CHAPTER - 2

REVIEW OF THE RELATED LITERATURE

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2.2</td>
<td>Importance of Review of the Literature</td>
</tr>
<tr>
<td>2.3</td>
<td>Review of the Related Literature</td>
</tr>
<tr>
<td>2.4</td>
<td>Variables of the Study</td>
</tr>
<tr>
<td>2.5</td>
<td>Variables of the Present Study</td>
</tr>
<tr>
<td>2.6</td>
<td>Dependent Variables</td>
</tr>
<tr>
<td>2.7</td>
<td>Independent Variables</td>
</tr>
<tr>
<td>2.8</td>
<td>Important Points of Review of the Related Literature</td>
</tr>
<tr>
<td>2.9</td>
<td>Review of Past Researches</td>
</tr>
<tr>
<td>2.10</td>
<td>Significance of the Review of Literature</td>
</tr>
<tr>
<td>2.11</td>
<td>How Present Researches Differ from Past Researches</td>
</tr>
<tr>
<td>2.12</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>
CHAPTER – 2

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

The first chapter gives a brief idea about the importance, objectives, hypotheses, limitations, variables, population, sample, tool, data collection and analysis. Effective research is based upon the past knowledge, this step helps us eliminate the duplication of what has done and provides useful hypothesis and helpful suggestion for significant investigation. In research methodology the term literature refers to the knowledge of particular are of the investigation of any discipline which include conceptual concrete knowledge and its research study.

Today science and technology has advanced to such an extent that the inventions of the day are outdated on the other day. But then too this advancement and new inventions add to the knowledge and knowledge is increasing in all its dimensions. Due to these inventions various branches of knowledge and sciences came into existence and knowledge explosion is seen. Man is the only animal who takes the advantage of this knowledge. Human knowledge has the three phases which are preservation, transmission and advancement. Hence it is not only necessary but important for the researcher to widen his knowledge and follow the three phases of knowledge. No research can be done alone or in isolation and thus the production of new knowledge is fundamentally dependent on past knowledge.

For a problem to be solved there should be something which is related to the problem and throws light on the problem. Also it is necessary to know, the importance of the present research, problem and its significance. Moreover, to conduct the research in the right direction, it is necessary for the
researcher to know about the work done in the problem area and study the different variables of the problem in detail. The past researches related to the problem and the related literature including the variables of the problem and the different aspects or the steps of research, are helpful for the researcher. Thus, for any specific research the researcher must be thoroughly familiar with both the previous theory and related researches done in past. All this need the researcher to do the review of the related literature and hence review the theoretical and research literature. Thus it is prime importance to review the related literature.

Study of the related literature implies locating, reading and the evaluating report of research as well as report of causal observations and opinion that are related to the individual planned research project. If we fail to build this foundation of knowledge provided by the review of the literature our work is likely to be shallow and native will often duplicate work that already done better by someone else. The order should be truly creative and original. The present chapter is a critical study to know the various aspects of reviewing related literature. Included in this chapter is the need and importance of review of related literature, the variables of the study such as standard, gender, zone, and type of family, review of the past researches which include international, national and state research reviews, significance of the review and conclusion.

2.2 Importance of Review of the Literature

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

A good researcher usually goes through a lot more literature than is actually incorporated in the paper. This is because different literature may have differing relevance for the current project and all of it may not worth reporting in the end, but in the initial phase, when you are looking for all aspects of an issue that could be relevant one would like to extensively explore the literature and see if any relevant findings are already available. Some of
the literature reviewed is directly relevant and hence used as a preface to explain the background of work. It helps to avoid the duplication and make the research work perfect and a unique one.

(1) It helps to clarify the subject so, that there is no confusion in the mind of the researcher.

(2) It gives us the information about the previous researches and due to that it proves helpful to know the research gap.

(3) With the help of it unwanted efforts can be sustained and time, energy and money could be saved.

(4) It guides us for selection of the research methods.

(5) Process of data collection is known and it becomes easier to researcher with the review of the past literature.

(6) It gives the clear idea about what has been not done and what the researcher has to do in future.

(7) It provides the researcher with helpful suggestions for significant investigation. So the review of the related literature is fruitful phase of the educational research.

Lastly, review of literature is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their conclusions and differences by different authors.

2.3 Review of the Related Literature

2.3.1 Definitions of Review of the Literature

According to W. R. Borg,

"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 will often duplicate work that has already been done better by someone else."
2.3.2 Meaning of Review of the Related Literature

Related literature means all types of books, letters, and magazines published and unpublished inventions, essays and articles related to the problem. By the study as which the researcher gets the help in problem study, promotion of hypothesis, research method, selection of tools and its uses, research design. A review of related literature is an integral part of thesis or dissertation. It may also be an essential part of proposals. The main purpose of a review of related literature is to analyze scientific works by other researchers that you have used for investigating critically.

In survey and experiment research, the review of the literature serves a variety of background functions preparatory to the actual collection of data. In these approaches, the literature is reviewed to create the context from the past for the study to be conducted with new subjects and newly gathered data. In historical approach, one cannot ignore the past and therefore in review of the literature the term 'literature' is used in the broadest possible sense. The sources used are the 'subjects' of the research and the material reviewed subject of the 'data'. Hence, the primary function of the review of literature in the historical research is to provide the research data. Research is done to acquaint people with new knowledge or discovery. Thus, to make the research more credible, the researcher will support his study with other works which have spoken about the same topic that the researcher has for his research. This is where literature review comes in.

2.3.3 Identifying the Related Literature

The first step in reviewing the related literature is identifying the material that is to be read and evaluated. The identification can be made through the use of “primary source” and “secondary source” available in the library.

(1) In the Primary Source

The researcher reports has own work directly in the form of research articles, books, monographs, dissertation such sources provide more information about a study that can be found elsewhere. Primary source give the researcher a basis on
which to make his own judgment of the study. Though consulting such sources is a time consuming process for a researcher, yet they provide a good source of information on the research method used.

(2) **In the Secondary Source**

The author compiles and summarizes the finding of the work done by others and gives interpretation of these finding. The researcher usually attempts to cover all of the important studies in an area reported in encyclopaedia of education, education index, abstracts, bibliography etc working with secondary sources is not time consuming because of the amount of reading required. The disadvantage of the secondary sources, however, is that the reader is depending upon someone else’s judgments about the important and significant aspects of the study.

The decision concerning the use of primary or secondary sources depends largely on the nature of the research study proposed by the researcher. If it is a study in an area in which much research has been reported. A review of the primary sources would be a logical first step. On the other hand, if the study is in an area in which little or no research has been conducted, a check of the secondary sources is more logical. The sources of information of primary and secondary are found in a library. The researcher must, therefore, develop the expertise to use, resources without much loss of time and energy.

2.3.4 **Aims of Related Literature**

The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely. The aim of review of literature is as follows;

(1) To know the situation of research,
(2) To avoid repetition of research,
(3) To establish appropriate suitable research methods related to the problem,
(4) To make attainable thoughts, principles, definition and hypothesis related to the research and useful to the research, and

(5) To make clarity about the methods, experiments, tools, statistical methods, selection etc. related to and useful to research.

2.3.5 Objectives of Related literature

The objectives of related literature are as follows;

(1) To provide theories, ideas, explanations or hypothesis this may prove useful in the formulation of a new problem.

(2) To indicate whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication.

(3) To provide the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available studies.

(4) To suggest method, procedure, sources of data and statistical techniques appropriate to the solution of the problem.

(5) To locate comparative data and findings useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.

(6) To help in developing expertise and general scholarship of the investigator in the zone investigated.

(7) To contribute towards the accurate knowledge of the evidence or literature in one's zone of activity is a good avenue towards making oneself.

2.4 Variables of the Study

2.4.1 Meaning and Definition

“A variable is something that can be changed, such as a characteristic or value. Variables are generally used in psychology experiments to determine if changes to one thing result in changes to another.”

28
Variable means that which is subject to change or variation. A variable is something which brings change or has change on it. Variables are some characteristics or traits that need to be discussed and elaborated in a study. They are also very broad and wide in their objective. They are either qualitative or quantitative.

2.5 Variables of the Present Study

In the present study, the independent variables are standard, gender, zone and type of family whereas the dependent variable is the attitude of adolescents.

2.6 Dependent variable

In the present study, the dependent variable is the attitude of adolescents.

2.6.1 Concept and Nature of Attitude

An attitude is a point of view about a situation. An attitude is made up of what you think, what you do and what you feel. Many people confuse attitude with arrogance. But it is just the representation of the influence of society and surroundings on a particular person.

Every person has some inherent characteristics of his own which helps him to react to any particular situation brought upon him by his interactions with the society. During such dealings he develops some perceptions about the world and how it works. These developments not only depend on the nature of the situation but also on the thinking of that particular person, which differs from others. He develops his own methods of tackling the problems and also how to prevent them. The latter thus plays a major role in moulding his nature and creating an attitude.

2.6.2 Definition of Attitude

“An attitude denotes the general set of the organism as a whole toward an object or a situation which calls for adjustment.”

3
2.6.3 Nature of Attitude

(1) Attitudes are latent and not directly observable in themselves, but they act to organize or provide direction to actions and behaviours that are observable,

(2) Attitudes are too intangible and too hypothetical phenomena to be amenable to a satisfactory description and explanation, and

(3) Attitudes are generally positive or negative views of a person, place, thing, or event often referred to as the attitude object.

2.6.4 Characteristics of Attitude

(1) Attitudes are positive, negative or neutral,

(2) Attitudes are never constant, but ever changing,

(3) Attitudes vary from person to person,

(4) Attitudes are not always predictable,

(5) Attitudes are occasionally useful but at times harmful, and

(6) Attitudes vary with time, place and position.

2.6.5 Formation of Attitudes

Attitudes can be learned from the experiences we have. These include mostly events such as being praised by our parents for expounding “liberal” attitudes, but also major life and world events.

(1) The basic processes through which we learn attitudes remain the same throughout life, though as we grow older the attitudes we learn may be more complex, and the ones we already hold may become more resistant to change,

(2) As for now just keep in mind that all our attitudes are learned from our experience of the social context around us. The influence of the family, schooling, and peer groups waxes and wanes as we grow into adolescence and adulthood, and

(3) Thus, the primary sources of our attitudes change as we mature. A final source of attitudes is the culture in which a child grows up. Culturally prevalent prejudices are generally reflected in prejudiced attitudes.

2.6.6 Types of Attitude

Normally human attitude is categorized into three types: The first category consists of those who have,
(1) **Positive Attitude:** People with attitude are most of the time submissive and easily accept the views and opinions of all the people around them. Since they do not have their perceptions or stand on any matter, they constantly consult others for making any kind of decision. They would always be in a group and never even think of standing up or raising their voice for themselves or for others in any situation.

(2) **Negative Attitude:** People belonging to this category would always be in search of ways to exhibit their potential and ability in everything. Such people would often end up in situations where they would try and see that everyone else accepts to what they believe as the universal truth. They cannot take defeat and so feel highly accomplished when their words are accepted as the final verdict.

(3) **Neutral Attitude:** People with neutral attitude are the most prudent and pragmatic ones. Though they are ready to accept the good points of others, they live life on their own terms. They being good listeners respect others’ viewpoints but finally end up doing what they feel is right. Such people are never highly influenced of motivated by anyone. They enjoy life to the fullest and are never in a race to attain success by pulling others down the ladder. They are so much confident about their own decisions that they never bother to prove their skill or intelligence before others. They are such a lot who always emerge as winners in all the spheres of life.

