CHAPTER II

REVIEW OF RELATED LITERATURE
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2.0 Introduction

Before conducting research in any area it is necessary that the researcher reviews the literature available in that area so as to familiarize himself/herself with the area and to plan his/her own study precisely and systematically. Review of literature is an extensive, thorough, detailed and an evaluative process aimed at obtaining detailed information concerning a particular area of interest.

"Every research project should be based on relevant thinking and research that has preceded it. When completed it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and research that follows". (Fox, 1969, p. 111). Research takes the advantage of knowledge which has been accumulated in the past as a result of constant human endeavour. A careful review of research literature on the problem area to be investigated is one of the important steps in the planning of any study. Review of research literature serves the following specific purposes.

i) It makes the researcher up-to-date on the work which others have done in the area and thus enables the researcher to define his/her problem, delimit the area, and states the objectives and hypotheses clearly and concisely.

ii) By reviewing the related research literature the researcher can avoid unfruitful and useless problem areas.
iii) Through the review of related literature the researcher can avoid unintentional duplication of well-established findings.

iv) It gives the researcher an understanding of the research methodology that can be followed in conducting similar studies. It helps him to know about the tools and techniques which proved to be useful and promising in the previous studies.

All the studies conducted so far in India in the area under the present study were reviewed. The studies conducted on disadvantaged children in general and first generation learners in particular are presented in the following pages.

2.1 Psycho-Social Studies on Disadvantaged Children

Nomani (1965) studied problem Adjustment of Adivasi students taking a sample of 150 male and 50 female students selected randomly from different colleges and schools of Ranchi and Sindega. Hindi adaptation of Bell’s Adjustment Inventory was used to collect data. The main findings of the study are given below.

i) No significant different existed between male and females in adjustment.

ii) No significant difference was found in adjustment between the students from Ranchi and Sindega.

iii) Male and female students did not differ significantly in different areas of adjustment.

iv) Significant difference in health adjustment between the students of Ranchi and Sindega was noticed. Sindega sample showed poor adjustment.

v) Ranchi school students tended to have better health adjustments than their Sindega school counterparts.

vi) Social adjustment in general was not satisfactory.

Aikara (1979) conducted a study entitled “Educating Out-of-School Children: a Survey of Dharavi Slums”. Twenty percent of the out-of-school children and 5 percent of the in-school children were selected randomly as sample. The major findings showed that
the out-of-school children had relatively poorer educational, occupational and economic background compared to their in-school counterparts. Poverty and poor educational background were the main reasons for dropout and failure. By and large the parents of the out-of-school children were eager and willing to send their children to an educational program that would be suitable and convenient to them. An educational program that combines literacy with vocational training was the most acceptable for the out-of-school children.

Also it was observed that, the parents of the majority of children wanted the medium of instruction to be the mother tongue.

Chitnis (1981) conducted a survey covering 15 states in India to find out how the various types of facilities providing for promoting education among the scheduled castes and scheduled tribes children had been made use of and what kinds of problems were faced by these children in the process of education. The study was conducted in two phases. In the first phase, a statistical profile indicating demographic characteristics of the SCs and STs in the state and facilities open to them and Government and voluntary agencies working for their advancement. The second phase consisted of a field study on several aspects of the students lives. The major findings of the study were as follows:

i) The SC students were unable to escape their low caste identity and their classmates behaviour towards them was affected by this knowledge.

ii) They belonged to poor uneducated family but were able to overcome all shortcomings in their backgrounds and were able to progress without failure to high school and college.

iii) The respondents had a poor exposure to mass media, a low level of politicization and an inclination to cling to protected positions and they rarely participated in extra-curricular activities.

