Chapter – II

Review of Related Literature

INTRODUCTION

The review and the through study of the related literature lead the researcher to the new peaks of information and knowledge. Here he gets the opportunity to evaluate the results or findings of the researches done in his own area of research. Through this review he enables himself to know about the gaps in knowledge, contradictions in knowledge and need of the repetition of the researches. During review of the related literature the researcher reads between the line about various research methods, sampling methods, treatment of raw etc. which makes him more and more informed about the rationale of various methodologies to which he is going to use in his own research. Taking under his consideration the merits and demerits of the various researches and of the researches the chances of happening of the similar mistakes in his own research work minimizes surely.

Actually no fact is meaningful without being related to some other facts, rationally. The review of related literature is close with the intention to find out the related facts been discovered in the similar field of research that
they can be related with each other whosesoever the rational able of the relationship is clear. According to Good Barr and Scates (1941) as it is essential for a good doctor to be familiar with the latest medical researches done in his (of specialization) area, similarly for a good student, for the researcher working in the field of research, it is essential to be familiar with all the information and researches being done in education.

It is the matter of fact that review of related literature works like the stick of the blind man unless and until the researcher cannot lead to the needed direction. Really without having a proper knowledge of work done in some field of research, without having the knowledge of the methodologies and findings of the researches done in the field, a researcher can neither scientifically decide his research problem nor can make a synopsis for the research.

There exists a continuum between the old theories and new ones. Knowledge is dynamic and it always grows along this continuum. The past is to be discussed to view a problem in a proper perspective so that a researcher may stream line his efforts to solve the problem. Keeping in view the objective of the present study numerous studies pertaining to a study of
emotional intelligence, value and academic achievement of deprived girl students studying at secondary level have been studied.

**Studies Related to Emotional Intelligence, value and academic achievement of deprived girl students studying at secondary level.**

1. **Upadhyay, Usha (1980)**

   “However these deficits are not limited to the poor only. Children from affluent have also have been found to possess characteristic particular to the deprived, although they do not suffer from absolute deprivation. Children whose parents are below the poverty line may be said to suffer from absolute deprivation, they are victims of other sense of deprivation too. First they are deprivation socially as there is a lack of peer-group contacts because of geographic isolation, family restriction, unfavorable social attitudes on the part of other children or some other condition, emotional deprivation is caused by lack of opportunities to experience the pleasant emotions such as love, joy, etc.

2. **Chopra (1969)**

   Evaluated the impact of cultural deprivation on academic achievement, A sample of 433 students of class X belonging to the age range 15-17 year was
randomly drawn from 16 boys’ secondary school in Lucknow. Students’ socio-economic status was taken as the indication of cultural deprivation. Marks of high-school examination were taken as the criterion from academic achievement. The progressive matrices test was used to assess the intellectual level of the subjects. The result of the study indicated that the mean marks obtained by the student’s of higher socio-economic status been significantly higher than those of the student of the middle and lower (SES). But the differences between the marks of the student’s belonging to middle and lower (SES) groups were not statistically significant. There was positive correlation between (SES) background and achievement in English, Mathematics and Science, but achievement in Hindi, Biology and Art was relatively free from the influence of (SES) background. The pattern of relationship between (SES) background and achievement was the same at all the three intellectual ability levels.


Investigated the impact of familiar deprivation on the acquisition perceptual skill for pictorial depth perception of children, The sample comprised two groups of subjects belonging to the age range of 3-6 year; a
group of 125 normal children (69 boys and 56 girls) randomly selected from
nurseries and another of 125 deprived children (52 boys and 73 girls)
randomly selected from orphanages. It was observed that the development of
the deprived children’s skill from pictorial depth perception was more
retarded than that of normal children and this effect was more obvious in
children between the ages 4 and 6½ years.


Studies the impact of socio-cultural deprivation on intelligence on a
sample of 50 deprivation and 50 non-deprivation children, the result revealed
that the deprived children were significantly lower in their intelligence level
then the non-deprivation children.

5. Khan, M.A.

Effect of parental deprivation on personality adjustment (with special
The objectives were-
1. To assess the effect of parental deprivation on personality adjustment among deprived and undeprived children.

2. To evaluate the level of adjustment among the parentally deprived and undeprived children.

3. To find out the main areas of adjustment among the parentally deprived and undeprived children.

4. To compare the level of adjustment among the partially and fully deprived children.

5. To make a comparative study of the achievement scores of parentally deprived and undeprived children.

6. To study and compare the adjustment scores and general, mental ability scores among the parentally deprived and undeprived children. With that of urban parental group children.

7. To compare the adjustment scores of rural non-parental group children with that of urban non-parental group children.

8. To compare adjustment scores of female children with those of male children.

The sample comprised 670 children (255 deprived and 415 undeprived) of the 255 deprived children. 200 were males, on the other hand among the
undeprived children, 300 were males, their age ranged from 13 to 16 years. The sample was selected through the stratified cluster sampling method. Data were collected with the help of Mittal’s Adjustment Inventory and Jalota’s General Mental Ability Test and academic achievement was recorded from the school records. Data were analyzed with the help of the ‘t’ test.

The findings were –

1. There was a significant differential effect of parental deprivation on the level of adjustment.

2. Deprivation was affected by a variety of factors, viz., age of the time of separation, quality of maternal relationship during and offer separation and other personality factors. Adjustment involved relation the individual most effectively to society, at the same time, society provided the means of realizing the individual’s potential for perceiving feeling, thinking and creative activity including the changing of society itself. The majority of the deprived children were emotionally well adjustment.

3. There was no significant difference in respect of levels of adjustment between the partially and fully deprived children.

4. Parental deprivation had a difference effect on the achievement of student’s.
5. There was no significant difference in respect of adjustment and general mental ability scores between parentally deprived and undeprived children.

6. Children who belonged to the rural community were less adjusted in comparison to the children who were located in urban areas.

7. There was a significant difference between the adjustment scores of the rural non-deprived children and that of the urban deprived group children.

8. Female children had superior adjustment as compared to males.

9. There was a significant difference in respect of total adjustment scores amongst orphan and tribal, and orphan and parental group children.


   The study was made with a view to studying the effect of deprivation and level of aspiration on achievement in science. The major objectives of the inquiring were –

   1) To study the effect of deprivation on achievement in science.

   2) To study of the various effects of deprivation on achievement in science, physics and chemistry.

   3) To study the effect of deprivation on level of aspiration of high school science students in relation to urban and rural areas.
4) To study the significance of mean difference in relation to rural and urban areas, and

5) To study the significance of mean difference in level of aspiration in relation to rural and urban areas.

The Hypotheses of the study were –

1. There is no relationship between deprivation and achievement of high school science student’s.

2. There is no relationship between scores of various aspects of deprivation and achievement of the above mentioned students.

3. There is no significant difference between the mean science scores of rural and urban students in deprivation.

4. There is no significant in the mean science achievement scores of rural and urban students.

5. There is no significant difference in the average score in the level of aspiration of rural and urban students.

6. There is no significant difference in the mean achievement scores of high deprivation and low deprivation high and middle deprivation and middle and low deprivation student’s.
7. There is no significant difference in the average scores in level of aspiration of high and low deprived high and middle deprived, middle and low deprived students.

The prolonged deprivation scale prepared by Mishra and Tripati (1976) and level of aspiration test by shah and Bhargava (1974) and the achievement test in science for high school student’s developed by the investigator were used, the sample comprised 450 students of high school science from 15 randomly selected institutions in rural and urban areas of Garkhpur, Basti and Deoria districts. The collected data were analyzed through the calculation of mean, percentiles linear, and correlation coefficients. ‘t’ and ‘f’ ratio.

