Study of Related Literature
CHAPTER II

STUDY OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature is a necessary step in researches of all variety. Such a review helps in taking systematic steps of research. A summary of writings of recognized authorities and of previous researches provide evidences that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based on past knowledge, this helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area, provide a background for the research work, and make the reader aware of the status of the issue.

According to Walter (1983)\textsuperscript{1}: “the related literature in any field forms the foundation, upon which all feature works will be built.”

According to Mouly (1964)\textsuperscript{2}: “the review of reference literature is essential to the development of problem and derivation of the effective approach to its solution”.

According to Mouly (1977)\textsuperscript{3} \textit{Man is the only animal that does not have to begin new in every generation but can take advantage of the knowledge, which has accumulated through centuries.} This fact is of particular important in research which operates as a continuous function of ever closer approximation to the truth. The investigator can be sure that his problem does not exist in a vacuum and that considerable work has already been done on problems, which are directly related to his proposed investigation. Before taking up any kind of study, the related literature is acquired and studied to understand the problem.

By review of the related literature the problem becomes clear and it directs the researcher in proceedings in his subject. It helps the researcher to know about the research methodology, tools and instruments, which proved to be useful and promising in the previous studies. The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and
honest and will often duplicate work that has already been done better by someone else”. From this statement, it can be said that for clarification and proper solution of the problem selected by a researcher, the review of the research is essential. A summary of the writings of recognized authorities and of previous researches provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant research. This research was taken up to test the effect of Achievement test.

2.2 Importance of Review of related literature

Review of related literature is the power of increasing productive work of research. It provides to choose technique in direction for inquiry of the problem in a scientific way.

According to Bourg and Goll (1983) \(^4\) “The related literature in any field forms the foundation upon which all future works will be built.”

Review of related literature is the way to discussing and found the nature of the problem in the context of research in scientific manner.

According to Kalbir sinh(1984). \(^5\) “A review of related literature helps the investigator to get the frontier in the field of his/her research and develop a research project which will contribute something to the knowledge already existing in the field.”

Agrawal (1975) discussed the importance of review of related literature is given as under.

1. Researcher cannot develop the research project plan with proper framework, until he/she not gets the work done under the selected field of the problem.

2. Researcher gets and provides the information about the Review of related literature.

3. Researchers discuss the plan of procedure of to collect the information regarding the research point.

4. Researcher can take care to classification of chapters and presentation of the research work according to their importance and needs.

5. Review of related literature provides baseline of information about research problem.
6. Review of related literature provides the information that which kind of tools, approach and technique were used by the other researcher for particular objectives/research. It also helps the researcher to take action according to nature of the problem.

7. Review of related literature provides significant programmed to plan and to draw research design.

8. With this process researcher comes to know actively, and get direction to find out the various approaches of the particular field of the research.

To keep in mind the above important points, present research work carried out, which is described in full length herewith.

2.3 Objectives of Reviewing related literature

Main objectives of the reviewing related literature is follows as under.

1. To know the problem of the Field.
2. To decide the baseline, nature and subject of investigation of the problem.
3. After deciding the subject/topic prepare framework and plan to check/test objectives.

2.4 Review of Related Studies:

Related studies help to provide a background for the research problem. The research should be familiar with what is already known and what is still unknown and untested. For the present study the researcher collected information related to his work from journals, articles, books and doctoral these conducted regarding to literature review begins in foreign, India and Gujarat.

STUDY : 1
Name : Sharma S. 6
Title : Relationship of Self-concept with Anxiety and School Achievement of Adolescents
Degree : Ph.D.
University : PAN. University
Year : 1968

Objectives:
The study investigated the relationship of self-concept (two measures: Positive negative self-concepts, and self-ideal discrepancies) and general anxiety with school achievement.

Sample:
Seven hundred urban adolescents (362 males and 338 females) randomly selected from class X of thirteen higher secondary schools, of four Indian states, were selected as sample.

**Tools:**
The Self-Concept Rating Scale and the General Anxiety Scale, both standardized by the investigator, were administered under non-stress conditions about four months before the final examination. The achievement scores in the final examination included the scores obtained by the students in a similar examination held a year earlier by the Punjab University.