A comparative study of personality patterns of Scheduled Caste and Higher Caste students in the State of Haryana was conducted by Pal (1984). The sample consisted of
200 SC students (100 boys and 100 girls) and 200 high caste students of Class IX belonging to 60 government as well as aided high and higher secondary schools. The students were administered the Cattell High School Personality Questionnaire, the Allport-Verman and Lindzey Inventory of Values, the Deo Personality Word List, Raven's Standard Progressive Matrices and Rao Socio-Economic Status Rating Scale. The major findings are given below.

i) When the influence of age and grade were controlled SC students differed significantly from their high caste counterparts on six out of 14 personality factors. They were more reserved, expedient shy, tough-minded, tense and had undisciplined self-conflict. On the other hand, high caste students were more outgoing, conscientious, venturesome, tenderminded controlled and relaxed.

ii) SC students possessed lower theoretical and social value and higher economic value, whereas the High Caste students were found to have higher theoretical and social value and lower economic value.

iii) SC students possessed poor social self-concept whereas Higher Caste students in comparison to their SC counterparts possessed better social self-concept.

iv) There was no significant difference in intelligence between SC and Higher Caste students.

v) SC boys were phlegmatic, shy and had undisciplined self-conflict whereas high caste boys were excited, venturesome and controlled.

vi) SC boys possessed poor self-concept as compared to high caste boys.

vii) SC girls were more reserved, shy and toughminded. They had undisciplined self-conflict and were more tense than the high caste girls. High caste girls in comparison to SC girls were more outgoing, venturesome, tenderminded, controlled and relaxed.

viii) SC girls possessed poor social and ideal self-concept as compared to High caste girls.
A comparative study of various Naga Tribal pupils in relation to their self-perception, socio-economic status, vocational and educational Aspirations and Academic achievement was conducted by Chand (1985). The study was conducted on 674 pupils (353 boys and 321 girls) of Class IX from 10 high schools of three districts of Nagaland. Tools used include Deo-Jogawar Self-Concept Inventory, a modified version of Kuppuswamy SES Scale and Kamat’s Educational Aspiration Scale, Vocational Aspiration Scale, Vocational Prestige Value Scale, Achievement Vocational Prestige Value Scale and an Achievement Test in General Science and Mathematics for pupils of Class IX. The study revealed that, while the some pupils were found to be significantly different from the Angami and Ao in respect of Self-perception, the pupils belonging to Angami and Ao tribes appeared similar.

Social Attitudes and Problems of scheduled caste and scheduled tribe girls in secondary schools was studied by Raghavakumari (1986). The sample included 850 SC, 194 ST, 783 Non-SC/ST girls drawn from 45 secondary schools of three districts of Karnataka employing the method of stratified random sampling. Rao’s Social Attitude scale and Money Problem checklist were the tools used to collect data. Also information about SES was collected along with bio-data of the individuals Achievement marks were noted from the office records. The major findings are as follows:

i) The SC group had better attitude to manual group (AMW) than ST groups.

ii) SC and ST groups had more problems in five problem areas than the non SC/ST groups.

iii) In all the three groups AMW was better in Urban schools than in rural schools and vice versa for attitude towards family planning. The urban SC group experienced more problem than its rural counterpart in four problem areas. But the rural ST and non-SC/ST groups seemed to have more problems in a majority of the areas than the urban group.

iv) SC and ST students in government schools faced more problems than those in private schools in most of the areas.
v) The majority of problem areas had significant relationship with demographic and organismic variables in the SC and ST groups. But in the non-SC/ST groups though some of the problem areas showed significant relationship with these variables this group differed from SC and ST groups.

vi) Only in non-SC/ST group did the majority of the problem areas had significant relationship with academic achievement.