Major findings were-

1) Measures for mitigating the effect of criterion aspects of deprivation lock of parental sympathy and care, bitter childhood experiences, lack of proper educational facilities has positive effect on the achievement of students and world enhance the level of aspiration of the students as well.

2) Deprivation had negative effect on achievement in science and level of aspiration.

3) The rural students received lower marks than the urban students.
4) There was a positive correlation between level of aspiration and achievement.

In the study of the relationship between prolonged deprivation and temporal orientation, Agrawal & Tripathi (1980) found the highly deprived subjects were predominantly past oriented and had a deficient future orientation, absence of clear cut time perspective was also observed among them.

Six studies concentrate on the value system, value-orientations, social values and aspirations, while one focuses on needs, interests and aspirations of adult. The size of the sample varies from 113 student teachers to 1100 students of the tenth class.

While Patel (1981) and Goswami (1983) were interested in constructing an inventory of values and standardizing a value test respectively, Goswami's (1983) objective was to study educational, moral, social, religious, cultural, aesthetic and economic values. The major finding was that the post-basic schools provided a better atmosphere for inculcating moral, social and religious values and Gandhian attitudes of self-reliance than the ordinary schools. Paul (1986) found that urban adolescents (boys as well as girls) were
more highly oriented to competence, maturity, and goal accomplishment than the rural adolescents. There was a difference in the values of students by sex and level of education.

Of the remaining studies in this group, six deal with religious identity and prejudice (Singh, 1978; Kumar, 1986); religious beliefs (Krishnan, 1981); religious education (Rizvi, 1986); communal attitudes (Jayakumari, 1981); and caste prejudices among teachers (Saxena, 1975). Some of the other studies are on premarital sexual attitudes and behaviour (Rakesh, 1980); attitudes to Planned Parenthood (Ananthasayanam, 1982); values, problems and level of frustration of Harijan boys (Singh, 1986); value orientations, cultural determinism and frustration as correlates of components of creativity (Chauhan, 1984). The samples consisted of 300 girl students of Delhi University 822 of school youth; 1200 adolescent girls: and 1200 students from Jammu University.

7. Deprivation in Natural Settings

Over the last two decades; there has been a phenomenal increase in the number of studies highlighting variations in different cognitive and motivational processes along the dimensions of social class, race, ethnic
group, caste, and SES in developed as well as developing countries. The results on cognitive effects of deprivation are summarized here.

**Intelligence** It has been found that IQ as measured by tests of intelligence varied as a function of SES, social class, and residential area (Chopra, 1970; Pandey, 1970; Scarr-Salpatek, 1971; A.K.Singh, 1976; Tripathi, 1970; Whiteman, Brown, & Deutsch, 1967). Furthermore, there is evidence that some differences hold within ethnic groups (Kennedy, Van de Reit, & White, 1963; Pettigrew, 1964). Prolonged living under conditions of poverty also led to a steady decline in IQ (Jones, 1954; Jordan, 1963). However, children below approximately 2 years of age did not show IQ differences in terms of social class and SES variables (Bayley, 1965). It is only later that the differences become prominent.

**Verbal ability** Studies of and verbal ability have demonstrated that disadvantaged children were clearly lower (Bernstein, 1960; Jensen, 1968; John & Goldstein, 1964; Rath, 1975; Templin, 1957) in these areas as compared to privileged children. Evidence also indicated that middle class children had better verbal reasoning abilities than lower class children (Kellaghan & MacNamara, 1972; Marjoribanks, 1972). Problem solving
strategies also differed as a function of SES and social class (Bresnahan & Shapiro, 1972).

8. Cognitive Deprivation The date accumulated in the last decade have evinced that caste status, membership of tribal groups, and socio-economic disadvantages have very little effect on the performance on Raven’s Progressive Matrices (Das & Singh, 1975; Rath, Dash, & Dash, 1979; Sahu & Mohanta, 1977; Ushasri, 1980). In contrast, performance on other measures, such as, the Porteus Maze, Kohs Block, Draw-a-person test, and Lorge Thondike test show significant negative relationships with various types of environmental deprivation (A.K. Singh, 1976; Murlidharan, 1970; Pushpa, 1980). The measures of perceptual functions generally demonstrate significant differences between advantaged and disadvantaged groups of children (Broota, 1979; G. Misra & Shahi, 1977; G. Misra & A. Shukla, 1986; Misra & Trapathi, 1980; Sinha & P. Shukla, 1974; Sinha, 1977). Performance on categorization and conceptualization tasks has also indicated adverse effects of disadvantage (Das & Singh, 1975; Das & Panda, 1977; Malani, 1976; Misra & Tripathi, 1980).

Linguistic proficiency has been found to be significantly influenced by environmental disadvantage. The advantaged children show higher level of
linguistic achievement than their disadvantaged counterparts (Sahu & Sahu, 1980). Recently, S. Shukla and Mohanty (1986) reported a negative relationship between prolonged deprivation and the development of syntactic ability. Disadvantaged children are also found to show poor academic and scholastic achievement than advantaged children (Sharma & Bhargava, 1980; A.K. Singh, 1976, 1980; Ushashri, 1980).

In general, the educational development of the scheduled castes and scheduled tribes has been lower than that of the general population. Nautiyal and Sharma (1979) have documented that the educational performance of the SC and ST has been lower than that of other communities in almost all levels of education, from preprimary to higher education. Another important feature of this tragic situation is that the educational system has not been able to cover and retain the lower strata of population. The dropout rate particularly in the phase of early education is massive. Studies on cognitive style (Majeed & Ghosh, 1979; G. Misra & Tiwari, 1986; D. Sinha, 1978) show that environmental disadvantage is associated with poor differentiation. It has also been noted that the disadvantaged children are less analytic and more impulsive while advantaged children are more analytical and reflective (Das
& Panda, 1977). S. Singh, A. Sinha, and G. Misra (1985) have noted that when the contribution of social disadvantage was partial led out; the caste of the participant could not contribute significantly to academic performance. Subsequent studies by S. Singh, Kumar, and A. Sinha (1986) have also confirmed this trend.

9. Das and Piavato (1976) have tried to relate malnutrition to cognitive competence using stature as an independent variable. They found that the effect of malnutrition was blended with SES.

10. Murlidharan (1970) has reported that children from high stimulation homes scored higher on the measures of language. She found that urbanization had a significant effect on the level of cognitive development of children. Compared with their counterparts from semi-urban and rural areas, the urban children not only scored higher but were also faster.

11. A.N. Tripathi (1989) has recently examined the contributions of home environment and personality variables to the intellectual achievement of tribal and nontribal children. He found that the nontribal students scored higher on verbal measure of intelligence and school achievement than their tribal counterparts. The regression analysis revealed that in the tribal group
personality factors contributed more than the home environment while the reverse was true for the nontribal group.

12. **S. Singh & G Misra (1985)** found that the high and low deprived children perceived ability as equally important under competence condition, whereas under helplessness condition high deprived subjects blamed ability more than their low deprived counterparts.

13. **G. Misra & S. Misra (1986)** observed that the advantaged students attributed their performance in school examination more to controllable and stable causes than the disadvantaged students. Luck was attributed more in the case of failure by the advantaged students while the disadvantaged ones used it to explain success. An opposite trend was noted in the effort attribution.