**Findings:**
The following were the main findings: The value of ‘r’ between self-concept scores (positive / negative dimension) and self-ideal discrepancy scores was 80, which was highly significant. Thus, the two scores were negatively related to and an increase in self-concept scores was accompanied by a decrease in self-ideal discrepancy scores. The value of ‘r’ for self-concept scores and anxiety scores was 5.1 the value of ‘r’ for self-ideal discrepancy scores and anxiety scores was 0.50. These values denoted a significant linear and anxiety. Subject with negative self-concept (or high self-ideal discrepancy) were, significantly more anxious than subjects with positive self-concept (or low self-ideal discrepancy). Both self-concept scores and self-ideal discrepancy scores were curvilinear related to school achievement. The beta coefficients were 0.18 and 0.20 respectively. Thus, the subjects with a very high self-concept (or with a very low self-ideal discrepancy) as well as those with a very low self-concept (or very high self-ideal discrepancy)

**STUDY :** 2

**Title :** Teacher behavior and classroom dynamics

**Name :** R.Pavvanasam

**Year :** 1975

**Objectives of the study**
1) To change the teacher verbal behavior by proper training programme.
2) To study the effects of the sustained changed behavior and their effects on students’ performance.
3) To study the effects of changed teacher behavior on variables such as achievement motivation, value, orientation, dependency, classroom trust, initiative adjustment and academic achievement as related to pupils.
Hypothesis:
1) Properly planned training with definite inputs will change teacher verbal – behavior among the experimental group.
2) Sustained change in teacher verbal behavior will lead to changes in pupil performance in the experimental group.
3) Indirect verbal behavior will secure better classroom dynamics in relation to pupil achievement motivation, initiative, achievement motivation, initiative, adjustment and academic achievement.

Sample:
The sample for the present study was limited to only eighteen teachers handling three different subjects.

The sample population of pupils was limited to only 260 out of this 173 came under the experimental group and 87 under the control group.

Method:-
This study employed pre-test, post-test and experimental and control group designs in two phases.

Tool:
Class room teacher behaviour was measured by Flanders interaction analysis category system.

Finding:
1) Between the experimental and control groups, no significant difference in the mean values of their intelligence quotient was evident. Therefore practical purposes the two groups are considered to be comparable with regard to levels of intelligence.
2) Then, the three achievement tests seven interaction variable tests were administered and the mean score of the control and experimental groups analyzed. Important facts are that improvement recorded by the experiment recorded by the experimental group over the three stages was more accelerated than it was in the case of the control group.
3) The low achievers gain more than the high achievers in classroom trust. The two achievers gain more than the high achievers in the case of value orientation.
Study: 3
Name: Prabhavati Kumari
Title: Personality Needs, Moral Judgment and Value Patterns of Secondary School Teachers—A co-relation study
Degree: Ph.D. Education
University: Guj. University
Year: 1978

Objectives:
1. To make a comparative study of mean scores of male and female teachers in the inventories on personality needs, value and moral judgments.
2. To make a comparative study of mean scores of teachers belonging to different localities (rural and Urban) in the inventories mentioned above.
3. To make a comparative study of mean scores of teachers belonging to different generalizations (young, below thirty years, and old, forty-five years and above) in the three variables.
4. To determine the degree of relationship between the scores of male and female teachers.

Sample:
The sample consisted of 500 teachers (300 male and 200 female). The teachers from rural and urban secondary schools were selected through a stratified sampling procedure.

Tools:
Inventories on Personality needs and moral judgments were prepared by the researcher. Inventory on Spranger’s six values prepared by Yashvirsinh was used.

Findings:
1. Male teachers showed a high preference for affiliation need and female teachers proffered need for maintain order. Male teachers secured better points in aesthetic, political and social values.
2. Male urban teachers secured better points in aesthetic, theoretical values than the rural male teachers. Urban male teachers secured express high preference for achievement need.
3. Urban male teachers secured better points in judgment inventory.
4. Urban female teachers preferred economic and social values while rural female teachers preferred for aesthetic and religious value. Urban female
teachers preferred high score for affiliation and order needs. Urban female teachers showed better average score in moral adjustment inventory.