Srivastava (1986) designed a comparative study of tribal and non-tribal stagnates with reference to their mode of stagnation, academic achievement, personality traits, socio-economic status and intelligence. The sample consisted of 210 stagnates from 5 tribal groups and 250 stagnates from non-tribal people residing in the same regions. Jalota’s Group General Mental Ability Test, Cattell’s HSPQ Kulshrestha’s SES Scale (Rural) were used to collect datas. Marks secured by the stagnates in the annual examination were used as criterion of academic achievement. The major findings were as follows:

i) Bhotia and Jaunsari tribal students were more intelligent than the non-tribal students.

ii) Bhotia and Jaunsari students exhibited positive attitude towards most of the personality factors.

iii) Thoru, Boxa and Raji tribals showed negative attitude towards personality traits.

iv) The stagnates of Bhotia, Thoru, Jaunsari and Boxa did not show any significant difference from the non-tribal students.

v) The stagnates from the Raji tribes had comparatively poor SES background.

vi) Bhotia and Jaunsari students showed better academic performance than the non-tribals.

vii) Academic performance of Thoru, Jaunsari and Raji tribals was inferior to that of non-tribals.
Tripathi (1990) conducted a study on academic performance of tribal and non-tribal high school students in relation to their self-concept, level of aspiration and academic motivation. Academic performance was found significant but negatively correlated with self-concept and level of aspiration. But no such relationship was found between academic performance and academic motivation except on one of its dimension i.e. desire for self-improvement. But this relationship was positive in the case of tribal high-achievers. The researcher also found that the tribals had low level of aspiration as compared to their non-tribal counterparts.

Verma and Sinha (1990) conducted a study to find out whether significant differences existed among higher castes, backward castes and scheduled castes adolescent students in their cognitive ability, academic achievement and study habits. A sample of 150 male adolescent students studying in 12th grade in different senior secondary schools in Lakhimpur Kheri (UP) was included in the study. Socially advantaged group comprised of 50 higher castes students while two socially disadvantaged groups comprised of 50 backward castes students and 50 SC students were selected.

"Samanya Manasik Yogita Pariksha" developed and standardized by Joshi (to measure cognitive ability) and the Hindi version of "The study Habits Inventory" by Krishnan (to assess study habits of the students) were used as data collection tools. The Intermediate examination marks were taken as academic achievement. The findings showed that the students belonging to higher caste obtained significantly greater mean intelligence scores than the students belonging to backward caste as well as SC students. Moreover, higher caste students were superior to backward and SC students in scholastic achievement. Even backward caste students showed higher achievement than SC students.

Raina (1992) studied the responses of SC and ST students to schooling in Rural India. The investigator considered for his study the village "Mota-fo Faliya" of Vadodara district of Gujarat. Using information schedules information from school records
regarding the enrolment of SC and ST students and their performance. The study revealed that, the number of SC and ST pupils had increased during the past decade (1973-84), and academic performance of SC and ST students did not differ from other pupils.

Khobragade (1993) studied the vocational aspirations and interests of SC and ST students. The sample of the study comprised of 196 SC boys, 184 SC girls, 116 ST boys and 104 ST girls. The tools used were: questionnaire, intelligence test, SES scale, information proforma and interview schedule. The major findings of the study are as follows:

i) ST boys had less adequate facilities (physical and transport) at their homes compared to SC boys.

ii) The SC and ST girls had equal facilities (physical and transport as that of the SC and ST boys.

iii) Home, School, surroundings, SES of students were bearing on vocational choices. Also vocational maturity influenced vocational aspirations and interest of students.

iv) Most of the girl students showed disinterest in extra-curricular activities. They use their leisure in domestic work.

v) Very few SC and ST boys and girls were aware of vocational avenues available.

vi) The higher achievers aspired medicine, engineer, Scientist career whereas second choice was teaching. Lower achievers preferred to be primary teachers.

Uma Chitra, Thiagarajan and Santhanakrishnan (1993) studied the psycho-socio-educational factors of SC girl students in higher secondary schools. The tools used to collect data were Multi-dimensional Personality Inventory (Agarwal), Test of `g’ Culture Fair Scale 2 (Form A) (Cattell an Cattell, 1973) , Occupational Aspiration Scale (Srivastava), Bogardus Social Distance Scale modified by Kuppuswamy, Socio-economic Status Scale (Aarou, Marihal & Malathesha). One questionnaire was also prepared and
used by the investigator to find the awareness of facilities extended to the SC students. The sample consisted of 104 SC girls and 100 non-SC girl students. The major findings are given below:

i) There was significant difference in SES between SC and non-SC students.

ii) The academic achievement of students correlated negatively with their personality.

iii) The academic achievement correlated positively with Intelligence.

iv) The SES correlated positively with Academic Achievement.