14. **Jain and Mal (1984)** have reported that the low deprived subjects as compared to high deprived subjects considered effort and ability major cases of success and bad luck the major cause of their failure.

15. **G. Misra (1985, 1988)** observed that the tendency to make casual attribution was greater under competitive situations, and advantaged students used more variegated causal beliefs than the disadvantaged ones. The
disadvantaged students showed a predominant tendency to attribute failure largely to internal factors and success to external factors.

16. Singh (1978) and Kumar (1986) deal with the same problem in different settings. Singh's sample consisted of Hindu, Muslim and Sikh students while Kumar's consisted of Christian students. Both found age to be very crucial in the formation of religious prejudice. Ethno-centrism was less widespread in younger groups but it was formed by the age of 6-7 years or a year later among the children of all the religious communities. Sex was not an important variable.


The objectives of the investigation were (i) to study the relationship between some family characteristics-such as size, socio-economic status, type of family (broken or intact), birth order- and student activism,(ii) to study the relationship between some family characteristics and student values, (iii) to study the relationship between some family characteristics and student adjustment, and (iv) to study the relationship between some family characteristics and student's school learning.
The study was conducted in Moradabad region and was confined to eleven intermediate colleges selected using the cluster sampling method. The sample of the study included 540 students studying in class IX. A Student Activism Inventory having a test-retest reliability index of 0.76 was developed by the investigator. Other tools used were SES Scale (Kuppuswami), Test of Values (Agarwal), Hindi version of Adjustment Inventory (Asthana), students' examination records and questionnaires. The data were analysed using Kolmogorov-Smirnov, chi-square and extended median tests.

The findings of the present study were: 1. The size of the family affected student activism, adjustment and values. Students belonging to large families had more activistic tendencies and poor adjustment while students belonging to small families had less activistic tendencies, better adjustment, higher values (educational, personal and material) and better school learning. 2. Religious, social and humanistic values were not found to be significantly related with the size of the family. 3. Birth order was found to be related with activism, adjustment, and personal, educational, social and materialistic values, while religious and humanistic values were not found to be related with birth order. 4. Socioeconomic status was found to be significantly
related with activism, educational and materialistic values, and school
learning, whereas it was not found to be related with personal, religious and
humanistic values. 5. The broken family was positively related to activism,
poor adjustment, and high personal and materialistic values, while the intact
family was positively related to educational and social values.

18. CHATTOPADHYAY, M., A Probe into the Personally of Adolescent
Bengali Girls of Calcutta City for Developing on Idea of their Life-problems
at High-School Leaving Age, Ph. D, Appl. Psy., Cal. U. 1981

The main objectives were (i) to study the normative trends of the population-
problems and difficulties and adjustment patterns in major spheres of life, (ii)
to find out specific characteristics of personality expressions of eight
scholastic groups, evident in the population, and (iii) to diagnose the needs of
the girls in the eight groups and the barriers generating conflicts and tensions,
and other important facts that would provide a helpful frame of reference for
parents, teachers and counsellors to understand adolescent girls and to tackle
them effectively in different social learning situations. The major subfields
were (i) background of family and other development factors, (ii) perceptions
and expectations of present and future life, (iii) nature of interpersonal
relations with family members and peers. The main enquiry areas were (i)
knowledge about assets and limitations of self, home, studenthood, personal convictions regarding womanhood and peer life, (ii) existing practices of self, in the family traditions, with the family members and expressed through family outlook, (iii) self-evaluation regarding psycho-physical constitution, family relations, social skills, societal frame of reference, viz., systems and controls.

The sample consisted of 1200 adolescent girls of class X from 40 Bengali medium schools of Calcutta city. The total sample was classified into eight scholastic status groups, determined on the basis of their percentage of marks in the last examination, the topmost group in the range of 72-77 per cent and the lowest group in 30-35 per cent. The design was a stratified sample survey. The data were collected with a self-prepared inventory in the Bengali language intended to explore the adolescent school girls' mental dispositions, knowledge items, practice items and attitude items concerning sociability, family relations, psycho-physical constitution and personal-societal relations. The statistical tools used were Pearson’s r, chi-square and graphs and charts.

Some of the findings were: 1. There were indications of (a) low awareness about the importance of curriculum subjects and their respective contributions in the preparation for future life; (b) a hidden eagerness for
heterosexual friendship; (c) a general trend of cognitive desynthesis in the areas of future womanhood; (d) a general trend of being qualified as a compliant-dependent group, as an authority-compliance type, and an anaclitic moral development trend. 2. With an undercurrent of conflict they were found clinging to the traditional values and ideologies of the community—more importance being attached to ideal wifehood than to any other kind of model of womanhood. 3. About one-tenth of the respondents expressed a dire need for counseling service to minimize their anxiety and tension in relation to several aspects of their anticipated personal relationships and the consequences in future life. 4. The respondents disclosed stratum-wise multi-model characters over some enquiry areas to indicate specialties. 5. The adolescent girls maintained several healthy personality modes but at the same time expressed the rudiments of several other undesirable ones. 6. The researcher developed a theoretical model of personality as individual `as-is' and `as- perceived'.

19. DIWEDI, C.B., An Investigation into the Changing Social Values and Their Educational Implications, Ph.D. Edu., Gor., U., 1983
The objectives of the present study were (i) to investigate the present state of values of postgraduate students and the guardians, (ii) to assess the extent of
change in student values in comparison with those of the old generation, and  
(iii) to suggest educational implication of such changes.

A Social Value Inventory was developed by the researcher. The study  
was conducted on a sample of 400 postgraduate students and 354 guardians  
of the age group of 40 to 60 years.

The following conclusions were drawn: 1. The place of residence  
(rural/urban) had a close relationship with values-religious, ethico-cultural,  
political and educational. 2. Age-group of the respondents was significantly  
related with religious, societal, political, economic and educational values. 3.  
Women were more religious, ethico-cultural, cultured and keenly interested in  
societal problems compared to men. Scores of men were higher on political  
values than those of women. Thus, sex played an important role in the  
development of values. 4. The old values were not shared by the modern  
youth. They were rather sceptical concerning religion. Widow and intercaste  
marrriages, love marriages, casteless society, etc. were popular values of the  
student respondents. 5. Devaluation in the personality, knowledge and  
character of the political leaders as well as the teachers of the day was  
revealed. 6. The traditional, caste-wise occupational structure was no longer  
liked by the students. 7. Students favoured change in the old curriculum of
education as to them, it was useless. 8. They liked co-education, and opposed traditional systems of education. They demanded students' participation in academic and administrative decision of educational institutions.


The objective of the study was to test the following hypotheses: (i) Alienation has a negative relationship with age. (ii) Alienation has a negative relationship with neuroticism. (iii) Alienation has a negative relationship with extroversion. (iv) Alienation has a negative relationship with the Lie-Scale (social desirability). (v) Alienation has a negative relationship with achievement motivation. (vi) Neuroticism has negative relationship with age. (vii) Extroversion has a negative relationship with age. Age is positively associated with scores on the Lie-Scale (social desirability). (viii) Academic achievement has a positive relationship with age. (ix) Neuroticism has a negative relationship with academic achievement. (x) The Lie-Scale (social desirability) has a negative relationship with academic achievement.