2.6.7 **Components of Attitude**

Attitudes are summarized into four components:

(1) The **affective** component of attitude consists of a person's liking of, or emotional response to some situation, object, or person. They reflect one's attitude with sensations of pleasure, sadness, or other levels of physical arousal,

(2) The **cognitive** component of an attitude is conceptualized as a person's factual knowledge of the situation, object, or person,
including oneself. In other words, the cognitive component refers to how much a person knows about a topic,

(3) The **behavioural** component of an attitude involves the person's overt behaviour directed toward a situation, object, or person, and

(4) Finally, the **behavioural** intention component involves the person's plans to perform in a certain way, even if sometimes these plans are never acted upon.

(5) These four components of attitude form an attitude system. They are not isolated but interrelated and produce an organizing framework or mental representation of the attitude construct.

2.7 **Independent Variables**

In the present study, the independent variables related are standard, gender, zones and type of family of the students.

2.7.1 **Standard**

Government has divided the educational stage in different level like primary (I to VII) Standards, secondary stage (VIII to X) Standards, higher secondary stage (XI to XII) Standard and last by university.

“Eleventh and Twelve standard students are those who all are studying in higher secondary school education. Usually it is the first and second year or higher secondary and the students are 16 to 18 years of age”.

<table>
<thead>
<tr>
<th>Proceeded by</th>
<th>Eleventh grade</th>
<th>Twelfth grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenth grade</td>
<td>Age-16 to 17 years</td>
<td>Age-17 to 18 years</td>
</tr>
</tbody>
</table>

In the present study, the adolescent’s students are those who studying in XI and XII grade that is higher secondary stage (Section).
The students of XI and XII Standard the students of bifurcated field, we call Science, Commerce and Arts Streams.

2.7.2 Gender

“Gender is used to describe those characteristics of women and men, which are socially constructed, while sex refers to those which are biologically determined. People are born female or male but learn to be girls and boys who grow into women and men. This learned behaviour makes up gender identity and determines gender roles.”

The property or equality which the organisms are classify as male or female on the basis of their reproductive organ and functions is known as gender. The male physically stronger well built and stout. They are capable of doing heavy and hard word. The female are delicate, soft spoken and caring nature.

In the present study, gender means a range of boys and girls, studying in XI and XII standard of higher secondary school residing in Ahmedabad.District.

2.7.3 Zone of the Study

The Ahmedabad District is divided into four zone east, west, south and north. In the present study, for study researcher selected two zones of Ahmedabad District that is east zone and west zone, on the basis of the river Sabarmati located at the centre of the city. The two focusing zone are described as follows.

**East Zone**

The zone where opposite of river Sabarmati where Kankaria Lake, kalupur railway station etc. are located is called east zone of Ahmedabad, which include Shahibagh, Maninagar, Saraspur, Naroda, Bapunagar, Amaraivadi, Ishanpur, Ghodasar and Vatva etc.
West Zone

Another part of Sabarmati river is called west zone where Gujarat university and IIM of Ahmedabad is located is called as west zone. It includes Drive-in, Navrangpura, Naranpura, Thaltej, Vastrapur, Bopal, Ghatlodiya, and Satellite etc.

2.7.4 Type of Family

In the present study, adolescent staying with family either nuclear family or joined family. It is define as follows:

Nuclear Family

The word nuclear family means the unit of parents with their children, a social unit that consists of a mother, a father, and their children are included as nuclear family.

“The nuclear family is a term used to define a family group consisting of a pair of adults and their children.”

In the present study, students or a child staying with only their father, mother and real brother and sister in a single home, it includes nuclear family.

Joined Family

Joint Family is recognised as a large social group in which the father, mother, their mature and immature children, their brother and parents live together called as a family is called a joint family where the members in a house, taking food in a common cookery enjoy undivided landed property, participate in a common worship and united in blood relationship.

“When a children staying with grandparents, parents and uncle aunt all live together in a one home is includes joined family”.

In the present study, students or a child staying with only their father, mother and real brother and sister in a home, it includes nuclear family.

2.8 Important Points in the Review of Related Literature

(1) Prepare a bibliographic card for each book or article for your review.
(2) Start your review by checking the most recent of the important studies.
(3) First turn to the summary of the journal or the article.
In reading articles for your review of the literature keep consultancy in mind the objectives of your research.

Copy those questions only which are stated very skilfully or in very concise terms.

2.9 Study of Past Researches

Reviewing all the major studies of the past, the researcher keeps interest to find out whether any study has been done which can be interrelated within the personal topic of investigation. Some studies are topic of general field within the jurisdiction of which the present topic falls. It is worthwhile that the review of such literature which may be directly or indirectly connected with the topic related to the present problem. The past researches related to the study are as follows:

(1) **Title**: A Study of Parent’s Attitude Towards the School Programmers’ in Central Thailand


**Objectives**

To provide reliable and valid tool to measure attitude of parents towards secondary school programme.

(1) To measure the attitude of parents of students studying in lower secondary schools towards school programme.

(2) To study the significant difference in the attitudes of parents belonging to urban and rural areas.

(3) To study the sex difference in the attitudes of parents.

(4) To study the difference in the attitudes of graduate and under-graduate parents.

(5) To study the attitude of parents having high status occupation and those having low status occupation.

**Research Design**

A total of 963 subjects were selected as the sample. An attitude scale was prepared and administered personally by the investigator with the help of her colleagues. Analysis of variance was used to test the significance of difference between mean scores of parent’s attitude towards lower secondary school programme.
Findings

(1) Sex education and occupation were three dominant predictors of attitude score.

(2) The sex of a parent contributed greatest variance to the attitude score.

(3) The parent’s education turned out to be the second best contributor to the size of the attitude score. Parents with higher education were more favourable towards lower secondary school programme.

(4) The parents from urban area had more favourable attitude towards lower secondary school programme than those from rural area.

(2) Title: An Investigation into the Attitude of the Teacher Educators towards the Programmes of Non-formal Education Leading to Life Long Education in Thailand.


Objectives

(1) To construct a tool to measure the attitude of teacher educators towards the non-formal education programme.

(2) To study the attitude towards the Non Formal Education programme of teacher educators possessing different levels of creativity.

(3) To compare the attitude towards Non Formal Education programme of teacher educators with different levels of experience.

(4) To compare the attitude towards Non Formal Education programme between male and female teacher educators.

Research Design

An Attitude scale was constructed and standardized by the investigator to measure the attitude towards the NFE programme by following the Likert Method of Summated Ratings. 60 items were selected out of 153 scale items to be included in the final form of the scale. The reliability as determined by the test-retest and split-half method was 0.93 and 0.97 respectively. The stanine scores were
determined for the study of the other variable; the Creativity Test by Donald W. Mackennan was adopted. Its reliability was established by the test-retest method and was found to be 0.83. The analysis of variance technique was used for testing the hypotheses.

**Findings**

(1) The teacher educators possessing high creativity level were significantly better in their attitude towards the NFE programme than that possessing moderate creativity level.

(2) The teacher educators possessing moderate creativity level were significantly better in their attitude towards the NFE programme than that possessing low creativity level.

(3) Male and female teacher educators possessing high creativity did not differ in their attitude towards the NFE programme.

(4) Teacher educators having more experience did not differ significantly from those with less experience in their mean attitude scores.

(5) There was no interaction between creativity level, sex and experience.

(6) There was a definite linear trend in the attitude towards NFE across the creativity level.

(3) **Title:** A Comparative study of the Socio-Economic Status of the Low Achiever and High Achiever Group of the Students of Brone High School  
**Researcher:** Fraical (1960)  
**Objective**  
To compare the socio-economic status of the students belonging to the high and low achiever group of the students.

**Samples:** 300 students of higher secondary of Brone High School.

**Method:** Survey method  
**Tool:** Socio-economic status scale developed by the researcher.  
**Statistical technique:** Correlation, ANOVA and ‘t-test’
Finding

The high achiever students belong to the good family background and high socio-economic status in comparison than low achiever.

(4) Title: On the Importance of a Safe School and Classroom Climate for Student Achievement in Reading Literacy

Researcher: Frank E., Rosen M. (2005), Linneas University and University of (Gothenburg).

Objectives

(1) To determine the influence of the positive learning environment on reading achievement of 3rd grade students in Swedish schools.

(2) The student’s home background and teacher competence are taken into account.

Samples

Students of Grade 4th and grade 3rd of Sweden.

Tools

Reading achievement test, Student questionnaire, Home Questionnaire, Teacher questionnaire and School questionnaire.

Techniques of Data Analysis

Factor analysis; and Two-level structural equation modelling.

Findings

Safety plays an important role in explaining differences in reading achievement as regard the teaching teacher components.

(5) Title: A Study of the effect of Socio-Economic Status on the Achievement of the Students of Sixth Class

Researcher: Cari (1964)

Objective

To find out the correlation between the socio-economic status and the achievement of the students of sixth class.

Sample: 400 students of sixth class of South Africa.

Method: Survey method

Tool: Socio-economic scale developed by the researcher.

Statistical Technique: Product moment correlation technique.
Findings

The children having greater intelligence quotient than the average generally comes out from the effect of the bad home environment but children having low intelligence than the average being affected by the bad home environment and low socio-economic status. It causes the decrease in the achievement.

Title: Academic Achievement of Secondary School Students in Relation to their Intelligence and Attitude towards Schooling Process

Researcher: Nayak (2002), Utkal University, Bhubaneswar

Objectives

(1) To examine the achievement status of the students in relation to gender, intelligence and attitude towards schooling process.

(2) To find out the relation between the different predictor variables the criterion variables, namely, school achievement.

Samples: The stratified random sampling technique has been well employed to draw the sample of 500 students (307 boys and 193 girls) spread over all the six zones of the state.

Tools and Techniques: The tool selected for measuring Intelligence was Raven’s standard Progressive Matrices (1988), which focuses on Measurement of Abstract Reasoning. The attitude scale has been constructed by investigator following the method of equal Appearing Interval s to measure the Attitude of students towards school subjects, school and teachers.

Data Analysis: The data has been analyzed by the investigator employing suitable descriptive and inferential statistical techniques, namely, mean, SD and F values through ANOVA.

Pearson’s correlation has been computed to study the inter-correlation amongst the predictor Variables. Multiple Regression Analysis has been used to work out the regression equation amongst the predictor variables and the criterion variables.

Findings

(1) The girls have been found to demonstrate superiority over boys in respect of their achievement in all the four levels of
intelligence. It is further noticed that at the highest level of Intelligence the achievement variation between boys and girls is marginal.

(2) No significant interaction effect of gender and intelligence has been found on the academic achievement of secondary school student subjects, school and teacher have been found to have significant independent effect on academic achievement of student of secondary level.

(3) There has been found significant interaction effect of gender and attitude towards school subjects on academic achievement which indicates that low attitudinal level gender variation in achievement is marginal, whereas, the girls have been found to outsmart the boys at high attitudinal level.

(4) The main effect of attitude towards schooling progress has also been found significant on the achievements of the students at four level of intelligence. Intelligence has been found has substantial correlation which academic achievement.

(5) The attitude variable has been found to correlate very highly among them showing homogeneity in attitudinal structure of secondary school students.