Chandrashri, Daftner and Anjali (1994) made a socio-Psychological study of level of aspiration of Harijan students. The study examined the levels of aspiration of Harijan students from a socio-psychological perspective. Four hundred male students of Classes IX to XII were chosen as the sample of the study. The ages of these students ranged from 14 to 18 years. The tools used were a questionnaire, interview schedule and Cantril’s level of Aspirations Scale. The collected data were processed using percentages and chi-square test. The major findings were:

i) When Harijan students were asked to state their hopes and wishes for future, a large number of boys expressed a desire to have opportunity for better employment, more land and better agricultural facilities and more facilities for higher education, a few wanted opportunities for commerce and trade.

ii) The main obstacle in the way of happiness of Harijan students was money factor, followed by want of employment, want of education and want of bare necessities.

iii) Regarding fears of their future a majority of them stated fear about uncertainty of future employment followed by fear about successful completion of education, economic insecurity and want of sympathy.
iv) Factors that made Harijan students unhappy were problem of money followed by social approval, uncertainty about getting suitable jobs and illness.

v) On the level of aspirations the Harijan students stated that they looked with confidence to the future and had great aspirations they wanted to rise and reform their social and economic conditions.

vi) There was discrepancy between the achievement and aspiration levels of Harijan students.

vii) On Goal Discrepancy, scores of past, present and future, all were found to be positive indicating a complete confidence of Harijan students for their future.

Lakshmi (1996) studied the problem of scheduled castes, scheduled tribes and non-scheduled caste girls of secondary schools in relation to a few social and psychological factors. The sample of the study comprised 700 girls covering 43 STs, 209 SCs and 448 non-SCs from the secondary schools of Bangalore city. Proportionate stratified random sampling method was used to draw the sample. The tools used were Adolescent Girls Problems Inventory by Sudha, Educational and Vocational Aspiration Scale by Sudha and Satyanarayana, Culture-Fair Intelligence Test by Cattell et al., Self-Esteem Inventory by Coopersmith, Socio-Economic Status Scale by Kuppuswamy and Personality Scale by Sudha. The collected data were analysed using t-test and two-way ANOVA. The major findings were:

i) The scheduled castes girls reported significantly more problems than non-SC girls in its seven different dimensions.

ii) Girls with high intelligence had more problems than girls with low intelligence in its eight different dimensions.

iii) Scheduled castes girls with high educational aspiration had more problems than SC girls with moderate Educational Aspirations, while ST girls with low educational aspirations had lowest in its five dimensions.
iv) STs girls belonging to low SE Status had more problems in its five dimensions.

v) SC girls from high SE status had more problems in its two dimensions.

vi) SC girls with high intelligence had more problems whereas ST girls with low intelligence had least problems in its five dimensions.

vii) Girls with personality traits of low ascendancy, high responsibility and low emotional stability, had more problems than their counter groups in its one dimension.

viii) ST girls with low ascendancy, low emotional stability, high responsibility had more problems in its one dimension.

2.2 Studies on First Generation Learners

Kothari (1984) studied the development of moral concepts among first generation learners and second generation learners in Indore city. Moral concept test was used for measuring moral concepts. The major findings are as follows:

i) Parents educational level was significantly related with the development of moral concepts of their children.

ii) Mother’s and father’s academic qualifications had a significant impact on the existing moral concepts of the child.

iii) Better interpersonal relationships with the parents encouraged the development of moral concepts among the children.

iv) Better interpersonal relationships with the teachers encouraged the development of moral concepts among the children.

v) Better interpersonal relationships with the peers helped formation of the moral concepts among the children.

vi) Treatment given in the form of instructional materials were found to be more effective in developing the selected moral concepts among the first generation learners than the second generation learners.

vii) Treatment in the form of instructional materials were found to be superior to the traditional method of teaching in developing the selected moral
concepts among the first generation learners and second generation learners.