The investigation was concerned with studying the influence of three variables, viz., personality, achievement motivation and academic
achievement on alienation. The personality varied in three ways—neuroticism, extroversion and introversion; achievement motivation varied in two ways—high and low; similarly academic motivation varied in two ways—high and low. A sample of 480 students from three types of colleges of Chandigarh, viz., coeducational, girls' and boys' was selected. The students were studying in pre-university, three-year degree course Part I, II and III and were in the age range of 16 to 25 years. The study focussed attention on the factors of personality, academic achievement and achievement motivation in relation to alienation of urban youth. The 3 X 2 X 2 design was followed in the study. The first factor referred to three types of colleges, whereas the last two factors were at two levels (high and low) of the other variables. The following tools were used in the study: (i) the Eysenck Personality Inventory (1964); (ii) the Lynn (1969) Achievement Motivation Questionnaire; (iii) the Leo Srole (1956) Alienation Scale; (iv) the scores of students at the last annual examination. The data were analysed with the help of t-test F-value, product-moment correlation, multiple correlation and factor analysis.

The findings of the study were: 1. The students of girls' colleges obtained the highest alienation scores followed by the students of coeducational and boys' colleges. 2. The students of boys' colleges were the
oldest, followed by coeducation college students and girls' college students. 3. Students going to the girls' colleges obtained the highest scores in academic traits followed by coeducational students and boys' college students. 4. Students going to coeducational colleges obtained the highest neuroticism scores followed by girls' college students and boys' college students. 5. The students of coeducational colleges obtained the highest extroversion scores followed by boys' college students and girls' college students. 6. The students of boys' colleges obtained the highest Lie-Scale (social desirability) scores, followed by coeducational college students and girls' college students. 7. The students of girls' colleges obtained the highest achievement motivation scores, followed by boys' college students and coeducational college students. 8. Lie-Scale scores, in addition to academic achievement, neuroticism and extroversion were significantly correlated with and were good predictors of alienation in coeducational and boys' college groups. 9. Achievement motivation was a good predictor of alienation in the case of the coeducational and boys' college sample.

The present investigation aimed at studying the effect of various environmental and socio-economic factors, means of communication, playmates, participation in students' union and coeducation on educational achievement.

The sample consisted of 250 postgraduate students of five postgraduate colleges belonging to Balia, Deoria, Azamgarh, Gajipur and Mirzapur districts. On the basis of the proportionate random sampling technique, only male students were included in the study. Data were collected with the help of an interview schedule consisting of 202 items. This tool consisted of six subsections. The items were not equally distributed over different sub-areas of the tool. The six sub-areas included in the schedule were (i) personal data of the respondents, (ii) environmental information, (iii) social status of the respondents, (iv) economic status of the respondents, (v) means of communication, (vi) formal and non-formal participation of the students. Most of the items were structured. In order to measure the academic achievement of the respondents, divisions at high school, intermediate and graduate levels were taken into consideration. A sort of grading system was adopted. For first division, nine points; for second division seven points; and for third division five points, were given. Thus, the maximum achievement
score was 27 and the minimum score 15 if the respondent passed the examination at first attempt. For passing the examination in two years, five points were deducted; for passing in three years, ten points were deducted; and for passing in the forth year, 15 points were deducted. Students were interviewed individually.

The major findings of the study were: 1. An urban atmosphere was more conducive to achievement than the rural environment. 2. With advance in age, academic achievement decreased. 3. Education of the parents had a positive effect on academic achievement of the respondents. 4. Respondents belonging to unitary families showed higher academic achievement than the respondents from the joint families. 5. The effect of caste was neutral over academic achievement. 6. Unmarried respondents scored higher grades at different stages of education. 7. Religion did not show any effect on academic achievement. 8. Respondents coming from the business class scored poorer grades than respondents belonging to the service class. 9. Perception of economic status had a negative effect on academic achievement. 10. Participation in unionism led to poor academic achievement. 11. Coeducation had a positive impact on achievement. 12. A
negative image of the teacher among respondents had an adverse effect on academic achievement.

The following were the implications of the study: (1) The rural environment in which 80 per cent of India's population dwells should be improved by introducing better facilities for education, conveyance, communication, medical care and by increasing adult literacy. (2) Early marriage should be abolished. (3) In order to provide equal educational opportunities to the economically deprived, an effective system of scholarships should be introduced. (4) Teachers with a positive attitude towards their profession should be appointed.


The objectives were (i) to study the philosophical and psychological aspects of value systems, (ii) to construct an inventory of value systems, (iii) to establish the reliability, validity and norms of the inventory of value systems, (iv) to validate the prepared inventory against other available measurements of value systems, and (v) to study the relationship between value systems and sex, grade, area, and income level. The hypotheses of the study were: (1) The students sub-grouped according to sex, grade, area and
income level of parents will differ from each other on the value system. (2) Various patterns of values will reveal basic differences in the outlook and orientation of the students. (3) Students possess common, distinct patterns of values, in spite of differences on various variables.

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

The major findings were: 1. As the age increased the students became more sociable. The older students were more involved in economic value than the younger ones. 2. The girl students scored higher than the boy students on rational values. 3. In religious values, the higher income girl students scored higher than the higher income boy students. 4. In scientific values, lower income urban students scored higher than the higher income urban students. 5. Students of both the sexes and both the standards scored high for moral value. However, the lower income rural students scored higher
than the lower income urban students. 6. The majority of the students liked to be active in aesthetic or art-oriented activities. Here, the girl students scored higher than the boy students. 7. The girls scored higher than the boys on religious, moral and scientific values. 8. On economic, moral, political and aesthetic values, the students of Std. XI scored higher than the students of standard X. 9. On all other values, except the rational and the political, the urban students scored higher than the rural students. 10. On social, rational and moral values, students with lower income scored higher than students with higher income.


The major objectives of the study were (i) to find out the relationship between values and achievement motivation among college girls, and (ii) to develop and standardize a test of values for college girls in India.

The sample consisted of 1002 college girls from eight colleges of Rajasthan. The sample included only the final year college girls of the arts, science and commerce faculties. The normative survey method was followed. The tools used were a Scale of Life Values developed and standardized by
the investigator, and Mukherjee's Sentence Completion Test. Descriptive statistics and critical ratio were used for drawing conclusions.

The major findings were: 1. The girls studying in different faculties had almost similar value patterns. 2. All students showed the highest preference for aesthetic values. The girls of all faculties showed comparatively high preference for money and materialistic values over other values. 3. The students showed minimum preference for moral values. 4. The science and commerce students did not differ significantly on aesthetic values but the arts students gave more importance to aesthetic values. Arts and commerce students had equal knowledge values but the science students gave less importance to knowledge values. Religious values received equal preference from all the three groups. 4. The arts and commerce girls differed significantly on aesthetic values, money and materialistic values and moral values. 5. The science and commerce students differed significantly on knowledge values, social values, national and political values and self values. 6. The arts and science students differed significantly on knowledge values, aesthetic values, social values, national and political values, moral values, and self values. 7. The science students were found higher on social values and national and political values than the other two groups. 8. The high-
achievement motivated group put money and material values first and aesthetic values second. In the low-achievement motivated group, the order was reversed. 9. The high-achievement motivated girls preferred national and political values over self values, whereas the low-achievement motivated girls preferred self values over national and political values. 10. The high and low-achievement motivated groups placed the moral values in lowest preference. 11. The high-achievement motivated group and the low-achievement motivated group differed significantly on aesthetic values, religious values, national and political values and moral values. 12. The low-achievement motivated group was more aesthetic and more religious than the high-achievement motivated group. 13. These two groups, with high and low-achievement motivation, did not differ significantly on knowledge values, money and material values, social values and self values. 14. The correlations of values and achievement motivation of each category of values in all the three groups were found to be insignificant. 15. In the group of arts students, knowledge values, aesthetic values and money and material values were negatively correlated with level of achievement motivation, whereas in the science group only knowledge and aesthetic values, and in the commerce group, only money and material values, were negatively correlated with the
level of achievement of these students. 16. In the science group, the money and material values, religious values, social values, national-political self and moral values, correlated positively with the achievement motivation level of the students, but the correlation was insignificant. 17. The girls of the commerce faculty had positive though insignificant correlation of achievement motivation with the all categories of values except money material values. 18. Religious values, social, national political values, self values and moral values had the positive but insignificant correlation with achievement motivation.


