higher value on Theoretical, Economic and Political variables while women emphasized the Aesthetic Value. No significant difference was evident in Social and Religious Variables.

Longstreth\(^\text{15}\)(1971) questioned and interviewed the entire faculty of High School teachers with regard to values and found that 82 per cent teachers felt that values are relative rather than absolute. Nearly all the teachers believed that the schools should be concerned with values, but were divided on the issue of 'ways of inculcation of values.' Most of the teachers did not believe in planning value-education and preferred to use examples and discussions for handling values. Those who believed in teaching of values, felt that the teacher, the community and the students should help determine the values to be taught, with the teacher choosing the method.
Preefriedt\textsuperscript{16}(1971) suggested three ways of inculcation of values. They were: (1) Indoctrination (2) Conditioning and (3) Effective approach.

Young\textsuperscript{17}(1971) surveyed the values held by 238 staff members of three Junior Colleges in California and concluded, "Institutional Personalities of Junior Colleges are created by the value orientation of their staff and that the perception and values of staff can determine whether an Institution succeeds or fails in achieving its objectivity."

Strohmeyer\textsuperscript{18}(1971) ascertained whether students perception of a teacher could be predicted from the knowledge of Value-differences or not. He found that teacher effectiveness could be predicted significantly from teacher's and student's values. His study was confined to 420 students and 21 teachers only.

Brawer\textsuperscript{19}(1971) surveyed the students and faculty populations of three Junior Colleges of Los Angeles area, each respectively embodying the characteristics of urban, sub-urban and rural schools. Most notably it was found that the actual role of students or teachers seems to effect the value system more than the other variables. He concludes that 'Values do indicate one potentially faithful way of examining people and hopes that by
examining value differences, ways may be found to better understand people who function in our systems of education.

Jones, Shallerass and Dennis (1972) found significant differences between students in the single sex schools and students of the same sex in the co-educational schools in all broad areas of scholarship, prestige, popularity, poor influences on behaviour and personal goals. Results suggest that co-education may be inimical to both academic achievement and social adjustment.

Jacob (1977) conducted a study on 'Value Systems of two academically contrasted groups of college men.' The comparison of mean scores on each scale indicated that only the Theoretical Scale distinguished between the two groups (a) High English, Low Maths. Group and (b) High Maths., Low English Group. The Religious, Economic, Aesthetic Values were not found to be significantly different for these two groups.

Behran (1977) demonstrated that perceived inter-personal relations with students, peers and administrators were all significantly correlated with each other.
Aderumanu (1979) reported a significant relationship between class climate and low morals and high disengagement of teachers.

2.2 STUDIES IN INDIA

Karn (1952) found reliable differences among the group of civil, metallurgical, electrical, chemical and mechanical engineers, for all values except the two values, Theoretical and Social. Mechanical and Metallurgical engineers deviated positively on Economic Value. Electrical Engineers deviated negatively and significantly from all other groups on Political Value. General metallurgical engineers were the most deviant group and chemical engineers the least.

Faiyaz Bushra (1959) found sex differences in values among training teachers, males scored higher than females in economic value while females were higher than males in aesthetic value.

Shakeela and Hafeez (1964) studied the value preferences as related to caste and religion. The results showed no relationship between these variables and value orientation.
Kakkar and Gordon\textsuperscript{27}(1966) conducted a study on "A cross cultural study of Teachers' Values" with a sample of 22 male and 73 female teacher trainees from India, Japan and America. This study indicated that certain values originally identified by factor analytic methods in the American culture could be reliably measured for educated English speaking subjects in the Indian culture. The other findings of the study were: (1) Indian Teacher Trainees differed from their American counterparts on survey of interpersonal value tool indicators congruent with certain characteristics of Indian culture and beliefs; (2) Indian teachers tend to score lower than their American counterparts on Support, Recognition, and Independence Values, and higher on Conformity, and Benevolence Values. The Indian virtues of self-realisation and Spiritual peace reflects the 'Psychological self-sufficiency' represented by low scores on the support and recognition scale, and (3) The greater similarity between the Japanese and American teachers may reflect in part the post-war American influence in Japan.