Academic problems of first generation learners was studied by Sahoo (1987). The sample consisted of 24 first generation learners (12 boys and 12 girls) and equal number of non-first generation learners. The study was conducted on students of Std. II, III, IV and V. The tools/techniques used in the study included questionnaire for the students, interview with the teachers, and school records. The major findings of the study were as follows:

i) The first generation learners differed from the non-first generation learners so far as their academic problems were concerned.

ii) There was no significant difference between first generation learner boys and first generation learner girls in their academic problems.

iii) The parents of first generation learners, were found indifferent towards the education of their children whereas the parents of non-first generation learners were very careful about the education of their children.

iv) None of the first generation learners received encouraged and guidance from their parents whereas 71.6 percent non-first generation learners received necessary encouragement and guidance from their parents.

v) About 21 percent of first generation learner parents engaged their children in tuition while 96 percent non-first generation learner parents engaged their children in tuition.

vi) All the non-first generation learner had requisite schooling facilities like books, slates, paper, pencils, bags etc. while only 12.5 percent of first generation learner had all these facilities.

vii) There was marked difference in attendance between first generation learner and non-first generation learner. The non-first generation learner attended classes regularly while the first generation learner were careless in attending classes.

viii) The non-first generation learners showed better academic performance than the first generation learners at school examinations.
The first generation learners did not show much interest in activities like Puja, Debate and song, while the non-first generation learner showed much interest in these activities. However the first generation learner proved better than non-first generation learner in gardening, cleaning, fencing and repair work.

Patel (1989) conducted a study on the problems of first generation learners studying in primary schools. The first generation learners were found in large numbers in the primary schools of Ahmedabad Municipal Corporation. The researcher tried to find out the proportion of first generation learners in the various sections of society. Their problems have been classified and ways and means to solve them have been suggested. The important findings are as follows:

i) There were more first generation learners among girls than among boys.

ii) The number of first generation learners is large among scheduled castes, scheduled tribes and backward classes.

iii) The first generation learners were found suffering from a number of health problems.

iv) Faced with new problems, the bulk of these first generation learners get nervous.

v) All of the first generation learners had economic difficulties.

vi) The homes of the first generation learners do not have a congenial educational environment.

vii) The first generation learners had many social and economic problems.

viii) Although the parents of first generation learners send their children to school they were not able to provide facilities to them for conducting their studies properly.

ix) The first generation learner children were quite conscious of their limitations.
Ramakrishna (1991) made an experimental study of the achievement of first and non-first generation learners. The sample of the study consisted of pupils of class IV to VIII in the age-group of 9-13 years of Vivekananda Residential School in Karinanagar. The findings revealed that the achievement of first generation learner was higher than non-first generation learners when achievement of all subjects were put together. The achievement of first generation learners in language and non-language subjects did not differ significantly. Moreover, no difference in achievement in the half-yearly and quarterly exams was reported between first and non-first generation learners.

A cross-cultural comparative study between Tribals and Non-Tribals of first generation and traditional learners in relation to their social maturity and educational adjustment was conducted by Agnihotri (1991). The researcher found that learning by tradition was a contributive factor to their social maturity. The tribal group had more problems of emotional adjustment than the non-tribal group.