The major objectives of the inquiry were (i) to compare rural and urban adolescent boys and girls going to schools and colleges with respect to personal, social, instrumental, terminal and work values, (ii) to study the relative degree of importance within the same hierarchy for the same set of values for different groups of subjects, and (iii) to study the factor structure of various values for rural and urban groups.

The sample consisted of 1076 adolescent boys and girls of Baroda district. Students of classes XI and XII of higher secondary schools and those
of the first year of the degree course in arts, science and commerce of urban and rural areas comprised the sample. The tools used were the Personal Value Scale, Social Value Scale, Instrumental Value Scale, and Terminal Value Scale, all developed by the investigator and the Work Value Scale of Vyas adapted for the study by the investigator. The scales had reliability ranging from 0.33 to 0.76 measured by the test-retest method. Analysis of variance and factor analysis with varimax rotation were used to arrive at findings.

The major findings were: 1. The urban adolescents were more highly oriented to competence, maturity and maintaining harmonious relations; more affectionately disposed to others, with sincerity and tolerance; and strove for the accomplishment of their goal in more mature and competent ways than rural adolescents. They had a stronger social orientation than rural adolescents. The rural adolescents were more concerned about economic returns and variety, whereas the urban adolescents were more concerned about prestige. 2. The college adolescents were more strongly oriented towards applying themselves steadily to goals aimed at, more stable and more optimistic, whereas school adolescents were more oriented to appreciating the value of tidiness. With respect to social values, the college adolescents strove more for social harmony, peace and social service, while the school
adolescents were more oriented to showing warm affection to others. The college adolescents were more courageous while the school adolescents were more oriented towards being independent and loving to others. In the case of terminal values, the school adolescents were more strongly oriented towards enjoying happiness and social recognition, while college adolescents strived more for freedom and mature appreciation. With respect to work values, the school adolescents strived more for economic returns and intellectual stimulation, whereas college adolescents strived more towards achievement orientation. 3. The male adolescents were more striving for their ambition and excellence and more service-oriented than female adolescents. The female adolescents were more oriented to appreciating tidiness, more aesthetic in nature, conscious of being punctual and regular, more striving for harmony, love, sympathy, tolerance, peace; and more oriented to competence and sound character, striving more for happiness, a peaceful life and gaining economic returns, as compared to male adolescents. 4. The science-stream adolescents strived more for strong work habits and were more courageous than general-stream adolescents. Their orientation was more towards maintaining and practicing social relation in comparison with the general stream adolescents. The science stream adolescents were more competence-
oriented, strived more for freedom and recognition as compared to general-stream students who strived for happiness and comfort. The general-stream students strived more towards seeking a job full of variety and social contact than the science-stream students. 5. Factor analysis showed rural adolescents striving for personal happiness and competence, having a materialistic bent of mind, striving for self-discipline, more concerned about prestige and economic returns, attaching importance to dignity of work, striving for national security, being more service-oriented, striving for self-esteem-orientation, gaining self-strength and showing signs of social and personal retardation. The factors underlying the value-orientation of urban adolescents were the striving for pleasure and security, creative achievement, a self-constricted personality, personal courage, social orientation, self-adaptation, low achievement-orientation, a strong leaning towards working more earnestly for achievement of their aspirations, being more moralistic, seeking recognition, pleasure, social harmony, more concerned about self-reliance.

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.

The data were collected from 200 postgraduate students of the Hindu and Muslim communities studying in Aligarh Muslim University, Aligarh, with the help of the following instruments: (1) Likert type attitude scale entitled "Attitude Towards Religious Education Scale" constructed by the investigator; this scale has yielded satisfactory reliability and validity indices; (2) Rajmanickam's Religious Attitude Scale; (3) Kilby's Way to Live Scale; and (4) Ansari's Value Orientation Scale. The data were classified with reference to sex, religion and socio-economic status. The relationship between different measures was studied employing product moment correlation. The significance of the difference between the scores obtained by different groups was ascertained by the help of chi-square and t- tests.

The major findings of the study were: 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 religious 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, socioeconomic 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.


The aims of the study were (i) to prepare and standardize a value test consisting of eight values which may not yield the scores of ipsative nature, (ii) to study the distribution of scores of all the eight values, (iii) to compare the mean scores of eight values of the different groups, (iv) to compare the mean scores of boys and girls with high and low intelligence and high and low SES, and (v) to isolate the dominant factors of the value system of the four groups separately.

On the basis of the opinions of experts, eight values were selected, namely, social, political, economic, moral, knowledge, health, recreation, and aesthetic. A value test consisting of eight values which may not yield ipsative scores was prepared and standardized. The test-retest method was employed for the estimation of reliability coefficients of all the eight sub-tests
separately. The composite reliability was also calculated by applying the Mosier Formula which came to be 0.93. Apart from this, the researcher prepared an SES questionnaire. The Culture Free Intelligence Test by R.B. Cattell and others was used for measuring intelligence.

The main findings were: 1. The distribution of scores of both boys and girls of TDC and PUC in all eight values deviated from the normal. 2. The PUC boys exhibited significantly higher mean values in health and aesthetic values than TDC boys. TDC girls showed higher mean scores than boys in social and aesthetic values. 3. The high-intelligent boys of PUC exhibited significantly higher mean scores than the high-intelligent girls of PUC in social, political, economic values. The low intelligent boys of PUC exhibited significantly lower mean scores than the low-intelligent PUC girls in social, political, economic and recreation values. The high intelligent girls of TDC showed significant differences in social, moral, knowledge and aesthetic values than the TDC high-intelligent boys. The low-intelligent girls of TDC attached more importance to knowledge value than boys. 4. PUC boys of high SES exhibited higher mean values than PUC girls of high SES in social and recreation values. PUC boys of high SES showed higher mean scores in recreation values than girls of high SES. TDC girls of high SES showed a
significant difference in social, economic, moral and knowledge values than the low SES boys of TDC. 5. Two dominant factor loadings emerged for all the four groups. In case of PUC boys, the factors were 'Aesthetic Recreation Factor' and 'Politics economic Factors'. In case of PUC girls the first and second factors were 'Moral-cum-Knowledge Factor' and 'Aesthetic Creation Factor. In case of TDC boys two factors extracted were 'Political-cum-Knowledge Factor' and 'Aesthetic-Recreation Factor'. In case of TDC girls the two factors were 'Moral-cum-Knowledge Factor' and ‘Aesthetic-Recreation Factor'.


The objective of the study was to investigate educational viewpoints of secondary school teachers and their relation to teachers' values, attitudes and preferences for political ideologies.