5. Teachers belonging to the age group of forty five and above, preferred aesthetic, social and religious values. They also expressed preference for need of achievement and order. Most of the variables were found to be correlated.

Study : 4
Name : Patel M. G. 9
Title : A study of the Prevalent Value System of the Students of South Gujarat Studying in Standards X and XI
Degree : Ph.D. Education
University : South Gujarat University,
Year : 1981

Objectives of the study
1. To study the philosophical and psychological aspects of value system.
2. To construct an inventory of value system,
3. To establish the reliability, validity and norms of the inventor of value system.
4. To validate the prepared inventory against other available measurements of value systems, and
5. The study the relationship between values systems and sex, grade, area, and income level. The hypotheses of the study.

Sample
Twenty-one high schools from four districts of South Gujarat were selected. The Student values inventory was standardized on a sample of 989 students of X and XI standards. The investigator prepared an information schedule for collecting relevant information. Validity was determined on a group of 50 students by calculating the product-moment correlation between different scores. The reliability of the tool was established by the split-half method.

Findings:
1. As the age increased the students became more sociable. The older students were more involved in economic value than the younger ones.
2. The girl students scored higher than the boy students on rational values.
3. In religious values, the higher income girl students scored higher than the higher income boy students.
4. Students of both the sexes and both the standards scored high for moral value. However, the lower income urban students.

5. The girls scored higher than the boys on religious, moral and scientific values.

6. On economic, normal, political and aesthetic values, the students of Sid. XI scored higher than the students of standard X.

7. On social, rational and moral values, students with lower income scored higher than students with higher income.

Study : 5
Name : Chaube 10
Title : A study of some personality traits and pressing problems of junior high school students
Degree : Ph.D., Education
Year : 1982

Objectives of the study
The objective were
1. To analyze the personality traits of junior high school students,
2. To ascertain the problem areas of junior high school students,
3. To study the problem areas with regard to the personality factors of junior high school students,
4. To identify the pressing problems of junior high school students.

Hypotheses
(1) There is a significant difference between boys and girls with regard to their personality traits.
(2) Junior high school students of classes six, seven and eight have different personality factors.
(3) There is a significant difference between boys and girls in their problem areas with regard to personality factors.
(4) There is a significant difference among sixth, seventh and eighth class students in their problem areas with reference to personality factors.

Sample
In the study, the multi-stage cluster sampling method was used. The primary sampling unit was the institution; the secondary sampling units were the VI, VII and VIII classes of each sex separately. The sample comprised 2032 students (976 boys and 1086 girls). Personality was measured with the help of the high school personality
questionnaire (Hindi Version) y S. D. Kappor and Sharadamba Rao (originally prepared by R. B. Porter and R. B. Cattell). The Students problem checklist prepared by the investigator was also used for finding out the pressing problem. The data were analyzed by using chi-square technique.

Findings

The findings were:

1. The girls were more critical and had lower mental capacity. They were unable to handle abstract problems, more emotionally mature, stable, constant in interests and calm. They did not obscure the realities of a situation, were adjusted to facts, more silent, introspective, full of cares, concerned, reflective, non-communicative, given to stick to inner values, slow and cautious as compared to boys. On the other hand boys were more stoical, complacent, deliberate, not becoming easily jealous, self-effacing, talkative, cheerful, happy-go-lucky, frank, and expressive, reflecting the group. Quick alert, unsentimental, self-reliant. They took responsibility, acted on practical logical evidence kept to point and did not do well on physical disabilities.

2. As the boys grew from class VI to VIII, the intensity in traits, viz. undemonstrative, deliberativeness. In traits, viz., undemonstrative ness, deliberativeness, in activeness, staginess, enthusiasm, needlessness, and happy-go-luck nature increased. They become less shy timid, thereat sensitive, apprehensive, self-reproaching, insecure, worrying, trouped, tensed, frustrated, and driven overwrought.