(6) The order of importance of variables in determine achievement for all the participants is intelligence, attitude towards school subject, attitude towards school and attitude teacher gender playing negligible role.

(7) In case of boys the order of the importance of the variables predicting their academic achievement is intelligence, attitudes towards school and attitudes towards teachers with attitudes towards school subject playing and extremely negligible role.

(8) In case of girls the order of the importance of the variables for predicting their academic achievement has been found intelligence, attitude towards school subjects and attitudes teachers with attitudes towards school reduced to un importance.
(9) The student’s academic achievement could be predicted through four selected independent variables to the 36 percent out of which intelligence was found to account largely for prediction of student achievement.

(7) **Title:** Social Attitudes and Problem of Scheduled Caste and Scheduled Tribe Girls in Secondary Schools  
**Researcher:** Raghavakumari, A.S., (1986),” Dept. of Education, Mysore University, NCERT financed  

**Objectives**  
(1) To study the attitudes and problem areas of SC/ST and non-SC/ST girls,  
(2) To compare these groups with respect to their attitudes and problem areas,  
(3) To find out the relationship of attitudes with two demographic variables, seven problem areas and three organism variables,  
(4) To find out the relationship of the problem areas with two demographic and three organism variables, and  
(5) To explore the relationship of achievement with the problem areas.  

**Sample:** The sample included 850 SC, 194 ST and 783 non-SC/ST girls chosen from 45 secondary schools of three districts in Karnataka—Mysore, Mandya and Hassan. The stratified sampling method was used. Care was taken to make the sample as representative as possible by giving due weight age to standard, locality and management.  

**Tool:** Rae’s Social Attitude Scales and Money Problem Check List were the tools used to collect data. Information about SES was collected along with the bio-data of the individuals. Achievement marks were noted from the office records.  

**Technique of data analysis:** T-test and Chi-square test of independence were used for hypothesis testing.  

**Findings**  
(1) The SC group had a better attitude to manual work (AMW) than the ST group.
The SC and ST groups had more problems in five problem areas than the non-SC/ST group.

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

In all the three groups AMW and AFP were better in private schools than in government schools, and AC was better in government schools in all the three groups than in private schools. SC and ST groups in government schools faced more problems in all the problem areas than those in private schools. The non-SC/ST group in private schools had more problems than those in government schools in most of the areas. In urban and rural areas, the non-SC/ST group had secured the highest score in achievement. But the SC group got the lowest score in the urban area and ST group in the rural area.

In both types of schools the mean obtained by the non-SC/ST group was the highest and the mean of the SC group was the lowest.

Only in the SC group did the majority of the variables have a significant relationship with all the three attitudes. But in the ST group this was not the situation, and the non-SC/ST group seemed to be better than the ST group in exhibiting such a relationship.

The majority of the problem areas had a significant relationship with demographic and organism variables in the SC and ST groups. But in the non-SC/ST group, though some of the problem areas showed a significant relationship with these variables, this group differed from SC and ST groups.

Only in non-SC/ST group did the majority of the problem areas have a significant relationship with academic achievement.
**Title: Study of the Problems of Girls’ Education in a Selected District of West Bengal**

**Researcher:** Dutt, S. (1979) Institute of Education for Women, Calcutta, (NCERT financed)

**Objective**

To find out the actual causes of backwardness of girls’ education in a selected District of West Bengal.

**Sample:** Purulia, the most backward district, was selected. Initially, an appraisal of the existing conditions of the primary education of girls in the age group 6-11 years was undertaken.

**Findings**

Between 1970-71 and 1973-74 the enrolment of girls in the age group 6-11 years increased by 15 per cent.

1. As many as 66 per cent dropped out between Classes I and IV and 75 per cent between Class II and V.

2. Eighty per cent of the guardians stated that providing girls with training in domestic work was their only responsibility.

3. Thirty per cent felt the family or society were not losers if girls were not given education.

4. In poor families, 68 per cent felt it was unthinkable to send girls to schools.

5. Fifty-eight per cent gave lack of individual attention as the reason for not sending their daughters to school.

6. The proposal for rapid expansion of girls’ education in the country was supported by 98 per cent.

7. Poverty, negligence of parents and involvement in domestic work were the main hindrances in the way of education of girls.

8. According to the primary school teachers, 85 per cent parents and guardians were irresponsible towards girls’ education.

**Title: A Study of the Problems and Needs of Secondary Students Living in the Slums of Varanasi**

**Researcher:** Singh, S. N (1979), Faculty of Education, BHU, (NCERT-financed)
Objectives:
To study the residential, physical, economic, dietary, environmental, academic, recreational, social and psychological problems of the school-going students living in the slums of Varanasi, and
To study the residential, physical, economic, dietary, environmental, academic, recreational and social needs of these students.

Sample: It was a survey-type study conducted on 2,000 school-going children living in slums and studying in Grades IX to XII. The sample was drawn on the basis of the stratified sampling technique. It consisted of 910 girls and 1,090 boys belonging to urban as well as rural family backgrounds. Nearly one-half of the sample came from service class families and other half from the families of independent business and agrarian backgrounds.

Tool: A questionnaire prepared by the investigator was used for studying the problems and the needs of the students. The items of the questionnaire were in the form of statements similar to those of Mooney- Problem Gheeklist-faster views- were also conducted with 200 selected students for verifying the data obtained by the questionnaire and to have first-hand knowledge- of the problems and the needs faced by the students coming from rural and urban slums. Only percentages were calculated for analyzing the data.

Findings
(1) More than 80 per cent students living in slums were facing lack of proper place for study.
(2) More than 80 per cent slum-dwelling students faced problems due to lack of electricity, drinking water and other physical facilities like proper bathroom and lavatories.
(3) More than 94 per cent of these students expressed that due to lack of money they could not achieve as much as they ought to. They also expressed that their economic problems hampered their academic development. About 57 per cent to 71 per cent slum-dwelling students did not have the facility of getting two meals a day; a sizable number (16 per cent) of students got only one meal a day.
(4) More than 80 per cent of such students faced the problem of unhygienic environment surrounded by the night soil and infested with mosquitoes.

(5) Nearly 82 per cent students did not have access to any library. They were deprived of the facility to read books, magazines, newspapers and journals.

(6) As many as 83 per cent students did not have any facility for games and sports. As many as 44 per cent students had expressed their interest and taste for music but had no facility for it.

(7) More than 83 per cent students expressed that the people in India always discriminated between the high and the low. As many as 73 per cent students complained that they did not get any encouragement from their neighbors for any good work.

(8) About 73 per cent students were psychologically so disturbed that they believed that social evils could be eradicated only by bloodshed. About 69 per cent students suffered from anxiety about their dark future.

(10) Title: Problems of Girls Studying in Coeducational Institutions of Varanasi Region

Researcher: Rai, K. (1984), Faculty of Education, BHU.

Objectives

(1) To find out the problems of adolescent girls in coeducational institutions in the areas of health and physical development, finance, living conditions and employment, social and recreational activities, social-psychological relations, personal-psychological relations, courtship, sex and marriage, home and family, morals and religion, adjustment to school and work, vocational and educational future, curriculum and teaching procedure,

(2) To find out the problems of adolescent girls studying in segregated girls’ institutions,

(3) To compare the problems of coeducational and segregated institutional adolescent girls,
To study and compare the adjustment of adolescent girls in coeducational and segregated girls’ institutions,

To find out the relationship between socio-economic status and adjustment problem of adolescent girls in educational and segregated institutions and

To compare the adjustment problems of girls from different socio-economic status in coeducational and segregated institutions.

Sample: A representative sample of 1016 and 912 students in coeducational and segregated girls’ high or higher secondary schools, respectively was selected from five districts of Varanasi, Ghazipur, Ballia, Jaunpur and Mirzapur. The sample comprised a proportionate number from rural and urban areas and different socio-economic strata.


Findings

(1) The major problems faced by girls in coeducational schools were in the areas of social and recreational activities, courtship, sex, marriage and finance, living conditions and employment.

(2) Girls in segregated institutions encountered maximum problems in the area of social and recreational activities, courtship, sex and marriage and home and family while the least problems were in the areas of social-psychological relations, curriculum and teaching procedure and moral and religious areas.

(3) The total adjustment as well as area wise adjustment, viz. home, health, social, emotional and school, was average for the sample as a whole and for those from coeducational and segregated institutions also.

(4) Girls in coeducational institutions had significantly better home, health, emotional, school and total adjustment that those in segregated schools.

(5) Adjustment and socio-economic status were positively related.
(6) Girls in segregated institutions of upper SES had poorer home and emotional adjustment than those of middle SES.

(7) Girls in segregated institutions of upper SES had poorer emotional adjustment than those of lower SES.

(8) The coeducational schoolgirls of upper SES had better or total adjustment and were better adjusted in home, health, social and emotional areas than those in segregated institutions.

(11) **Title: A Study of Teachers’ Attitude towards New Evaluation System**

**Researcher:** Jaiswal Seetu, (2010), Research Paper

**Objectives**

1. To study the attitude of parents and teachers towards this evaluation system.
2. To study the attitude of male and female teachers towards this evaluation system.

**Research Methodology:**
Survey Method of investigation had been adopted.

**Need and Significance:**
The true implementation of this evaluation system depends upon the active participation of the teachers. The performance of the teachers greatly depends upon their attitude.

(12) **Title: Attitude of School Teachers towards Continuous Comprehensive Evaluation in Relation to Gender, Location of Residence, Age and Teaching Experience**

**Researcher:** Singh Tirath, (2012), Assistant Professor Singh Arjinder, Assistant Professor Guru Nanak Dev University, (Jalandhar), Research Papers

**Objectives**

1. To study the Attitude of Teachers towards Continuous and Comprehensive Evaluation on the basis of their Gender, Location of Residence, Age and Teaching Experience.
2. To compare the Attitude of Teachers towards Continuous and Comprehensive Evaluation on the basis of their Gender, Location of Residence, Age and Teaching Experience.
Sample: The present study was conducted on teachers teaching in schools affiliated to the Central Board of Secondary Education (Central Board of Secondary Education) in Jalandhar district (Punjab). The sample comprised 243 teachers; out of these 64 were male and 179 were female. 151 teachers belonged to urban zone, 44 to semi-urban zone and 48 to rural zone.

Tool: The tool used were a self constructed based on interview. Attitude of Teachers towards Continuous and Comprehensive Evaluation Scale (2011) developed by the investigators was used. Initially, 12 teachers were informally interviewed to frame the statements of scale.

Technique: After collecting the required data from the teachers, scoring was done. The total scores were calculated by summing up the scores of each item. The total score gave the level of Teacher’s Attitude towards Continuous Comprehensive Evaluation. The sum of respective scores of the dimensions was taken to have total score of a particular dimension. The data was transferred to SPSS for data analysis in the light of framed objectives)

(13) Title: School Teachers towards Continuous and Comprehensive Evaluation: Role of Gender

Researcher: Singh Tirath, 2012), Assistant Professor Guru Nanak Dev University, (Jalandhar), Research Paper

Objectives
To study the attitude of Teachers towards Continuous and dimension-wise evaluation on the basis of Gender.

Sample: This study was conducted on teachers teaching in schools affiliated to the Central Board of Secondary Education of Jalandhar district (Punjab). The sample comprised of 243 teachers; out of these 64 were male and 179 were female.

Tool: It is self made tool. Initially, 12 teachers were informally interviewed to frame the statements of scale.