The sample of the study consisted of 251 male and 79 female secondary school teachers. The educational viewpoint and political ideologies of teachers were measured by the tools constructed by the investigator. Ojha's Measurement of Values Scale and Verma's Attitude Towards Teaching Scale
were employed as measures of teachers' values and attitude towards teaching respectively. Chi-square and t-tests were employed to determine the significance of the difference between the means of scores of the compared groups. Productmoment correlation was employed to determine the relationship between the different variables.

The major findings of the study were: 1. Most of the teachers had a progressive outlook on different aspects of education like alms, methods, pupil control, policy of promotion, need for inservice education. 2. Female teachers held more progressive views than male teachers regarding the aims of education, pupil control, policy of promotion, and in-service education. The difference in the viewpoints of male and female teachers regarding methods of teaching was not significant. 3. Science teachers held more progressive views than arts teachers regarding policy of promotion and in-service education, but their views in other areas were similar. 4. Teachers' educational viewpoints were found to be unrelated to their political, aesthetic and economic values. Progressive teachers were found to be more theoretical and social-value oriented than traditional teachers. 5. Teachers' educational viewpoints were found to be unrelated to their attitude towards work activities in teaching and towards principals' functioning style. However the
progressive, mixed and traditional teachers differed significantly in their attitude towards economic and psychological rewards in teaching and their attitude towards pupils. 6. Progressive and traditional teachers were found to favour leftist and rightist political ideologies respectively.


The objectives of this study were to determine (i) the projected role of young men and women as husbands and wives in their married life. (ii) their values regarding family planning. The hypothesis was that there will be no significant difference among different groups on the marital role and value systems regarding family planning.

This study was conducted on postgraduate students of Delhi University and industrial workers employed in garment and electrical goods factories in the Union Territory of Delhi. The subjects were taken from both sexes. All subjects were unmarried and in the age range of 20-24 years. The selection of the sample was done by simple random sampling method. The data were collected on 586 subjects in both the pilot and main study. In this study, three tools—Personal Bio-data Schedule, Marital Role Preference Scale, and Value
System Scale, were used. The chi-square test was used for comparing the four groups with each other on all the variables.

The main findings were: 1. Young men and women considered that 'sharing joys and sorrows with the life partner' was the most important factor which motivated them to enter married life. Leading a happy and peaceful life was considered as the most important factor by students which induced them to accept family planning, while workers considered 'providing good education and nutritive food', as the most important factor for accepting family planning in their married life. 2. Students were more egalitarian than industrial workers and females were more egalitarian than males on the Marital- Role Preference Scale. 3. Males considered avoidance of pregnancy as the most important factor for accepting family planning in their married life while females did not agree with males on this.


The main objective of this study was to measure the attitude of adolescent girls towards religion, equality of women and family planning. In this study, the following hypotheses were formulated: (1) Education is a
factor in determining the attitude of girl students towards religion. (2) Education is a factor in determining the attitude of girl students towards equality of women. (3) Education is a factor in determining the attitude of girl students towards family planning. (4) There is a significant difference in the attitude of adjusted and maladjusted girl students towards religion. (5) There is a significant difference in the attitude of adjusted and maladjusted girl students towards equality of women. (6) There is a significant difference in the attitude of adjusted and maladjusted girl students towards family planning. (7) There is a significant difference in the attitude of married and unmarried women towards religion. (8) There is a significant difference in the attitude of married and unmarried women towards equality of women. (9) There is a significant difference in the attitude of married and unmarried woman towards family planning.

The sample of the research was of the non-probability type. Only female elements had been selected under two categories, namely married, unmarried and undergraduate and postgraduate students. The tools were constructed and standardized in India. The two foreign tests used were those of attitude towards religion and towards equality of women.
The main findings of the study were: 1. It was supposed that the young women in the society had a definite and positive attitude towards their socio-psychological problems. However, it was found that the majority of the young unmarried girls were unaware of the seriousness of the problems they would have to meet in the future. 2. There were several factors responsible for this state of affairs. The major factors were religious superstitions, lack of education and ignorance about the problems faced by the nation. 3. In spite of the fact that a large number of young girls were being educated and a change was taking place, the women in particular and the masses in general were still unable to realize the gravity of situation. 4. Most of the young men and women were unable to understand the significance of freedom and equality when extra-marital relations and unmarried families were concerned. 5. The results of the study showed that married women became sensitive to the problems of general family life and the value of freedom.

A major implication is that sex-education should be imparted early so that young men and women do not learn about these things from their inexperienced friends and colleagues who misguide instead of guiding them. There should be a planned educational programme to prepare girls to understand change and to meet the challenge of social change.
30. VERMA, S., Problem Solving as related to Intelligence and Personality in Socially Deprived and Non-Deprived Children, Ph.D. Psy., Pan. U., 1986

The main objective of the study was to study the impact of social deprivation, intelligence, sex and two personality dimensions, namely extraversion and neuroticism, on the problem-solving ability of children.

The study employed 2 X 2 X 2 X 2 factorial design to study the impact of variables (sex, deprivation, intelligence and personality) on problem-solving. The study was conducted in two phases. In the first phase, 700 students of age range of 12 to 14 years were categorized as males and females, as high and low on deprivation, intelligence, and personality. These groups were further differentiated into 16 cells of factorial design yielding a sample of 160 subjects with ten subjects in each cell. In the second phase of the study, data about criterion variables of problem-solving were collected. The tools used in the study were: (i) The Mishra and Tripathi Prolonged Deprivation Scale (1977), (ii) The Raven's Standard Progressive Matrices (1960), (iii) The Mohan Junior Personality Inventory (1968), (iv) The Bhatia Problem Square Test (1955), and (v) The Scheerer Matchstick Test (1971).

The findings of the study were: 1. Social deprivation was found to relate negatively to problem-solving. 2. Intelligence was found to relate
positively to problem-solving. The trend was in favour of high intelligence subjects performing better on problem tasks as compared to the low intelligence subjects. 3. Males were better on problem-solving tasks than females. 4. The personality dimensions of extraversion and neuroticism revealed no significant difference on problem-solving. 5. The interaction between deprivation, intelligence and problem-solving revealed significant F-ratio for both time taken and number of trials taken. 6. The interaction between deprivation, neuroticism and problem-solving was also significant. The non-deprived stables performed better than the deprived neurotics on problem-solving. Similarly, non-deprived introverts performed better than the deprived extraverts. 7. The interaction between deprivation, sex and problem-solving also revealed significant differences in favour of non-deprived males over deprived females. A positive interaction effect was obtained between superior problem-solving abilities in high intelligence males as compared to low intelligence females. 8. The interaction results also revealed a significant interaction between neuroticism, intelligences and problem-solving. 9. The three-way interaction between intelligence, sex and deprivation in relation to problem-solving revealed significant results in favour of non-deprived, high intelligence males as compared to deprived, low intelligence females.
The objectives of the present study were (i) to study the religious, moral and social values of class XI students, and (ii) to find out their relationship with character traits and personality adjustment.

The investigation was of the survey type. The sample consisted of 560 students (148 urban and 39 rural girls; and 249 urban and 124 rural boys) of class XI selected from 21 intermediate colleges for both sexes of Allahabad district. The tools of the study were the Value Scale and Character Trait Questionnaire, both prepared by the investigator, the Personality Adjustment Inventory of M.S.L. Saxena, and a Hindi version of the 16 P.F. Questionnaire of Cattell. Test-retest and split-half reliabilities of the Value Scale were significant. The data were tabulated and analysed using suitable statistical techniques.