3. The most pressing problems of the total sample were: anxiety regarding securing good marks in examinations, parents taking too many pains for them, feeling much too ashamed for doing something wrong, anxiety about attaining success in life, losing one temper quite often wanting to plan for the future, finding it hard to forget certain mistakes, anxiety about what happens after death, parents worries due to paucity to money.

4. Parents taking too many pains for than anxiety regarding securing good marks in examinations, having bad handwriting, losing one’s temper quite often, feeling too shy, anxiety about attaining success life, feeling much too ashamed for doing something young, feeling perturbed in a crowd.
5. Reserved, detached critical, aloof and stiff boys faced more problems in the area of home and family and relations with people in general than those who tended to be warm-hearted, cut going, easygoing and participating.

6. Affected by feelings, emotion laid less stab easily upset and changeable girls faced more problems the area of health and physical development while those who were emotionally stable, calm, mature and aced reality, faced more problem in the areas of home and family and relations with people in general.

STUDY:

Name: Dinesh Dave

Title: A study of intellectual factors and academic achievement in arts, science and commerce courses at higher secondary stage

Subject: Education

Year: 1982

Objective:
The investigation was to study the predictive value of intelligence (verbal and nonverbal) and creativity for success in arts, science and commerce courses at the higher secondary stage, with anxiety, study habits and socio-economic status as control variables.

Sample:-
The sample of the study comprised 750 male students studying in class XI of mine intermediate college in western Uttar Pradesh.

Findings
The findings were:
1. The student of the scientific stream possessed a higher level of verbal intelligence than those of the literary and commercial streams.

2) The students of scientific and commercial streams possessed a higher level non-verbal intelligence and creativity than those of the literary stream. There was no significant difference between the students of the scientific and commercial streams on these variables.

3) The high achievers of only the scientific stream were significantly better than the low achievers on both verbal and non-verbal intelligence.

4) The high achievers of only the commercial stream were significantly better than the low achievers of this stream on creativity.
5) The high achievers of only the scientific stream were superior to those of the literary and commercial streams but the low achievers of both the scientific and commercial streams were better than those of the literary stream on verbal intelligence.

6) The high as well as the low achievers of both the scientific and commercial streams were superior to those the literary stream on creativity but the low achievers of the literary and scientific streams were superior to those of the commercial stream.

STUDY

Name : Sarswat, R.^{12}
Title : A study of Self-concept in relation to Adjustment, Values, Academic Achievement, Socio-economic status and sex of high school students of Delhi
Degree : Ph.D.
University : New Delhi
Year : 1982

Objective:
Objectives of the present study were:
The main objective of study was to examine the relationship of self-concept measures with adjustment, values, academic achievement and socio-economic status of boys and girls.

Sample:
A quota random sample of 840 students (420 boys and 420 girls) of class IX from 14 schools under the Delhi administration was selected. Data were collected using the self-concept Rating Scale developed by the researcher.
Product-moment correlation, t-test, stepwise multiple regression analysis and coefficient of multiple determinations were used to analyses the data.

Findings
The findings were:
The boy’s self-concept was positively and significantly related to social adjustment, while the girls’ self-concept was positively and significantly related to home, health, social, emotional school, as well as total adjustment. The boys’ self-concept was positively and significantly related to polite a social-structure and personality approach to analyze the interaction between characteristics of person and the characteristics of the social setting as they influenced creativity.
Study : 8
Name : Sharma S.K. 13
Title : Values of College Students of Different Socio-economic Groups and Relationship with their Intelligence and Adjustment in the colleges
Degree : Ph.D.
University : M.S. University
Year : 1986

Objectives
The investigator attempted to study the quality and adjustment and intelligence and their impact upon developing intrinsic desirable values.

Sample
1000 students of first year of 20 different college of Rajasthan were selected by the stratified method of sampling.
The normative, comparative and correlation survey method was employed to study the values and personality of students.

Tools
Value Test, Group Intelligence Test and Adjustment Inventory were adopted.