Technique: Data was collected only from teachers who were willing to give their opinions. It ensured true responses from the teachers. The teachers were approached individually and were given the response
They were given sufficient time to answer. The response sheets were then collected. Keeping in mind research ethics, no identity (like name of teacher and school) of teacher was collected. In addition to this, open-ended questions in the form of unstructured interview were asked (if they were ready to respond) and responses were recorded.

After collecting the required data from the teachers, scoring was done. The total scores were calculated by summing up the scores of each item. The total score gave the level of Attitude towards Continuous Comprehensive Evaluation of the teachers. The sum of respective scores of the dimensions was taken to have total score of a particular dimension. The data was transferred to SPSS for data analysis in the light of framed objectives.

**Procedure:** After collecting the required data from the teachers, scoring was done. The total scores were calculated by summing up the scores of each item. The total score gave the level of Attitude towards Continuous Comprehensive Evaluation of the teachers. The data was transferred to SPSS for data analysis in the light of framed objectives.

**Findings**

(1) It indicates that female teachers possessed favourable attitude towards 'formative and summative in Continuous Comprehensive Evaluation' whereas male teachers possessed unfavourable attitude.

(2) Interview results showed that male teachers are basically disturbed from formative and summative assessment because it leads to indiscipline in classrooms.

(3) According to them, students have no or less fear of study and teachers. Indirectly few responses of male teachers showed that this assessment has reduced the number of tuitions.

(4) Actually, in the present sample, more male teachers were giving tuitions than females. This might be the cause of gender difference in attitude towards formative and summative.

(14) **Title:** An Analysis of Factors Influencing the Behaviour Patterns of Adolescents Studying in Different School Environments.

Objective
(1) To study the behaviour pattern of normal adolescent studying in different school environment.
(2) To study the interrelationship of areas of behaviour pattern of normal adolescent studying in different school environment.
(3) To make comparative study of the areas of behaviour patterns and factors of behaviour patterns of normal adolescent among different school environment.

Research Design
Sample: It included four hundred normal adolescent in the age range thirteen to sixteen years who had intelligence quotient of hundred or more and who had not created problem, they were selected from four different SES level schools of Punjab.

Tools: Bhatia’s Performance Test of Intelligence, Verbal Test of Intelligence prepared and Standardized by Bureau of Psychology, Allahabad, Socio-Economic Status Scale, Self Disclosure Inventory by Sinha, Hindi Adaptation of Self Image Questionnaire and Psychometric Questionnaire and SES Questionnaire for schools by researcher.

Methodology: Survey Method

Analysis: Coefficient of Correlation, t-ratio, Mean, Standard Deviation, Standard error of means.

Findings
(1) Intelligence was an influencing factor in the development of behaviour pattern of the student in all types of schools.
(2) Behaviour pattern of adolescents in low SES schools was significantly better that of adolescent in high SES schools.
(3) Schools SES did not significantly influence the Psychometric status of the adolescents.
(4) The normal adolescents were not rejected by their peers in any types of school environment.
Title: A Study of the Impact of School Climate on Students and their Teachers in Aligarh District.

Researcher: Shah S. (1981), PhD in Education, Agra University, U.P

Objective

(1) To find out if there were previous types of school climates in different school.
(2) To find out the impact of different types of school climates on the teacher’s personality and his performance.
(3) To find out the impact of the schools climate on the adjustment of students.
(4) To find out the impact of different types of school climate on the self-concept of students.
(5) To find out the impact of different types of school climate on the academic achievement of students.

Research Design

Sample: Samples were consists of fifty teachers and one hundred fifty students of Aligarh School.

Tools: - Hindi version of Organizational Climate Description Questionnaire (OCDQ), A scale for students’ Evaluation of The Teachers and His Teaching Adjustment Inventory (Sinha & Singh), Self-concept Test (Bhattnagar), Group Test of General Mental Ability (Jalota) and Personality Inventory (Saxena). The students’ marks obtained in the final examination were taken as academic achievement and were converted into standard scores.

Methodology: Survey Method.

Analysis: Researcher is used graphical and suitable statistical analysis for the verification of hypothesis.

Findings

(1) Each institute possessed a specific school climate which had no influence on the teachers’ personality.
The students’ perception of their teacher was not similar in all school.

Adjustment made positive contribution to achievement.

In different school climate, the difference in adjustment was significant.

There was no effect of school climate on the self concept of the students.

Title: An Exploratory Study of Teachers’ Motivation to Work and its Relationship

Researcher: Mittal Jaiprakash (1989), M.Phil in Education, Jamal Millia Islamic

Objective

(1) To explore the levels of motivation to work and school organizational climate among teachers of Delhi.

(2) To compare the teachers’ motivation to work among teachers differing in sex, location of schools and management of schools.

(3) To study the relationship between teachers’ motivation to work and dimension of school organizational climate.

Research Design

Sample: Hundred teachers from ten senior secondary schools of Delhi constituted the sample of the study. To have representation of rural or urban, government or private schools and boys or girls teachers, the stratified random sampling procedure was sued.

Tools: Teachers’ Motivation to Work Scale and Test of B. Singh and the School Organizational Climate Description Questionnaire of Motilal Sharma.

Methodology: Survey Method

Analysis: Mean, Standard Deviation, t-test, and Coefficient of Correlation were computed while treating the data.

Findings

(1) Teachers working in private schools were significantly more motivated to work than their counterparts working in government managed schools.
The location of the schools and the sex of the teacher had no significant influence on the teachers’ motivation to work.

Teacher who perceived less disengagement less alienation, less psychophysical hindrances, more esprit and more humanistic thrust dimensions of the school organizational climate were found to be more work-motivated.

Title: A Study of Organizational Climate: It’s Relationship with Teachers Self Concept, Attitude and Some Other Characteristics of the Colleges of Gorakhpur University.


Objectives

1. To study the relationship between organizational climate and teacher self concept.
2. To investigate the relationship between organizational climate and teachers attitudes toward their job.
3. To study how organizational climate is related to some other organizational characteristics such as location, sex, undergraduate, post-graduate college, type of managements and professional, non-professional colleges.

Research Design

Sample: A sample of 520 teachers was drawn from 104 colleges of Gorakhpur University.

Tools: (SOCDQ) School Organizational Climate Descriptive Questionnaire by Sharma, The Personality Differential by K.G. Agrawal and The Teachers’ Attitude scale by P.C. Shukla were used.

Methodology: Survey method

Analysis: Mean, Standard Deviation, Chi-Square and Critical Ratio were used to analysis data.

Findings

1. The open climate generated a higher degree of conformity in the teachers while the closed climate caused a low degree of conformity.
In the closed type of climate, the level of the tenseness of the teachers was high.

Organizational climate was significantly related to teachers’ attitude. The open climate was found to lead to a more positive attitude, and the closed climate to a less positive attitude.

The college climate was not found to be difference between urban and rural college, professional and non-professional colleges.

Title: The Effect of School Environment on Adjustment, Study Habits and Achievement of High School Students

Researcher: Kulshrestha, Pradeep Kumar (1992), Ph. D Education Agra University.

Objectives
To study the effect of the school environment on adjustment, study habits and achievement.

Research Design
Sample: A sample comprised 509 students of class xi of different institutions of Agra city selected adopting stratified random sampling procedure.

Tools: (SEI) School Environment Inventory by K.S. Mishra, Adjustment Inventory by H.M. Singh and Study Habit Test by B.V. Patel, apart from considering high school marks as academic achievement indicator.

Methodology: Survey method
Analysis: Mean, Standard Deviation, t-test were used.

Findings
(1) Different groups formed on the basis of cognitive encouragement, acceptance and rejection did not differ significantly in their scores on home adjustment.
(2) Regarding health, adjustment, group formed on the basis of rejection different significantly.
(3) Low and average groups formed on the basis of acceptance, high and average group formed on the basis of creative
stimulation differed significantly in their scores of social adjustment.

(4) No difference was found in emotional and total adjustment scores of various groups formed on the basis of rejection controls.

(5) Regarding home environment, reading and note-taking planning of subject and habit of concentration, various groups formed on the basis of acceptance and rejection did not differ significantly.

(6) Groups formed on the basis of high permissiveness and control did not differ significantly in their scores of preparation for examination.

(7) Group formed on the basis of cognitive encouragement, acceptance and rejection differed significantly in their achievement.

(19) **Title:** A Differential Study of Achievement - Motivation, Occupational Aspiration and Academic Achievement of Adolescents in Different types of School Climate in Aligarh District.

**Researcher:** Saraswat Anil, (1988), Ph. D Edicatopma Agra University.

**Objective**

(1) To find out the occupational aspiration of adolescents.

(2) To find out the relationship between achievement of different group.

(3) To find out the significance of different among achievement-motivation, occupational aspiration and academic-achievement of adolescent in different types of school climates.

**Research Design**

**Sample:** Thousand boys and girls student of class ten studying science and arts in the schools of rural and urban areas of Aligarh district using random sampling procedure.
Tools: Occupational Aspiration Scale of Grewal, Organizational Climate Description Questionnaire of Halpis and Craft and Achievement Motivational Test of Rao.

Methodology: Survey method

Analysis: Mean Standard Deviation and Critical Ratio.

Findings

(1) Boys-girls, urban-rural, science-arts student significantly different in their academic achievement occupational aspiration and achievement.

(2) The coefficient of correlation among achievement motivation, occupational aspiration and academics-achievement were significant.

(3) All the correlation obtained on the basis of school climate was significant.

(20) Title: Impact of Type of School and Environment on Self Concept of Adolescent.

Researcher: Manish Kumar, (2010), M.Ed. Punjab University, Patiala.

Objective

To study the impact of type of school and school environment on self concept of adolescent.

Research Design

Sample: The study was conducted on representative sample of two hundred adolescents of IX standard selected on the basis of randomized sampling technique from different government and private school of Patiala district of Punjab.

Tools: Children’s Self concept Scale (CSCS) by Ahluwalia, School environment inventory (SEI) by Mishra.

Methodology: - Survey method

Analysis: - Mean Standard Deviation and t-test.

Findings

(1) Adolescent studying in private school possess significantly higher than anxiety, popularity of global self concept as compared to their counterparts studying in government schools.
(2) There is significant negative relationship of behaviour aspect of self concept with rejection and anxiety aspect of self concept of and control dimension of school environment indicating that higher rejection in the school environment could lead to undesirable behaviour towards other.

(3) There is positive co-relation between popularity aspects of self concept of controls dimension of school environment indicating adolescents perceiving more controls in their school environment exhibit higher popularity aspects of self concept.

(21) Title: Study of Mental Health of Adolescents In Relation to Academic Stress

Researcher: Manisha, M.Ed. (Student) BCM College of Education, Ludhiana

Objectives
(1) To study the relationship between Mental Health and Academic Stress of adolescents.
(2) To study the relationship between Mental Health and Academic Stress of male adolescents.
(3) To study the relationship between Mental Health and Academic Stress of female adolescents.

Hypothesis
After going through the related literature, the researcher formulates the following hypotheses for the present study:

\[ H_0_1: \] There will be no significant relationship between Mental Health and Academic Stress of adolescents.

\[ H_0_2: \] There will be no significant relationship between Mental Health and Academic Stress of male adolescents.

\[ H_0_3: \] There will be no significant relationship between Mental Health and Academic Stress of female adolescents.