Mrinal, N.R., Rekha, and Shanti, Y., (1994) studied the family problems, school/college problems, social problems and personal problems of first generation learners. The sample for the study consisted of 54 first generation learners (27 males and 27 females) and an equal number of non-first generation learners from junior college students of Nagpur. The major findings were:

i) The first generation learners differed significantly from non-first generation learners on all form problem areas.

ii) Male and female subjects did not differ significantly on any area of youth problems.

iii) The first generation learners perceived their parents as careless, non-helping, critical, over-demanding, indifferent, dominating, partial, rejecting and highly strict.

iv) The first generation learners were mostly poor-achievers. Their areas of included college activities, teachers, parental attitudes, rejection and indifference.
Poor social conditions among the disadvantaged children were found to be the main cause for their under-achievement.

The first generation learners had problems like illogical fears and depression, health constitution, attractiveness, manners and habits.

Iyer (1995) studied the educational and vocational aspirations of first generation learners. A sample of Students of Std. IX and X from 3 schools in Salcete Taluka in Goa, was for the study. Tools used for the study were Socio-Economic measure by Bharadwaj et al. Otis self-administering tests of Mental Ability - Intermediate examination: Form B, for secondary schools, Education Aspiration Scale (Form D) by V.P. Sharma and A. Gupta (1980) and Occupational Aspiration Scale by J.S. Grewal (1984). The major findings were:

i) Ninety three percent of the subjects had average and above average level of educational aspirations.

ii) About 80 percent of the subjects had average and above average level of vocational aspirations.

iii) Only 2.6 percent of the subjects possessed average intelligence and the remaining subjects exhibited below average, low and very low level of intelligence.

iv) Only 7.8 percent of the subjects in the study possessed average academic achievement scores and all the remaining subjects had below average academic achievement scores.

v) There existed no significant correlation between educational aspiration and vocational aspiration of first generation learners.

vi) There existed no significant correlation between educational aspiration scores and intelligence of first generation learners.

vii) There existed no significant correlation between vocational aspiration scores and intelligence of first generation learners.

viii) There was no significant correlation between educational aspiration and academic achievement of first generation learners.
There existed no significant correlation between vocational aspiration and academic achievement of first generation learners.

First generation learner boys had significantly higher vocational aspirations than their girl counterparts.

There was no significant difference in educational aspirations between boys and girls.

There was no significant difference in educational aspiration between the high, middle and low SES first generation learners.

The first generation learners from high, middle and low SES did not differ significantly in their vocational aspiration.

There was no significant positive change in educational aspiration of first generation learner after one academic year.

There was significant positive change in vocational aspiration of the first generation learner after one academic year.

Pradhan and Iyer (1996) conducted a comparative study of Educational and Vocational Aspirations of the first generation and non-first generation learners in relation to Academic Achievement and sex.

The sample of subjects consisted of 77 first generation learners (50 boys and 27 girls) and 85 non-first generation learners (51 boys and 34 girls). The data gathering tools used were Education Aspiration Scale (Form P) by V.P. Sharma and A. Gupta (1980) and Occupation Aspiration Scale by J.S. Grewal (1984). The statistical techniques like Product moment co-efficient of correlation (r) and ‘t’ test were used to analyse the data and testing the hypotheses.

The conclusions were as follows:

There is no significant correlation between educational aspiration and vocational aspiration.

There is significant correlation between educational aspiration and academic aspiration.
iii) There exists no significant correlation between vocational aspiration and academic achievement.

iv) There is no significant difference between first-generation and non-first generation learners in educational aspirations.

v) The non-first generation learners possess higher vocational aspiration compared with the first generation learners.

vi) There is no significant sex difference in educational aspirations of the first generation learners. However, the non-first generation learner boys exhibit higher educational aspiration compared to the girls.

vii) Both first generation and non-first generation learner boys possess significantly higher vocational aspirations compared with their respective girls counterparts.

2.3 Implication for the Present Study

From the studies presented in the proceeding pages, it is clear that though several psycho-social studies have been conducted on disadvantaged children in general, very few studies on first generation learners have been reported. It shows that studies on this disadvantaged groups is neglected. Moreover, in all these studies only a limited number of variables were considered. Comprehensive and indepth studies on first generation learners are yet to be conducted by educational and social science researches.