Findings:
1. The role of the teacher quite different in traditional and industrial societies.
2. The teaching experience did not affect significantly their classroom behavior.
3. Student’s perceptions regarding female teacher classroom behavior were better than their perceptions regarding the classroom behavior of male teachers.
4. In the context of rapid development in the field of science and technology, teacher faced a changed and disorganized social order, met with the explosion of expectations, and had to take up the role of an agent of social change and innovator of educational ideas.

STUDY : 9
Name : Kazi M.M. 14
Title : To study the effectiveness of preparing instructional material on the difficult topic on the subject of Arithmetic of standard X on educational achievement
University : Saurashtra University
Year : 1987
Objectives of the study:
1) To decide the level of difficulty of the discriminative value of the each topic of the curriculum of the Arithmetic of standard X.
2) To conclude and decide the topic by according to the order of highest discriminative value of the each topic of the curriculum of the Arithmetic of standard X.
3) To prepare an educational instructional material on the selected topic by for each topic of the curriculum of the Arithmetic of standard X.
4) To study the effectiveness of educational instructional material on the difficult topic on the subject of Arithmetic of standard X on educational achievement.

Population and sample of the study
In this present study students of standard X from the school of Rajkot city and from the village of Padghari were considered as the population of the study. Total 100 students were selected randomly and total 30 teachers were selected teaching arithmetic in standard X as the purposive sampling for the research purpose,

Tools used for the study:
In this present study,
(a) Check-List
(b) Questionnaire
(c) Score on Achievement Test were selected.

Research Method:
In this present research Survey Method was used.

Analysis of Data
In this present study ANCOVA statistical Technique used.

Findings of the study:
Findings of the study are given as follows.
1) In the curriculum of arithmetic of standard X total eleven topic were covered, among them (1) Kramchay and Sanchay (2) Volume, two topic were found most difficult according to difficulty value, among them Kramchay and Sanchay was found most difficult according to difficulty value of total eleven topic curriculum of arithmetic of standard X.
2) Mean score on Achievement test of Instructional Material were significantly found higher than traditional method of teaching Kramchay and Sanchay topic of curriculum of arithmetic of standard X.
STUDY : 10
Name : Chatterji P.S.¹⁵
Title : A study of the factors affecting academic achievement of Bangladesh primary school children of Daka city
University : M.S. University, Baroda
Year : 1994

Question:-
1) What are the contributions of the various factors affecting the academic achievement of primary school student?
2) Which factors are contributing most in academic achievement of primary school students?
3) IS there any significant difference between the high achievers and low achievers from the same school in endowment of different factors of academic achievement?
4) Is there any significant difference between the schools with good results terms of different schools factors?

Tools:-
Achievement inventory home environment scale.
Socio-economic status scale.
Evaluative criteria teacher
Evaluative criteria principal

Sample:
The study was conducted in Dhaka city with is the capital and the largest city of Bangladesh. All the schools having a primary section constituted the population for this study. A total of 12 schools were selected as the sample of this study.

Test:
The selected factors were subjected to correlation analysis, multivariate regression, step-wise regression and student t-test.

Finding:-
1) Education level of the father of high achiever was found to be consistently higher than the mean educational level of the fathers of low achievers in every grade of every school.
2) The general picture is that the high achievers are taught by high achievers are taught by parents and low achievers are taught by private tutors.
3) The top two schools held a help-yearly examination and regular monthly class
test.
4) The principals of the top two schools have superior academic back ground
than the principals of the bottom schools.
5) Most of the high achievers of all the four schools live in nuclear families.
While the low achievers are generally from joint families.
6) Training in teaching should be made compulsory and this should be
supplemented with periodic refreshers courses.
7) Different schools seem to have adopted their approach to have adopted their
approach to teaching-learning in the classroom to the various limitations.

Study : 11

Investigator : Dave P.N. 16

Title : A Study of achievement test of mathematics subject of
Standard -9 with reference to main and supportive assignment
method of self-study, literature, tap-slide programme and
educational game

Year : 1997

University : Gujarat University

Objectives of the study :

1. To construct achievement test of Set-Procedure, Trigonometry and plane
quadrilateral topic in mathematics subject of standard -9 with reference to
main and supportive assignment method of self-study, literature and tap-slide
programme and educational game.