Tools: In present study, following tools were employed to collect data:

(1) Mental Health Battery by Singh, Arun Kumar & Gupta, Alpana Sen (2005),
(2) Academic Stress Scale by Dr. Abha Rani Bisht, 1992 for measuring Academic Stress.
Sample: Thus sample is a small representation of a larger whole. The researcher selected each unit in a specified way. In the present study, a sample of 200 Adolescent students, who were the students of X class, were randomly selected from four Government Schools of Ludhiana on the basis of gender.

Methodology: Survey method

Findings
The main findings reveals that there no significant relationship between the Mental Health and Academic Stress of Male Adolescents. Also, no significant relationship is found between the Mental Health and Academic Stress of Female Adolescent.

(22) Title: A Study of Mental Health among Secondary School Students in Rural and Urban Area


Objectives
(1) To study the mental health of male and female students in rural area.
(2) To study the mental health of male and female students in urban area.
(3) To make a comparative study of mental health of male and female students among rural and urban area.

Hypothesis
(1) There is no significant difference between mental health of male and female students.
(2) There is no significant difference between mental health of male and female students belonging to rural area and urban area.

Research Design
Sample: The students which are studying in 9th Class in the Savitribai Fule Vidyalaya, Kapsi road which is rural area and English High School, Akola which is urban area in the session 2011-12 were selected for the present study.
Methodology: Survey method has been used in the present study. For this study 50 students were selected. Out of which 25 students, were selected from Savitribai Fule Vidyalaya and 25 students were from English High School, Akola. The students were selected by random sampling method. For collecting data Dr. (Smt.) Kamlesh Sharma's mental health scale was used. The collected data was systematically classified and tabulated and was subjected to analysis. Statistical techniques used such as mean, S.D. and `t' test.

Findings
(1) There is significant difference in mental health of male and female students.
(2) There is significant difference in mental health of male and female students belonging to rural area and urban areas.
(3) The mental health of female students was better than that of male students.
(4) The mental health of students belonging to urban area is better than that of rural area.

Title: Relationship between Mental Health and Family Characteristics as Middle Class School Going Adolescents.

Objectives
(1) To study the structure of family today.
(2) To find out the relationship between children’s mental health and their family characteristics, namely, family structure and family tension.

Research Design
Sample: The sample consisted of randomly selected 400 school going children.

Tools: Mental health inventory was administered to find out healthy and unhealthy children.

Methodology: Survey method

Findings
(1) Families today have mostly either automatic or mother dominated family structure.
The mentally unhealthy group of children had higher family tension than the health group.

The children from families with synergetic division of functions had better mental health.

Family structure was not related to mental health of the children.

Title: Intelligence, Social Competence and Parental Attitude in Normal and Deviant Children


Hypotheses:

(1) The children of normal and clinical groups show difference in their intelligence as well as social competency

(2) Fathers as well as mothers of normal and clinical groups show difference in their parental attitudes.

Research Design

The sample consisted of 200 subjects, 100 normal and 100 clinical children. The post-test experimental and control group design was followed. To assess intelligence, a Hindi adaptation of the Stanford-Binet form L-M was used. The Vineland Social Maturity Scale was used to study social competence. Parental Attitude Research Instrument by Uma Saxena and SES was assessed with the help of an SES Scale (Urban) by G.P. Srivastava. The data was analysed with the help of t-test.

Findings

(1) There was a significant difference in the intelligence between normal and clinical subjects. Normal’s were more intelligent.

(2) Deviant children were less socially competent than normal children.

(3) There was a significant difference in the attitudes of fathers of the two groups regarding breaking will, harsh punishment, deception, marital conflict, suppression or aggression, strictness and suppression of sexuality.

(4) There was a significant difference in the attitudes of mothers of the two groups regarding fostering dependency, reclusion of
mother, martyrdom, fear of harming the baby, marital conflict, suppression and aggression.

(5) The fathers of both groups were more accepting.

(6) The mothers of normal group were accepting, possessive and that of clinical group were domineering, possessive and overprotective in child rearing practices.

(7) Behaviour disorders like stammering, adjustment, anxiety reactions were reaction,

(8) Hysterical reactions and psychosomatic disorders were found more common among girls

(9) Educational background had a definite effect on the types of child rearing practices.

(25) Title: Impact of Parental Attitude on Social, Emotional and Educational Adjustment of Normal and Handicapped Students.


Hypotheses

(1) Parent attitude does not differ between normal and handicapped students.

(2) The sex of the child has no effect on the parental attitude towards normal and handicapped students.

(3) Normal students do not differ from the handicapped students in adjustment.

(4) Normal students do not differ from the handicapped students in the fields of emotional, social and educational adjustment.

(5) The attitude of parents does not affect the adjustment of either normal or handicapped students.

Research Design

The sample of 150 students (75 normal and 75 handicapped) was selected. The Adjustment Inventory developed by A.K.P Sinha and R.P. Singh was used to measure adjustment. The test-retest and split-half reliability coefficients ranged from 0.90 to 0.96 and 0.93 to 0.95 respectively. The Parent’s Judgment Scale regarding a particular child developed by Irkin was translated into Hindi and used to measure the parents’ reaction to their child. The split-half reliability coefficient was
The data was analyzed with the help of t-test and chi-square technique.

**Findings**

1. The parental attitude did not differ for normal and handicapped students.
2. The attitudes of fathers and mothers of normal and handicapped students did not differ significantly for boys and girls.
3. Normal children showed a significant difference from handicapped children in adjustment.
4. Normal boys and handicapped girls showed better emotional adjustment girls and handicapped than normal boys.
5. Normal students did not differ significantly from the handicapped students in the field of social adjustment.
6. Normal students did not differ significantly from the handicapped students in the field of emotional adjustment.
7. Parental attitude did not significantly affect the adjustment of normal students.
8. The attitude of parents affected significantly the adjustment of handicapped girls but did not affect the adjustment of handicapped boys.

**Title:** A Study of the Attitudes of Teachers of Agra University towards Higher Education

**Researcher:** Gupta S. (1979) Ph.D. Sociology, Agra, U.P.

**Objectives**

To study the attitudes of Teachers of Agra University towards higher education with respect to university autonomy, admission on the basis of selection, importance assigned to research and importance assigned to higher education (at post-graduate level).

**Research Design**

The sample of 300 teachers was selected on the basis of systematic sampling. The attitudes were measured on scales based on the method of Equal Appearing Interval.
Findings
(1) Majority of the teachers of university and colleges had a positive view towards higher education.
(2) The male and female teachers showed difference in their attitude.
(3) As age increased, their attitude tended to become negative.
(4) The teachers having teaching experience had negative attitudes while those with short experience showed positive attitudes.
(5) The standard of teaching influenced the attitude.
(6) The teacher’s attitude was affected by their satisfaction in family life.
(7) Those teachers whose attainments were high showed negative attitude as compared to those whose attainments were low.
(8) The political condition of the country, the economic status and the working conditions affected the teacher’s attitudes.
(9) Teaching experience and evaluation of students were interrelated.

Title: A Study of the Attitudes of College Students towards Self-Improvement
Objectives
(1) To study the effect of sex on the attitudes of college students towards self-improvement.
(2) To study the effect of different religions on the attitudes of college students towards self-improvement.
(3) To study the effect of different age levels on the attitudes of college students towards self-improvement.
(4) To study the effect of different achievement levels on the attitudes of college students towards self-improvement.
(5) To study the effect of different classes (educational) on the attitudes of college students towards self-improvement.
(6) To study the effect of parental educational levels on the attitudes of college students towards self-improvement.
(7) To study the effect of parental annual income on the attitudes of college students towards self-improvement.

**Research Design**

The sample consisted of 1051 college going students from 28 institutions altogether. An attitude scale was specially constructed by the investigator. Analysis of variance technique was used for testing the hypotheses.

**Findings**

(1) Female students secured higher scores on their attitude towards self-improvement than male students.

(2) Urban students showed an edge over rural students in their attitudes towards self-improvement.

(3) Parental education had greater influence in developing positive attitudes towards self-improvement than occupation and annual income of parents.

(4) Students showed a marked preference for vocational, physical and socio-economic improvement and negative preference for mental, moral and emotional improvement.

**Title: A Comparative Study of Attitudes of Scheduled Caste and Scheduled Tribe Pupils towards Education**

**Research:** Waghaye V.S. (1983) Ph.D. Education, Nagpur University, Maharashtra

**Hypotheses**

(1) There is no significant difference between Schedule cast and Schedule Tribe high school pupils in respect of attitude towards school education.

(2) There is no significant difference between Schedule cast and Schedule tribe pupils in respect to socio-psychological adjustment.

(3) There is no significant difference between Schedule cast and Schedule Tribe in respect to intelligence.

(4) There is no significant relationship between attitude measures and adjustment measures.
(5) There is no significant relationship between attitude measures and scholastic measures.

(6) There is no significant relationship between attitude measures and intelligence.

(7) There is no significant relationship between adjustment measures and scholastic achievement.

(8) There is no significant relationship between adjustment measures and intelligence.

**Research Design**

The sample of the study consisted of scheduled caste and scheduled tribe pupils studying in the IX and X classes in the tribal areas of Bhandra and pupils studying in the IX and X classes in the tribal areas of Bhandra are as follows

(1) An Attitude Scale (Likert type) constructed by the investigator.

(2) An Adjustment Inventory developed by the investigator.

(3) Nafde’s Non-Verbal Test of Intelligence.

**Findings**

(1) Pupils of both the groups had interest in school education.

(2) Pupils of both the groups experienced difficulty in learning in schools.

(3) Both the groups appreciated the value and social benefits of education.

(4) Both the groups did not experience freedom in school.

(5) Syllabus was one of the determiners for formation of negative attitude towards education.

(6) The teacher was also one of the causative determiners for formation of negative attitude towards education.

(7) The school also contributed to formation of negative attitude towards education.

(8) Social setting was one of the causative determiners for formation of negative attitude towards education for ST pupils but not for SC pupils.
Pupils of both the communities had a positive attitude towards educational system.

SC pupils were better adjusted than ST pupils.

**Title: The Attitude of Secondary School Teachers of Gujarat State towards the Teaching Profession**

**Researcher:** Y.F. Patel (1959)

**Objective**
The objective of the study was to explore the possibility of constructing a measuring instrument and to determine the effects upon attitudes of such different factors as sex, age, training, graduation, experience, etc.

**Research Design**
100 teachers were selected at random from 20 secondary schools of Gujarat as samples. The investigator used the method of Equal Appearing Intervals in constructing the attitude scale with 84 statements. These statements were judged by 370 secondary school teachers. The final list of attitude scale consisted of 22 statements.

**Findings**

1. It appeared that the degree of favourable attitude towards the teaching profession increased with the increase in experience.

2. The experience had positive contribution in changing the attitudes of trained graduates and negative contribution in the case of untrained graduates.

3. Female teachers have a more favourable attitude than male teachers in both trained and untrained and both graduates and under-graduates.

4. Training helps in improving the attitude of teachers and that graduation has no effect on the attitude of teachers.

**Title: A Study of Attitudes towards Religious Education in Relation to Certain Orientations**

**Researcher:** Rizvi, S.A (1986) Ph.D. Psychology, AMU

**Objective**
The objective of the investigation was to study students’ attitudes towards religious education in relation to the value system and to know whether they regarded religious education as useful in life.
Research Design
The sample comprised of 200 post-graduate students of the Hindu and Muslim communities studying in Aligarh University, Aligarh. The following tools were used for data collection:

(1) Likert type attitude scale entitled “Attitude towards Religious Education Scale” constructed by the investigator.
(2) Rajmanickam’s Religious Attitude Scale.
(3) Kilby’s Way to Live Scale
(4) Ansari’s Value Orientation Scale

The data were classified with reference to sex, religion and socioeconomic status. The relationship between different measures was studied employing product moment correlation. The significance of the difference between scores obtained by different groups was ascertained by the help of chi square and t-tests.