Verma\textsuperscript{28}(1969) observed that the teachers with high theoretical, aesthetic knowledge and religious values were better as compared to the teacher with dominant economic and political values.
Pal\textsuperscript{29}(1969) found that 'Student teachers' consider the political values as of the greatest importance, indicating that they are much interested in Power, Prestige, and in having some control over others. These teachers also placed great importance oriented to the 'cognitive approach' to things, and value that value which indicated that religious matters meant little to this group.

Dixit and Sharma\textsuperscript{30}(1970) used Bhatnagar's scale of values and found that higher secondary male teachers scored higher than university male teachers on aesthetic value. University female teachers scored higher than higher secondary female teachers on the economic scale.

Kulshrestha\textsuperscript{31}(1970) studied the value-patterns of scheduled caste and non-scheduled caste students and found no significant difference in values except in case of Theoretical and Religious ones. Non-scheduled caste students were having high scores on Theoretical and Scheduled Caste students were high on Religious Value.

Khan\textsuperscript{32}(1971) studied the relationship between the personal values of teachers and their pupils and found no significant relationship on A.V.L. 'Study of Values'. The findings of this study were inconclusive regarding the
relationship of sex of pupils to the relationship between personal values of Teachers and Students. It is clear from this study that (1) Marital status of College Seniors was not related significantly to the relationship between the personal values of teachers and students (2) sex, age and years of teaching experience of teachers were not related significantly to the relationship between the personal values of Teachers and Students.

Chatterji, Mukherjee and Banerjee,\textsuperscript{33}(1971) studied that the economic conditions of the family seemed to have no effect upon the scholastic achievement in all the intellectual ability groups and possession of a study room had no favourable effect in increasing the achievement scores.

Prahraj and Sinha\textsuperscript{34}(1973) studied the Value-preference differences as a function of sex and educational level. Boys and girls significantly differed on Security, Friendly Working people, Social position, Variety and Cleanliness. Boys were higher on the job values of security, Friendly working people and variety, while girls were higher on Social position and Cleanliness. Students of 11th grade were higher on the occupational values of Social service and Cleanliness.
while the students below the 11th grade were higher on that of good pay and high standards of workmanship.

Sharma and Tiwari\textsuperscript{35}(1973) studied value as a function of regression and sex, and found that high regression did not effect a particular value positively or otherwise, but sex affected values positively.

Makhija,\textsuperscript{36}(1973) revealed that intelligence has significantly positive influence on scholastic achievement. Students highly interested in sports seldom prove high achievement in schools.

Singh\textsuperscript{37}(1975) observed that attitudes and values of female and unmarried male teachers are significantly related with job satisfaction while age has no influence.

Chander\textsuperscript{38}(1976) concluded that there are three factors - A, B, C. A had only a small correlation with B and C. Therefore, the variables of teaching efficiency and attitude had little to do with the existing theory course.

Shashilata\textsuperscript{39}(1977) observed Factors which were required exclusively for a particular stream. For the science stream, Associational Fluency (Fa), Word Fluency (FW) and Originality (O), for the arts stream, Semantic Spontaneous Flexibility(Xs) and Induction (1) and for the
Commerce Stream Number facility (n) were found to be significant. The intellective predictors profile for the threestreams was distinct and unique.

Zacharia,\(^40\) (1977) found that there was high positive correlation between the secondary school pupils achievement in social studies and their attitude. The pupils interest in social studies was closely related to their achievement in the subject at all levels.

\(\text{Mitra,}\)\(^41\) (1978) observed that within the aptitude levels I and II, there was a high and very significant positive relationship between the intensity of scientific interest and the probabilities of success in higher secondary course.

George, and Joseph,\(^42\) (1978) found that intensive training and persistent practice in the five instructional skills influenced in varying degrees the sensitivity of the B.Ed. trainees to assimilate partly other related pre-instructional and post-instructional skills and to integrate them in their repertoire of teaching behaviour in the teaching situation.