2. To study the effect of main and supportive assignment method of self-study,
literature and tap-slide programme and educational game, on achievement test
in mathematics subject of standard -9.

Population and Sample:

In this present study 260 students of standard-9 of Forward school of
afternoon shift, from Amreli district were selected as population. From the selected
standard two group were selected one group of sample of the students were 63 as in
experiment-1 while sample of the students were 64 as in experiment-2

Tool used for the present study:

In this present study achievement test of Set-Procedure, Trigonometry and
plane quadrilateral topic in mathematics subject of standard -9 with reference to main
and supportive assignment method of self-study, literature and tap-slide programme and educational game was prepared by the investigator as Teacher Made Test.

**Research Method:**

In this present study experimental design was used to study the effect of main and supportive assignment method of self-study, literature and tap-slide programme and educational game, on achievement test in mathematics subject of standard -9.

**Data Analysis techniques:**

In this present study t-test was used to analyse the data.

**Findings:**

1. Self-study, literature were found significant on achievement test in mathematics subject of standard -9, while tap-slide programme and educational game has not any significant difference was found on achievement test in mathematics subject of standard -9. In the symbolic manner they are described as literature > educational games = tap-slide programme.

2. Mean score of achievement test of students of standard-9, on educational games were found significantly higher than literature and tap-slide programme.

**Study**: 12

**Investigator**: Molia M.S. 17

**Title**: A study of an effect of Cognitive through process, Metacognitive process and counter suggestion process on Achievement in Mathematics.

**Degree**: Ph.D.

**Year**: 1997

**Objectives:**


2. To study the characteristics of frequency distribution with reference to Mathematical Achievement scores of the students of different groups taught through different programmes.

with respect to Mathematical Achievement, Knowledge scores, Understanding scores, Application scores and Mathematical Skills scores of the students.

4. To study the characteristics of frequency distribution with reference to Learning Process scores of the student of different groups taught different programmes.

5. To study the effectiveness of Cognitive Thought Process Programme, Meta-Cognitive Process programme and Counter Suggestion Process programme with respect to Learning Process scores of the students.


**Population and Sample:**

The students studying in Gujarati medium high school in std. IX in the academic year 1995-96 in Rajkot city were considered as population of the study. The investigator selected four classes from Shri Saurashtra High School, Rajkot. Out of four classes there were 65 to 67 students. In these two classes total students were 132. These 132 students were randomly classified into four groups. In each group, there were 33 students.

**Tools:**

In the present study the investigator constructed and standardized Mathematical Achievement Test on Polynomials and Linear equations of two variables of Mathematics.

**Research Method:**

This was an experimental study.

**Analysis of the Data:**

Analysis of variance and qualitative techniques were used to analyses the data.

**Findings:**

1. The mathematical achievement of CTp group is higher than that of the other 3 groups. The mathematical achievement of MCP group and CSP group is higher than that of CT (Conventional Teaching) group.

2. The achievements of knowledge and understanding of Mathematics of CTP group are higher than that of the other 3 groups. The achievements of knowledge and understanding of Mathematics of MCP group and CSP group are higher than that of CT group.
3. The achievements of Mathematical Skill and application of Mathematics of CTP group are higher than that of the other 3 groups.

4. The scores of group MCP group and CSP group on learning process interview are negatively skewed and stable also (standard error of mean varies from 1.09 to 1.42).

5. The achievement of learning process of CTP group is better than that of CSP group. The achievement of learning process of MCP group is better than that of CT group.

STUDY : 13
Name : K.R.Patel
Title : An investigation into the teacher effectiveness of the secondary schools in the context of organizational climate, organization health and certain others variables
University : Sardar Patel University.
Year : 1998

Objective:-s
1) To assess the organizational climate and the organization health of the secondary schools.
2) To classify the secondary school into “humanistic” and “custodial” schools on the basic of certain criteria.
3) To study the behaviors of the principals belonging to humanistic and custodial schools.
4) To assess the organizational health of the “humanistic” and “custodial” schools.
5) To study the different dimensions of “humanistic” and “custodial” schools.
6) To study the effectiveness of the teachers in relation to OCDQ, OHDQ, experience of teacher and sex of the teacher.
7) To offer suggestions for the improvement of teacher effectiveness in the present set up.