Findings

(1) A majority of students held moderate attitudes towards religious education, but the students of the Hindu and Muslim religious groups were found to hold different attitudes towards religious education.

(2) Favourable attitudes towards education were found to be associated with such values as helpfulness, preserving traditions and adaption to nature. In this respect sex, socioeconomic status and religious group differences were not found.

(3) Irrespective of the difference in their sex, socio-economic status, and religion, students held similar views with respect to the association between attitudes towards religious education and conservative liberal and scientific-fatalistic value dimension.

(31) Title: Attitude of Teachers towards Non-Creative Students of High Intelligence versus High Creative Students of Average Intelligence
Objectives
The objective of the study was to investigate teachers’ attitudes towards high IQ, less creative versus high creative average intelligence students of secondary schools of Lucknow city.

Research Design
Students numbering 353 (201 boys and 152 girls) studying in class IX comprised the sample. An attitude scale constructed by the investigator and which yielded satisfactory validity and reliability indices was administered to the teachers of these students to study their attitudes towards these groups of students. t-test was employed to test the significance of differences between the scores obtained by different groups.

Findings
(1) Thirty five teachers had a favourable attitude towards high IQ students while only 18 teachers favoured high creativity students.

(2) Teachers favouring high IQ students ranked highly intelligent students much higher on intelligence-oriented personality characteristics than the teachers favouring creativity-oriented personality characteristics.

(3) Intelligence-oriented teachers rated intelligent students much higher than high creativity students.

(4) Teachers in general also rated high IQ students significantly higher than high creativity students.

(5) Teachers in general showed a high regard for such characteristics as discipline, good grades, hard work, spirit of cooperation, than they showed for self-expression, imaginativeness, flexibility of ideas and non-conformity.

Title: Attitudes of Teachers and Administrators towards Population Education in Rajasthan
Objectives

(1) To concretize the concept and scope of population education with particular reference to school environment.

(2) To evolve an attitude scale for finding out the attitude of teachers and administrators of the department of education, Rajasthan, towards population education.

(3) To find out the reliability and validity of the attitude scale.

(4) To develop sex-wise norms of attitude in relation to teachers and administrators.

(5) To compare the attitudinal differences between the teachers and administrators of the department of education, Rajasthan.

Research Design

An attitude scale based on the Likert type was prepared and standardized on the teachers and administrators of the state. The scale was based on the accepted principles and procedures used for the attitudinal measurement and scaling in the educational world.

Findings

(1) The reliability of the attitude scale ranged from 0.516 to 0.887.

(2) The validity coefficients of the scale varied from 0.05 to 0.54 in case of teachers and from 0.15 to 0.35 in case of administrators.

(3) There was no significant difference between the opinion of male and female teachers of Rajasthan, towards population education.

(4) There existed a significant difference between the attitude of male and female administrators.

(5) The higher scores of the administrators, both male and female, could be attributed to the fact that the administrators were more seasoned and experienced persons in comparison to the teachers, and therefore, could better understand the importance of population education.

(6) The opinion of female teachers and female administrators was, by and large, the same in case of population education.
(7) The teachers and administrators differed significantly in their opinion towards population education.

Title: A Study of the Attitude of the School Going Adolescent towards Physical Education Programme in the School with Reference to Personality Characteristics

Research: Desai, J.J. (1986) Ph. D in Education, SPU

Objectives

(1) To construct a valid and reliable scale to measure the attitude towards physical education of school going adolescents.

(2) To study the attitude towards physical education of school going adolescents in the context of their body build.

(3) To study the attitude towards physical education of school going adolescents in the context of personality characteristics.

(4) To study the attitude towards physical education of school going adolescents coming from rural and urban area.

(5) To investigate whether there were any sex differences with regard to attitude, towards physical education of school going adolescents.

(6) To investigate whether family interest in sports and games had any relation to attitude towards physical education of school going adolescents.

Research Design

The study was based on a sample of 773 students. The investigator constructed an attitude scale for measuring attitude towards the physical education programme by adopting the Likert Method of Summated Ratings. 2*2*3 factorial design was contemplated and analysis of variance approach and multiple regression technique were used for analyzing the data.

Findings

(1) The sex of the students did not influence significantly their attitude towards physical education.

(2) The students of classes VIII, IX and X did not differ significantly in their attitude towards physical education.
The students from urban areas excelled in their attitude towards physical education, as compared to the students from rural areas.

The provision of facilities such as playground, equipment, gymnasium, etc. in the school had a significant effect on the attitude towards physical education.

The parent’s interest did not play an important role in developing the attitude towards physical education.

The students having normal weight did not significantly differ in their attitude towards physical education from the students who were overweight and underweight.

There was no significant interaction effect of the facility of the school and the area of the school on the student’s attitude towards physical education.

(34) Title: A Study of Attitudes towards the Present System of Examination


Objectives

(1) To study the attitudes of students, their teachers, and their guardians towards the academic, evaluative and administrative aspects of the existing system of university examination.

(2) To study their attitudes towards different measures of improving the examination system.

(3) To study the relevance of some important factors like sex, faculty, and degree of education, achievement level and ethnicity which were supposed to influence the attitudes of students towards the present

Research Design

In all, 560 Ranchi University students were selected by adopting proportionate stratified random sampling design, and their teachers (90) and guardians (30) were selected randomly. A Likert type questionnaire was constructed and used. Kelley’s technique was used
for item selection. Analysis was done theme-wise and item-wise using percentage, median, chi-square, etc.

**Findings**

1. The existing examination system had both merits and demerits.
2. According to students, teachers and guardians, it had more demerits than merits.
3. A very high percentage of them had agreed with various suggestions for improvement in academic, administrative and evaluative aspects of the existing examination system.
4. Most students, teachers and guardians were dissatisfied with the most existing examination system and wanted immediate and adequate improvement in it.

(35) **Title:** A Study of Attitudes of Teachers towards Environmental Education

**Researcher:** Gupta S. (1986) Nehru Memorial Junior College, Pune (SIE Maharashtra Financed)

**Objectives**

1. To develop a tool to measure the attitude of teachers towards environmental education.
2. To measure the attitude of teachers towards environmental education.
3. To compare the attitude of teachers teaching at various levels towards environmental education.

**Research Design**

The data was collected from 150 in-service teachers at primary, secondary and junior college levels admitted to vacation course in B.Ed. of the University College of Education, Nagpur and 25 lecturers from five colleges of Nagpur. A Likert type attitude scale was constructed with 114 items. After item analysis, 78 positive and 36 negative statements were included in the scale. The chi-square test was used for analysis of data.

**Findings**

1. The mean attitude score for all the groups of teachers showed a favourable attitude towards environmental education.
(2) The order of favourableness was junior college, secondary college and primary teachers.

(3) The mean attitude score of teachers at college level was found to be less than the mean attitude score at junior college and secondary levels an slightly higher than the mean attitude score at primary level as the college teachers opined differently to the other groups.

(4) The college teachers felt the need for organization of EE teaching for the general group and special group of learners.

(5) According to students, teachers and guardians, it had more demerits than merits.

(6) A very high percentage of them had agreed with various suggestions for improvement in academic, administrative and evaluative aspects of the existing examination system.

(7) Most students, teachers and guardians were dissatisfied with the most existing examination system and wanted immediate and adequate improvement in it.

(36) Title: A Study of Mental Health of High School Students


Objectives
To study the mental health of high school students.

Research Design
Sample: A sample of 262 high school students participated in the study.

Tool: A Likert type mental health scale developed by the author was used.

Methodology: Survey method

Finding
The mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.

(37) Title: Mental Health of Senior Secondary School Students In Relation to Certain Socio-Demographic Variables

Researcher: Promila, Narbada Devi, Ranjana Kumari, Agra
Objectives
(1) To study gender-wise difference in mental health of senior secondary school students.
(2) To study social-category wise difference in mental health of senior secondary school students.
(3) To study area wise difference in mental health of senior secondary school students.

Research Design
Sample: In the present investigation, a sample of 322 senior secondary school students was drawn from Mandi district of Himachal Pradesh. For this purpose, the procedure of multistage sampling was adopted.
Tool: For the collection of the data in the present study, the investigator used Mental Health Inventory (MHI) constructed by Dr. A.K. Srivastva, Dept. of Psychology, Banars Hindu University [1983] and Dr. Jagdish, Dept. of Psychology, R.B.S. College, Agra.
Methodology: Descriptive Survey Method.
Statistical Technique Used: Statistics refers to the method or methods of dealing with numerical facts. Statistics is one of the mathematical subjects of the study that help us in the scientific collection, presentation, analysis and interpretation of numerical facts. Most of the studies give quantitative data so the statistics is a most important tool of measurements, evaluation and research. In the present study, statistical technique of t-test was used to analyze the data.
Findings
(1) Male and female senior secondary school students do not differ significantly with respect to their mental health.
(2) Boys and girls studying in senior secondary schools possess more or less the same level of mental health.
(3) Rural and urban senior secondary school students do not differ significantly with respect to their mental health.
(4) Students studying in senior secondary schools situated in rural areas had shown higher mean of mental health scores (165.47) than urban school students (165.39) but this difference is not statistically significant.
(5) Senior secondary school students belonging to general and scheduled caste do not differ significantly from each other with respect to their mental health.

(6) Students belonging to general caste had higher mean of mental health scores (166.21) than the students belonging to scheduled caste (165.49) but this difference is not considered to be statistically significant.

(38) Title: Influence of Home and School Environment on Mental Health Status of Children


Objectives
To established home and school environmental influences on mental health status.

Research Design
Sample: A sample of 514 students from classes 8 to 10

Tool: The tools used included three inventories dealing with home environment and mental health.

Methodology: Survey method

Finding
(1) The home environment was a major significant contributed to all the three components of mental health.

(2) The school environment contributed to liabilities and the mental health

(39) Title: A Study of Higher Secondary Teachers Attitude towards Education Technology, School of Education

Researcher: Satuniya N. Pinal (2008) Gujarat University, Ahmedabad

Objectives
(1) To construct an attitude scale to know the attitude of higher secondary teachers towards Education Technology.

(2) To study the attitude of higher secondary teachers towards Education Technology.

(3) To compare the teachers attitude towards Education Technology on varying the type of schools.
(4) To compare the teachers attitude towards Education Technology on varying the stream.
(5) To compare the teachers attitude towards Education Technology on varying the gender.

**Research Design**

251 teachers were taken as a sample from all the three streams. 86 from science, 82 from commerce and 83 from arts faculty has been selected. The investigator had adopted the Likert Method to use for data analysis.

**Findings**

(1) Teachers of science, commerce and arts stream have similar attitude towards Educational Technology.
(2) Teachers belonging to granted and non-granted school have similar attitude towards Educational Technology.
(3) Male and female teachers have similar attitude towards Education Technology.
(4) Type of school and stream does not make a difference in teacher’s view about Education Technology.
(5) Type of school and gender does not make a difference in teacher’s view about Education Technology.
(6) Stream and gender does not make a difference in teacher’s view about Education Technology.