Reddy,\(^43\) (1978) concluded that academic adjustment was significantly related to scholastic performance. Academic adjustment was independent of socio-economic status.
Shah (1978) found that there was no significant sex difference in self-concept at Grade IX, while the same was significant at Grade X. The relationship between self-concept and academic achievement was significantly positive and linear.

Bagirath (1978) observed that the teachers and students perceived the correlates of academic achievement as intelligence, character, emotional adjustment, school social adjustment, creativity, punctuality, alertness, efficiency, social/emotional adjustment and intelligence/social adjustment.

Tripathi (1978) tried to find out the relationship between teacher attitudes and organisational climate. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges, girls and boys colleges were not significant.

Desai (1979) revealed that the double talent groups had a higher percentage of high achievers and the single-talent groups had a higher percentage of low achievers and significant difference between the different types of gifted pupils.
Joseph (1979) studied all the nine independent variables that discriminated between the high achievers and average achievers, average achievers and low achievers and high achievers and low achievers correlated significantly with achievement in chemistry at the pre-degree level.

Shivappa (1980) found that study habits, educational aspiration, socio-economic status, n-Ach and I.Q. were significant positive correlates whereas personality adjustment and manifest anxiety were significant negative correlates.

Srivastava (1980) observed that there was substantial correlation between intelligence and achievement and moderate correlation between achievement and socio-economic status.

Vijaya Lakshmi (1980) found that there was significant difference between the high creatives and the low creative in academic achievement. Socio-economic status had a facilitating effect on the creative ability of the pupils.

Bhat and Indivesan (1981) found that the correlation between the high school marks and the first year subjects, which included Science and English was fairly high and the correlations decreased in strength.
as the semesters which dealt with engineering subject progressed.

Patel 53 (1981) found that there was no significant sex difference with regard to general ability of pupils of Standard II but the general ability variable influenced the achievement of the pupils of Standard II through Standard IV in all subjects and in their total achievement.

GCPI 54 (1981) observed that findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

Jain 55 (1982) found that male teachers devoted more time in asking questions than female teachers. Teachers with high religious value had favourable attitudes towards teaching profession, educational progress and pupils and teachers.

Kumar 56 (1982) observed that the curriculum and the text-books of Kendriya Vidyalayas were better suited for National Integration and National pattern of Education had been implemented in the true sense. Teaching and library facilities need improvement.

Sharma 57 (1982) concluded that the students of science stream had a higher level of verbal intelligence than those of the Commerce and Arts.
Gandhi (1982) investigated that the achievement, affiliation and power motive inventories, having 30 items in each of them had a fairly high degree of reliability and validity co-efficient. There was no significant sex difference with respect to achievement motive.

Dutt (1983) found that there is a high correlation between the social cohesion components. In the females, correlations were concentrated between the social cohesion components and the adjustment variables. The differences between the mean scores regarding the adjustment towards teaching and teachers were significant in the groups of institutions with high and low social cohesion.

Narayan Rao (1986) examined the relationship of a number of variables with job satisfaction. The findings revealed that women teachers were more intrinsically motivated than men teachers and vary in attitudes.

V Bhagoliwal (1988) concluded that more effective teachers were having a better inner control and were better in their capacity to integrate in pulse with value system, in their easy acceptance, socialised controlled behaviour and capacity to deal with their tension and conflicts and outer control.
2.3 A CRITIQUE

The review of the related literature shows that very little work has been done on the predictors of academic achievement in terms of various fields of activity of student teachers. The review also reveals that attempts have been made to study academic achievement, attitude, values, separately. Although teacher characteristics especially, interests, attitude and need with certain personality variables etc. have been drawing attention of researchers in India and abroad, prediction of academic achievement in terms of aptitude, attitude and human values has rarely been a subject of investigation in India. The phenomenon is relatively a new entry to the discipline of education.

The review presented above indicates that there is dearth of studies available which have a direct bearing on the present investigation. The review has been quite helpful in identifying variables of the study, formulation of objectives and in forming hypotheses. Thus, the present study aims at identifying predictors of academic achievement of student teachers and variables associated with them and thereby filling a vital gap in research.
2.4 REFERENCES


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