Sample:
Initially, 120 schools were randomly selected by employing stratified sampling procedure. The teachers of such schools were given OCDR for their opinion. Complete response for each item was the criterion for accepting the form. Thus 120 teachers and 120 principals of 120 schools responding the tool.
Tool:-
The OCDQ is composed of 64 Likert type items which teachers and principals use to describe the climate of their schools. The 64 items of the questionnaire were assigned to eight-sub test of which four refer to the characteristics of the teachers as a group and the other four refer to that of the principals as a teacher.

Finding:-
1) The sex of the teacher did not play any role in teacher effectiveness.
2) The long experienced teachers were found to be more effective than those having short experience.
3) The teachers from the schools having high organization health were prone to be more effective than those at low level.
4) The teachers from open climate schools had more effectiveness than those from closed climate schools.
5) The interaction effect of sex and experience of teachers played an important role in the effectiveness of the teacher.
6) The interaction effect of sex and organization climate was found to be significant.
7) The male teachers serving in high organizational climate schools were found to be more effective than the others.
8) The interaction effect of experience and organization health was found to be significant in favor of teachers having long experience serving in school in which high organization health was prevailing.

Study : 14
Investigator : Jota Bhalla
Title : Effectiveness of Vedic Mathematics on Academic Achievement of Primary School Students
Year : 2010
Objectives :

1. To study the difference between control group and experimental group in academic achievement in mathematics.
2. To study the difference in the academic achievement of girls of experimental group and control group.
3. To study the difference in the academic achievement of boys of experimental group and control group.
Method:
Experimental method was employed and Simple randomized matched group post-test design was used.

Sample:
The sample was restricted to 80 students out of which 40 were girls and 40 were boys studying in 5th class of Normal Jyoti Modern School of Amritsar.

Tool:
The present study was to study the effectiveness of Vedic Mathematics on academic achievement of the student; no such standardized tool was available. So self-constructed achievement test was used.

Findings:
1. There exists a significant difference in the academic achievement of the students when taught through Vedic methods of teaching mathematics. The mean score of experimental group was higher than the mean score of control group.
2. There is no significant difference in the academic of girls of experimental group and control group. It was found that the girls of both experimental and control group showed similar academic achievements on the bases of scores they contained in achievement test.
3. There exists a significant difference in the academic achievement of boys of experimental group and control group. The mean score of boys of experimental group was higher than that of control group. This shows that academic achievement of boys of experimental group is better than the boys of control group.

Study:
Investigator: K.S.Krishna Kumar
Title: Instruction technology awareness and in-service training need of primary school teachers of Kerala
Degree: Ph.D
Year: 2007

Objectives:
To find out the level of awareness in instruction technology for the total sample of primary school teachers of Kerala and for the different subject sample of teachers
formed on the basis of classificationary variable genders level of teaching school management, type of distinct, teacher training qualification and length of service.

**Population and Sample:**
Primary school teachers of Kerala state. 613 primary school teachers belonging to ten districts of kerala.

**Tools:**
Check list, Questionnaire

**Research Method:**
Survey method

**Analysis of the Data:**
T-test

**Findings:**
- Primary school teachers of kerala state are moderately aware of instructional teaching.
- It is somewhat lacking in the management domain when compared to other four domain of instructional techalogy viz…., Design, development, utilizations and evaluation.

**2.6 Conclusion**
From the above review of related literature it can be conclude that majority of the studies were carried out with reference to achievement, intelligence, Numerical Ability and classroom interaction related with the particular subjects. Construction and use of the tool of the present study is described in next chapter three.
CHAPTER II


6. Sharma S. (1968) Relationship of Self-concept with Anxiety and School Achievement of Adolescents, Ph.D., PAN. University

7. Pavvanasam R. (1975) Teacher behaviour and classroom dynamics


10. Chaube (1982) A study of some personality traits and pressing problems of junior High school students, Ph.D., Education.

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