**Title: A Study of the Attitude of Secondary Teachers and Parents of Gujarat towards Introducing English as a Compulsory Subject in Standard X**

**Researcher:** Dr. Mohini Acharya, Dada Dukhayal College of Education, Adipur, Kachchh, Gujarat

**Hypotheses**

(1) There will be no significant difference between the mean scores achieved on the attitude scale, of male and female secondary teachers towards introducing English as a compulsory subject in std. X.
(2) There will be no significant difference between the mean scores achieved on the attitude scale, of rural and urban secondary
teachers towards introducing English as a compulsory subject in std. X.

(3) There will be no significant difference between the mean scores achieved on the attitude scale, of English teachers and non-English teachers towards introducing English as a compulsory subject in std. X.

(4) There will be no significant difference between the mean scores achieved on the attitude scale, of male and female parents towards introducing English as a compulsory subject in std. X.

(5) There will be no significant difference between the mean scores achieved on the attitude scale, of rural and urban parents towards introducing English as a compulsory subject in std. X.

(6) There will be no significant difference between the mean scores achieved on the attitude scale, of parents with below H.S.C. qualification and parents with H.S.C. or above H.S.C. Qualification towards introducing English as a compulsory subject in std. X.

Research Design
The investigator selected about 150 secondary teachers and 150 parents from the secondary schools of Gujarat on random selection bases as the target group of the study. In the study of attitude, the investigator constructed the attitude scale for assessing the attitudes of secondary teachers and parents towards introducing English as a compulsory subject in std. X. The present study was undertaken using the Survey method. The techniques of mean and frequency distribution were used for the study.

Findings
(1) The teachers and parents have positive attitude towards introducing English as a compulsory subject in Std.-X.

(2) The teachers have positive attitude towards introducing English as a compulsory subject in Std.-X.

(3) The parents have positive attitude towards introducing English as a compulsory subject in Std.-X.
Title: A Study of the Development of Interest among the School Students of Delhi in Relation to Certain Variables.


**Objectives**

1. To locate the areas of interest of school boys in Delhi.
2. To study the impact of age, Urban-rural background, socio-economic status of the individual subjects, streams and extraversion and introversion on the development of interest.
3. To study the relationship of the located interest area with the independent variables.

**Samples**

1. The study was conducted on 195 Government boys and girls of secondary schools in Delhi.
2. Included 150 urban schools and 45 rural schools.
3. Initially, the sample consisted of 2700 Pupils. (1390 Urban and 1310 rural boys) The final sample consisted of 2529 boys. (1290 Urban and 1239 rural)
4. The classes VI, VII and VIII were considered the lower age level covering the 11+ to 13+ age group.
5. The class IX and X covering the 14+ to 16+ age group wise considered the middle age level.
6. The class XI and XII covering the 17+ to 19+ age group were taken as the high age level.
7. The classes were also divided subject wise, such as humanities, commerce and science.
8. The three socio economic status group (high, middle and low differed significantly in economic interest.
9. The middle group had higher political interest than the low and high socio-economic group.
10. Sex and romance were significantly related to socio-economic status as predictor variables the high and low SES group had much higher interest than the middle group.
11. The middle group had higher degree of social interest than the other two groups.
Title: The Attitude towards Mathematics of High School Students of Saurashtra


Objectives

The main objectives are to construct an attitude scale and to measure the attitude towards Mathematics of the High school pupils of Saurashtra, in order to know if the students varied in their attitude with respect to sex, grade and the area where they lived in.

1. The attitude scale was constructed in Gujarati following the approach of Thurstone and Chave. Twenty attitudinal statements were finally arrived at and these formed the second part of the instrument, whereas the first part included queries about name, age, sex, name of the school, grade etc. regarding the subject.

2. The split half and test retest reliabilities where found to be 0.86 and 0.74 respectively.

3. The validity of the attitude scale was determined on the basis of teachers rating of the pupils attitudes. The validity coefficient thus obtained was 0.66.

4. A stratified proportional random sample was selected for the investigation on the basis of numbers and types of school in different districts of Saurashtra.

5. The sample of 3505 pupils consisted of 2280 boys and 1225 girls, 1821 from rural area and 1684 from urban areas.

6. For analyzing data, mean, standard deviations were calculated and significance test was applied.

Findings

1. The pupils who were favourable to Mathematics preferred to it at the S.S.C. Examination.

2. The attitude of boys become more favourable as they moved from grade VIII, grade IX, their attitude was less favourable in grade X than in grade IX.
Girls in grade X had a more favourable attitude to mathematics than those in grade VIII to IX.

In general, pupil in grades IX and X has more favourable attitude to mathematics than those in grade VIII, their attitude bearing less favourable in grade X than in grade IX.

The boys and girls of grade X had more or less similar attitude.

Boys, in general did not differ from girl in their attitude to mathematics.

Research Methodology and Tools

The tools used for variables to be measured are.

1. The socio-economic status scale.
2. The interest Test Battery.
3. The man day personality inventory (MPI) adopted by N.K. Dutt to study extraversion and introversion.

Analysis of the data

The data were analyzed with the help of co-efficient of correlation, analysis of variance and multiple regression analysis.

Findings

Urban boys had higher interest in academic than rural boys; the rural boys were not so much concerned with the choice of a caller.

1. The opportunities to appreciate art, poetry, music, dance, painting, drama etc. were far more widely available to urban boys than to rural boys.
2. There were differences in the development of interest in health, sports and games among urban and rural boys.
3. Rural subjects had lower library interest than urban subjects.
4. When subjects had higher mechanical interest than the rural subjects.
5. Urban boys had higher interest in outdoor activities and adventures than rural boys.
6. There was no difference in political interest of urban and rural subjects.
7. The urban subjects had higher scientific interest than rural boys.
Urban and rural subject had similar interest in sex and romance.

There was no significant difference between interest of urban and rural boys.

Rural as well as urban children, as they advanced in their studies showed more favourable attitude in Mathematics.

(43) **Title:** Identification of Problem Solving Strategies in Mathematics among High School Students in Devakottai Educational District.

**Researcher:** Krishnan, Navaneetha, J (1990), M. Phil, Education Alagappa University, Madras.

**Problem:** The study attempts to identify the problem solving strategies in the Mathematics arrange high school students in the Devakottai educational district.

**Objectives**

1. To identify and categorize problem solving strategies.
2. To identify how for these problem solving strategies are applied by the students.
3. To identify their achievement of problem solving in Mathematics.

**Findings**

1. There was no significance relationship between the IPSS and the APSS of the students.
2. The correlation between APSS and the achievement of problem solving in Mathematics was significant.
3. There was no significant relationship between the APSS and the APSS and the APSM of the students partially out the effects of IPSS.

(44) **Title:** Development of Self Concept in Relation to Intelligence Learning Ability, Achievement and Achievement Motivation of Adolescence Level


**Objective**
To study the differential growth of self concept of high average and low ability groups of intelligence learning, achievement and achievement motivation.

Findings

1. Ideal self for both sexes indicated rapid increase.
2. Females or girls showed more stability of self than males or boys during adolescence.

2.9.1 Review of Related Journal

1. Agbaria Qutaiba (2010), Studied the relationship between the level of school-involvement and found “Learned helplessness " among special-education Arab-Palestinian teachers in Israel and found the greater the level of teachers’ seniority the greater their school involvement will be, teachers with 15+ years of seniority have a higher school involvement score. Teachers with 1-7 years of seniority show a moderate degree of school involvement.

2. Brenda K. Bryant (2005) studied the Parenting in relation to child and adolescent vocational development and found Vocational outcomes include informed work choices, satisfaction with work choices, work self and work attainment. The literature on the vocational outcomes is not well developed but to proceed at this time. Prospective longitudinal studies are urgently needed that begin in childhood, continue in adolescence, and proceed to adulthood, as well as research designs that allow for the analysis of what we have called family culture.

3. Daniela Porumbu, Daniela Veronica Nec (2012), studied the relationship between Parental Involvement/ Attitude and Children’s School Achievements and found that parental involvement (in terms of overall construct but also in terms of specific dimensions) is positively associated with school achievement. an authoritative parenting style, parental high and clear expectations and aspirations educational strategy that leads to the multiplication and diversification of interpersonal interactions between families and school’s members, a strategy in which family and teachers assume mutual responsibility for
children’s outcomes. In order to understand and to answer to family need teachers may need to rethink their professional.

(4) Denise H. Danielsa, Lee Shumow (2002), studied the Child development and classroom literature and implications for educating teachers and found that adults who were unfamiliar with children’s thinking became providing parents with a simplified version of developmental trajectories together with joint problem-solving activities to do with the children for homework became more sophisticated at guiding children’s problem-solving.

(5) Desai, J.J. (1986) studied that study that the attitude of the school going adolescent towards physical education programme in the school with reference to personality characteristics and found that to the sex of the students did not influence significantly their attitude towards physical education. The students of classes VIII, IX and X did not differ significantly in their attitude towards physical education.

(6) Dwivedi, M. (1970) Studied that Attitudes of Students, Parents and Teachers towards the Current System of Higher Education and he found that strongly favourable or unfavourable attitudes were not shown by any group. All groups almost had shown a neutral attitude. The students were found to be quite higher on the attitude continuum than parents and teachers. The parents seemed to make an objective assessment of the system.

(7) Gupta S. (1979) studied that A study of the attitudes of teachers of Agra University toward higher education and found that majority of the teachers of university and colleges had a positive view towards higher education. The male and female teachers showed difference in their attitude. As age increased, their attitude tended to become negative. The teachers having teaching experience had negative attitudes while those with short experience showed positive attitudes.

(8) Gupta S. (1986) studied the attitudes of teachers towards environmental education and found that the mean attitude score for all the groups of teachers showed a favourable attitude towards environmental education. The order of favourableness was junior college, secondary college and primary teachers. The mean attitude
score of teachers at college level was found to be less than the mean attitude score at junior college and secondary levels an slightly higher than the mean attitude score at primary level as the college teachers opined differently to the other groups.

(9) Haleem, N. (1984) studied the Attitude of teachers towards non-creative students of high intelligence versus high creative students of average intelligence and found that thirty five teachers had a favourable attitude towards high IQ students while only 18 teachers favoured high creativity students. Teachers favouring high IQ students ranked highly intelligent students much higher on intelligence-oriented personality characteristics than the teachers favouring creativity-oriented personality characteristics.

(10) Isaac Mc Farlin Jr. (2006), studied do school teacher parents make a difference? and found that the initial motivation for this analysis comes from repeated criticisms by educators that specific parenting practices are associated with negative outcomes for children. However, the true understanding we seek is to better appreciate the ability of parents to impact the well-being of children.

(11) Janice Kroeger, Martha Lash (2009), studied asking, listening, and learning: Toward a more thorough method of inquiry in home school relations and found how pre service teachers take the issue of parent interviews, family perspectives, and deliberative interaction with children professionally and seriously against a backdrop of demographic change.

(12) Jari-Erik Nurmi (2010) studied that student characteristics and teacher–child relationships instruction: A meta-analysis found that, the teachers reported more conflicts and child dependency, and less closeness in the teacher–child relationship when interacting with students who exhibited a high level of external problem behaviour. Students with high levels of external problem behaviour also exhibited less anxious attachment to their teacher than other children..