The findings of the study were: 1. Among both the urban and rural samples, religious values were the strongest, followed by moral values; the social values were the weakest. However the coefficients of correlation between the three values were positive and highly significant. 2. The means
of the three values for the students of the rural area were consistently higher than those for the urban area, both in the case of boys and girls. 3. The means of all the three values for the girls were higher than those for boys. 4. Community-wise the means for all the three values for the Hindu group were generally higher than those for the Christian or the Muslim groups. 5. All the three values had the greatest influence on character traits and lowest on personality adjustment. 6. In the case of personality adjustment, social values had the greatest influence, followed by moral values. 7. In the case of the personality traits included in the study, the influence of all the three values, although positive, were not found to be uniform. It was found that social and moral values influenced the personality traits much more than religious values. 8. All the five character traits (geniality, helpfulness, kindheartedness, truthfulness and dutifulness) appeared to be positively and significantly influenced by values. Although this influence was generally uniformly positive on the various groups of the sample, the boys specially of the urban area appeared to be more influenced than the girls.

The educational implication of the study is that the development and strengthening of a healthy social, moral and religious value systems among
students should be a very important function of the secondary schools, which would help in solving problems of student unrest and discipline.

Some researchers have considered study habits and attitudes as correlates of achievement. Tiwari (1982) and Shanmugasundaram (1983) indicated a positive relationship between study habits and achievement. Singh (1986) found that high achievers scored high in study attitudes while low achievers scored low. Deshpande (1984) showed no difference in the study habits of students from high-achieving and low-achieving schools. Singh (1984) made a survey of the study habits of high, middle, and low-achieving adolescents in relation to their sex, intelligence, and socioeconomic status. The study found that the study habits of boys and girls differed significantly at different levels of academic achievement. The study by Patil (1984) was conducted on postgraduate pupil-teachers of the colleges of education affiliated to Nagpur University. The study showed that the coefficient of correlation between the attitude of pupil-teachers as measured on Ahluwalia Teacher Attitude Inventory and their achievement was 0.16, which was found to be positive and significant.

Studies by Girija (1980), Mishra (1983), Malik (1984), Kamila (1985), Pandey Kalpalata (1985), and Verma (1985) have concentrated on samples of
students who may be considered as slightly disadvantaged when compared to others. Kamila (1985) brought out a comparative picture between the achievement of students belonging to Harijan and Tribal Welfare Department high schools and those belonging to Education Department high schools in Orissa. The picture was in favour of the latter. In a study conducted in Uttar Pradesh by Verma (1985), the mean achievement of scheduled caste students was found to be significantly lower than that of tribal students and of students belonging to other castes. But, the study did not show any difference between the achievement of students belonging to scheduled tribes and those belonging to other castes. Patel (1987) attempted to compare the cognitive and personality differentials of the disadvantaged and advantaged secondary school children from Orissa. The study used a sample with an equal number of scheduled caste, scheduled tribe, and advantaged students. The findings revealed that the three groups differed significantly in their academic achievement. Mishra (1983) studied the effect of socioeconomic background and culture on academic achievement of children. The sample included three sub-cultural groups, namely, the urban, the rural and the tribal. Each of these groups was further divided as socio-economically advantaged and socio-economically disadvantaged. The study showed that the advantaged children
secured higher educational achievement scores than the disadvantaged children both in the urban and the rural sub-cultures. Among the disadvantaged children the tribals secured higher educational achievement Scores than those of their urban and rural counterparts. Pandey Kalpalata (1985) showed that low deprived students performed better than high deprived students in certain subjects of study, namely, social studies, science and Hindi. Kathuria (1982), investigating a sample drawn from urban higher secondary schools of Bhilai and Raipur, found the relationship between scholastic achievement and global prolonged deprivation to be not significant. Girija (1980) explored predictor factors, both intellectual and non-intellectual, which contributed to the cumulative grade point average of advantaged and disadvantaged students of an agricultural university. Malik (1984) showed that first-generation learners had significantly lower academic achievement than the non-first generation learners.

The investigation was designed as a comparative study of the academic achievement and intelligence of adolescent boys and girls studying in classes IX and XI.

The sample for the study consisted of 800 students studying in classes IX and XI. Half of them were boys and half were girls. Jalota's Group General Mental Ability Test was administered to the subjects to get an idea about their mental ability and marks obtained by them in the annual examination were taken as the criterion of academic achievement.

The main findings of the study were: 1. Among class XI students there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls. 2. At all other intellectual levels the academic achievement of the girls was superior to that of the boys. 3. Among class IX students there was no difference in the academic achievement of intellectually very superior and intellectually superior boys and girls. 4. At all the other intellectual levels the academic achievement of the girls was superior to that of the boys. 5. In general the intelligence test scores of the boys were higher than those for the girls. 6. In case of the boys there was very high correlation between intelligence test scores and academic
achievement. 7. In the case of girls there was an average correlation between intelligence test scores and academic achievement.

33. MEHROTRA, S., A Study of the Relationship between Intelligence, Socio-economic Status, Anxiety, Personality Adjustment and Academic Achievement of High School Students, Ph.D., Edu., Kan. U., 1986

The investigation was designed to study the relationship between intelligence, socio-economic status of the family, personality adjustment, anxiety and academic achievement of high school students. The sample for the study consisted of 535 class X students. Around 260 of them were boys and 275 girls. Jalota's Group General Mental Ability Test was used for measurement of intelligence. Kuppuswamy's Socioeconomic Status Scale was used for assessment of socioeconomic status of the families of the students. Saxena's Adjustment Inventory was administered for assessment of the personality adjustment in five areas, viz., home, health, social, emotional and school adjustment. Kumar's Indian adaptation of Sarason's General Anxiety Scale was used for measurement of anxiety. Marks in the high school examination were taken as the criterion of academic achievement.
The main findings of the study were: 1. Both for the boys and the girls there was an inverse relationship between level of anxiety and academic achievement. 2. Both for the boys and the girls there was a positive relationship between socio-economic status of the family of the students and academic achievement. 3. There was a positive relationship between intelligence and academic achievement. 4. There was a positive relationship between level of adjustment and academic achievement. 5. In general, the girls had a comparatively higher level of anxiety than the boys.


The objectives of the study were (i) to develop common tests to assess the academic achievement of the students of formal and non-formal education, (ii) to compare the students of formal and non-formal education in respect of their academic achievement-area wise, test wise and as a whole, (iii) to find out the influence of certain socioeconomic, demographic and psychological variables on the academic achievement of the students of formal and non-formal education, (iv) to study the difference of academic achievement between two identical groups from formal and non-formal students divided on the basis of socioeconomic, demographic and
psychological variables, and, (v) to identify the factors (from among the socioeconomic and psychological factors) that predicted the academic achievement of the students of formal and non-formal education.

The tools used were Telugu Test, Arithmetic Test, Problem Areas Test, Academic Achievement Motivation Inventory, Perception of School Environment Questionnaire and Home Environment Schedule. They were developed by the investigator following the standard procedures. The main sources of the data were the responses of the 300 students selected from standard V of formal schools and 300 learners selected from the fourth stage learners in non-formal education centres, to the tests, inventory, questionnaire and SES scale. Another source of data was the response of the parents of the sample of students to the home environment schedule.