(13) Julia Karbach, Juliana Gottschling, Marion Spengler, Katrin Hegewald, Frank M. Spinathols (Nguon, 2011b), studied that Parental involvement and general cognitive ability as predictors of
domain-specific academic achievement in early adolescence and found no influence of autonomy and responsibility on academic success after cognitive ability had been accounted for there were only very small or insignificant manifest correlations between autonomy support or emotional responsibility and either one of the achievement variables.

(14) Kathleen Moritz Rudasill a, Thomas G. Reio Jr. b (2010), studied the longitudinal study of student–teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence found that students from lower income families were likely to have more conflict and less closeness with teachers in grades 4 to 6 is consistent with studies of younger students, and our finding that lower income students were more likely to engage in risky behavior is similar to other work.

(15) Kellar Jeff (2009), studied that attitude is everything, change your attitude and you can change your life and find the think of your attitude as the mental filter through which you experience the world. Some people see the world through the filter optimism (the glass being half full) while others see life through a filter of pessimism (the glass being empty).

(16) Lata K. (1985), suggested that Impact of parental attitude on social, emotional and educational adjustment of normal and handicapped students. He found that the parental attitude did not differ for normal and handicapped students. The attitudes of fathers and mothers of normal and handicapped students did not differ significantly for boys and girls.

(17) Mesiti Pat (2001), studied attitude and altitudes, the dynamics of 21st century leadership and suggested that the real key to attitudes is not avoiding failure (because everyone will fail sometime) but coping with failure. The followers, constituents and mentors understand this; they know we will fail. What they to see is credibility in our attitudes.

(18) Mohan A., (1975), studied the development of self concept in relation to intelligence learning ability, achievement and achievement motivation of adolescence level and finds the Ideal self for both sexes.
indicated rapid increase. Females or girls showed more stability of self than males or boys during adolescence.

(19) Mohini Acharya, Studied the attitude of secondary teachers and parents of Gujarat towards introducing English as a compulsory subject in standard X and found that the teachers and parents have positive attitude towards introducing English as a compulsory subject in Std.-X. The teachers have positive attitude towards introducing English as a compulsory subject in Std.-X. The parents have positive attitude towards introducing English as a compulsory subject in Std.-X.

(20) Pramua Unchai (1987), investigated the Attitude of the Teacher educators towards the programmes of Non-formal Education Leading to Life Long education in Thailand and found that the teacher educators possessing high creativity level were significantly better in their attitude towards the NFE programme than those possessing moderate creativity level. The teacher educators possessing moderate creativity level were significantly better in their attitude towards the NFE programme than possessing low creativity level. Male and female teacher educators possessing high creativity did not differ in their attitude towards the NFE programme

(21) Rebecca B. Silver, Jeffrey R. Measelle a, Jeffrey M. Armstrong b, Marilyn J. Essexb (2010) Studied the impact of parents, child care providers, teachers, and peers on early externalize trajectories non-familial relationships were relatively more important than the parent–child relationship for predicting which children exhibit risky patterns of classroom externalizing behaviour. Although previous research examining the joint contributions of familial and non-familial relationships is scarce and mixed, these results are consistent with past findings that the teacher–child relationship but not parenting, was predictive of behavioural adjustment in the classroom.

(22) Rizvi, S.A.H. (1986) studied the attitudes towards religious education in relation to certain orientations and found that a majority of students held moderate attitudes towards religious education, but the students of the Hindu and Muslim religious groups were found to hold different attitudes towards religious education. Favourable attitudes
towards education were found to be associated with such values as helpfulness, preserving traditions and adaption to nature.

(23) Satuniya N. P (2008) studied the higher secondary teachers Attitude towards Education Technology, School Of Education and found that teachers of science, commerce and arts stream have similar attitude towards Educational Technology. Teachers belonging to granted and non-granted school have similar attitude towards Educational Technology. Male and female teachers have similar attitude towards Education Technology. Type of school and stream does not make a difference in teacher’s view about education technology.

(24) Sinha, S.K. (1977) studied the attitudes towards the present system of Examination. The existing examination system had both merits and demerits. According to students, teachers and guardians, it had more demerits than merits. A very high percentage of them had agreed with various suggestions for improvement academic, administrative and evaluative aspects of the existing examination system.

(25) Sokcheng N. (2010), studied the parental involvement and students’ achievement in Cambodia: Focusing on parental resourcing of public schooling and found that statistically significant relationship between school-based involvement and students’ achievement. The relatively high level of school-based involvement by parents may reflect the interests that parents have in school to which they provide support, suggesting that parents have a great sense of ownership of the school in which their children are enrolled.

(26) Sultana, M. (1983) Studied that Intelligence, social competence and parental attitude In normal and deviant children and found that there was a significant difference in the intelligence between normal and clinical subjects. Normal was more intelligent. Deviant children were less socially competent than normal children.

(27) Suwimon P. (1985), studied the Parent’s Attitude towards the School Programme in Central Thailand and found that Sex education and occupation were three dominant predictors of attitude score. The
sex of a parent contributed greatest variance to the attitude score. The parent’s education turned out to be the second best contributor to the size of the attitude score.

(28) Waghaye V.S. (1983) studied a comparative study of attitudes of scheduled caste and schedule tribe pupils towards education. Pupils of both the groups had interest in school education. Pupils of both the groups experienced difficulty in learning in schools. Both the groups appreciated the value and social benefits of education. Both the groups did not experience freedom in school.

(29) Xavier G. Francis (1987) studied that the attitudes of college students towards self-improvement and found that female students secured higher scores on their attitude towards self improvement than male students. Religion has a marked influence on the attitude of students towards self improvement. Academic achievements positively correlated with attitudes towards self-improvement.

(30) Xiao Zhang, Jari-Erik Nurmi (2010) studied the Teacher–child relationships and social competence: A two-year longitudinal study of Chinese preschoolers and our suggest that children’s social competence at school mediates the associations between early teacher child relationships and later social competence at home, the enhancement of social skills should be emphasized in preschool education and intervention programs.

2.10 Significance of the Review

A man who reviews the old so as to find out the new is qualified to teach others. There are many reasons why literature review is regarded as a significant part of any research or dissertation paper. Many ask what makes it an inevitable part, as such, if it is only supposed to contain titbits of other related works. Literature review is the part of the paper which enables the researcher to strengthen his paper by citing what other reliable authors have said about the topic. This will prove that the researcher is not just writing about any random subject but that many others have also poured their thoughts on the same topic. The researcher might also be able to discuss relevant research carried out in the same topic. It is important to be able to discuss relevant research because very often it is difficult as students and as
researchers to keep abreast of everything that is published every year in a topic. The discussion will help the researcher take into account the methods and the results or findings of the most relevant research. This will enable him to assess whether the methodology is appropriate and whether the results seem valid. A researcher’s work should be such that is arouses doubts in the minds of the readers’ as to whether the study has some significance or not. The researcher goes quite some way towards making the case in the introduction itself, but by grounding the proposed work in the previous literature, the significance of study can be shown. There are exceptions to the requirement of originality. The originality then lies either in the thesis statement or hypotheses, or in the selection of tool or methodology. The significance of related literature is thus to locate one’s work in the work of others. This gives a clear picture to the reader that what is proposed, do fits in with what has been done before. By discussing the works related to what the researcher is going to do and focusing on the ones most closely related, the context of the work will automatically be clear. From above cited research work the researcher came to know that adolescent’s attitude is depends upon several factors but researcher has selected few factors of them these are standard, gender, zone, and type of family of the students.

These factors affects attitude of adolescence significantly. But it is clear from these researches that all these studies are about the relationship between the attitude and any one or two factors of adolescence. No researches were found which tells about the relationship of adolescence attitude. It helps the researcher in the selection of topic of study.

2.11 How Present Study differs from the Past Researches

In the field of research some do search for the sake of doing but those who genuinely are after fulfilling the dream of bringing change in a particular field in an effective manner. Those who are continuously pressing on themselves toward the goal are really making difference. Every researcher wants his or her research should be the unique one.

The major differences between the present study and past researches is that all those past researches deal with the relationship between the attitude and any one or two factors of the attitude from the above mentioned list. Besides both these study also differs from each other on the basis of sample
tool, population, standard and statically techniques. Henceforth, the present study is not the replication of any previous research work. It is a complete original and fundamental work which tells that how the factors of achievement affect the achievement when they join each other and make a group.

**Differ in Subject Wise**

In the present study, the subject is the study of attitude of standard XI and XII students. The researchers have studied about standard, gender, zone, and type of the family. But in the past study the researcher had about the high school students of schools in relation to their adjustment and achievement with variables area, gender, economic status etc. So this study differs in subjects also.

**Differs in Areas Wise**

In the present study, the area is Ahmedabad District of Gujarat state. Earlier most researchers have been carried out in either (other) part like area was Varanasi, Baroda or Chhattisgarh etc.

**Differ in Objectives Wise**

This study differs with the other researches. In the present study the objectives is to posses the attitude standard XI and XII school students while in the past it was studied in interest, achievement, adjustment and personality also.

**Differ in Sample and Population Wise**

The study differs in sample and population also. The population of the study is the 1002 Students of standard XI and XII studying in higher secondary schools of the Ahmedabad while in the past it was studied in 500 students of Primary students or 1200 students of secondary school also.

**Differs in the Tool Wise**

This study differs in tools also. The researcher has also used self made tool of attitude in English language. While in the past study, the tool used was a standardized tool.

**Differs in Standard Wise**

The present study is conducted to compare the level of attitude of standard XI and XII student studying in higher secondary school of Ahmedabad while past study was on the primary or secondary school level.
An understanding of the study in the field enables the researchers to place his or her questions in perspective. Knowledge of related research enables the investigator to define the frontiers of his or her field. A through research through related research avoids unintentional replication of the previous studies.

2.12 Conclusion

In this chapter, the researcher has put best efforts to define variables. The researcher has given the information about types of variables and which variables are useful for study in detail. Also, the researcher has studied past researches with keen interest and on the basis of that, researcher get clear picture of significance of review. The past researches truly helped the researcher and the mind to cover the study area and to show the path to achieve the goal.

Thus review of related literature is relevant and essential. It not only develops the foundation of ideas and results but also establishes a background in the field for the researcher and provides a summary of thinking and research necessary for him to understand. It is useful for the researcher to arrive at a point where he can verify the utility of his study in that problem area. The process of reviewing the literature helps to understand the subject area better and conceptualize the research problem clearly and precisely. It also helps to understand the relationship between the research problem and the body of knowledge in that area, area even if the same study has been conducted earlier.

It provides the researcher with answers to questions which can arise at the end of the study. The researcher can then clearly explain why and how is this research different from those conducted earlier. He can justify the purpose of his selection of the problem and clarify the doubts that may arise. In the next chapter the researcher will present the base of research and research design. The researcher will describe origin of the study, population of the study and sample of the study in the next chapter. Also, the research will give information about sampling methods, methods to select sample, usefulness of tools and statically technique in detail about data collection and analysis. In this chapter, the researcher has to collect the data future work.
References


(2) http://psychology.about.com/od/researchmethods/f/variable.htm


(4) http://www.merriam-webster.com/dictionary/attitude


(6) http://wfnetwork.bc.edu/glossarytemplate.php/term/Gender,%20Definition (s) % 2f

(7) http://www.merriam-webster.com/dictionary/nuclearfamily

(8) http://www.merriam-webster.com/dictionary/joinedfamily