The major findings of the study were: 1. There existed a significant difference in the academic achievement between the students of formal and non-formal education in the Telugu test. 2. There was a significant difference between formal and non-formal students in their academic achievement in the areas of vocabulary; reading comprehension; writing; and grammar of the Telugu test. 3. There was a significant difference in academic achievement between the students of formal and non-formal education in the arithmetic
test. 4. There existed a significant difference between formal and non-formal students in their academic achievement in the areas of numeration and notation; addition; subtraction; multiplication and division; fractions; Indian money; units of length, capacity and weight- measures of time; geometry; and business mathematics of the arithmetic test. 5. The difference between academic achievement of the formal and non-formal groups in the problem areas test was significant. 6. There was a significant difference between formal and non-formal students in their academic achievement in the areas of food and water; clothing and housing; health and hygiene; plants and animals; solar system; transport and communication; national natural resources; society and nationalism of the problem areas test.

27. RAJPUT, A.S., Study of Academic Achievement of Students in Mathematics in Relation to Their Intelligence, Achievement Motivation and Socioeconomic Status, Ph.D. Edu., Pan. U., 1984

The objectives of the study were (i) to construct and standardize a test in mathematics for class V, (ii) to study the impact of intelligence at various levels on the achievement of students in mathematics, (iii) to analyse the effect of different levels of achievement motivation on the achievement of students in mathematics, (iv) to find out the effect of socioeconomic status on
the achievement of students in mathematics, and (v) to study the interactional
effects of variables of intelligence, achievement motivation and
socioeconomic status on the achievement of students in mathematics.

In the first stage, the achievement test in mathematics was developed
and standardized on a sample of 1000 students taken from various central
schools. In the second stage, the study was conducted on a sample of 435
students (boys and girls) of grade V from various central schools. This
sample of 435 students was administered the following tools: (i) the Raven's
Standard Progressive Matrices for intelligence, (ii) the Aronzon Graphic
Expression Test for measuring achievement motivation, (iii) the
Kuppuswamy's Socio-economic Status Scale (1962). On the basis of these
tests the students were categorized into 27 groups having three categories
(high, average and low) of each of the variables-intelligence; achievement
motivation and socioeconomic status.

Ten students in each category were retained. In this way the final
sample of the study had only 270 students. The scores of achievement in
mathematics were analysed with the help of three-way (3 X 3 X 3) analysis
of variance.
The findings of the study were: 1. Intelligence affected the achievement of students in mathematics significantly at all the three levels, i.e. high, average and low. There was superiority of the high intelligent group of students over the average and low intelligent groups of students in their achievement in mathematics. Further, the average intelligence group were better achievers in mathematics than the low intelligence group. 2. In neutral classroom conditions, the achievement of students in mathematics was not affected by their achievement motivation. 3. The Socio-economic status of the children affected the achievement of students in mathematics. The high Socio-economic status group and the average socio-economic status group of students did not differ significantly on achievement in mathematics. Achievement of high Socio-economic status and low Socio-economic status students in mathematics differed significantly. Average and low Socio-economic groups differed to give significant results on their achievement in mathematics. 4. The double and triple interaction effects between the variables of intelligence, achievement motivation and Socio-economic status were not significant.
36. SABAPATHY, T., A Study of the Relationship of Manifest Anxiety Emotional Maturity and Social Maturity of Standard X Students to Their Academic Achievement, Ph.D. Hu., Ban. U., 1986

The major objectives of the study were (i) to construct a tool on emotional maturity to measure the emotional maturity level of standard X students, (ii) to find out the relationship, if any, between the independent variables, namely, manifest anxiety, emotional maturity, social maturity, socio-economic status, sex of the students, medium of instruction and type of school management, on the one hand, and academic achievement of standard X students on the other, (iii) to identify the significant predictors of the academic achievement of standard X students, and (iv) to formulate regression equations for predicting the academic achievement of standard X students.

The independent variables were measured by Sinha's Manifest Anxiety Scale. Emotional Maturity Scale, Rao's Social Maturity Scale and Kuppuswamy's SES Scale. For the criterion variable (academic achievement), the SSLC Examination marks were taken. The sample of 574 boys and 531 girls selected from private aided, private unaided, corporation and government schools was based on the stratified proportionate random
sampling technique. Students were selected from both Kannada and English medium schools. The data were analysed using zero order correlations, chi-square test, multiple correlation, multiple regression (stepwise forward) and two-way ANOVA (least square technique).

The following were the main findings: 1. Manifest anxiety was negatively and significantly related to achievement in mathematics, achievement in general science, achievement in social studies and total academic achievement. 2. Emotional maturity was positively and significantly related to achievement in mathematics, achievement in general science, achievement in social studies, and total academic achievement. 3. Social maturity was significantly and positively related to achievement in general science only, but not to achievement in mathematics or total academic achievement. 4. Socio-economic status was significantly and positively related to all the areas of achievement. 5. Girls were higher achievers in mathematics, general science and social studies when compared to boys. 6. Students from English medium schools scored higher in all areas of academic achievement over students from Kannada medium schools. 7. Students from private schools scored higher than students from government
schools. 8. Emotional maturity, socioeconomic status and social maturity turned out to be significant predictors of total academic achievement.


The purpose of the study was to investigate the factors related to academic high achievement and underachievement of rural girls coming from the secondary schools of Haryana. An attempt was also made to find out the specific contribution of variables towards high achievement and underachievement.

This study was conducted in two phases. Phase 1 was a preliminary study for the selection of under and high achievers. Raven's Standard Progressive Matrices and Mohsin's Verbal Test of Intelligence were administered to a sample of 1225 students. Correlation between verbal, nonverbal and criterion variables were computed and three samples of 200 each from the total sample were drawn. The top 27 per cent of the population were called high-achievers and the bottom 27 per cent low-achievers. For the second phase of the study, a sample of 100 girls was chosen from each group and the following tools were used to collect the data: (1) Wrenn's Study Habit
Inventory adopted by Mohsin, (2) Bhatia's Ach Motivation Test (1974), (3) the Academic Motivation Inventory by Singh (1965), (4) Mohsin's Spelling Test, (5) the Vocabulary Test prepared by the Educational and Vocational Guidance Bureau, Bihar, and standardized by Sharan (1964), (6) the Reading Speed and Comprehension Test of the Srivastava (1964), (7) Maslow's Security Insecurity Test adopted by Singh (1965), (8) Bell's Adjustment Inventory adopted by Mohsin, and (9) Srivastava's Check List of Problems. The data were analysed using t-test to show the difference between under and high-achievers, and the centroid method of factor analysis to find out the contribution of each variable to high and underachievement.

It was found: 1. Poor academic motivation, linguistic ability, planning of study work, adjustment and emotional insecurity contributed to underachievement. 2. The underachievers were significantly poor in their performance on all these variables. 3. All the variables included in this study were inter-related. Hence remedial programmes for underachievers had to be necessarily global in approach.

The objective of the study was to find answers to the following questions: (i) is there any difference in scholastic achievement among children of educated working and educated non-working mothers? (ii) is there any difference in scholastic achievement among children of educated working and educated non-working mothers, studying in English medium and Hindi medium schools?

A sample of 250 students of class X was selected randomly taking care that an equal number of students was selected in each maternal-employed and maternal-unemployed group. Further, 100 sample subjects whose mothers were working were-from English medium and 150 sample subjects whose mothers were working were from Hindi medium' schools. The scholastic achievement of these students was tested on standardized achievement tests in English, mathematics, social studies and languages. The combined scores on these four tests was considered as scholastic achievement of a student.

The findings of the study were: 1. There was no difference in the achievement in English, social studies, and languages among children of working and nonworking mothers. 2. There was a significant difference in achievement in mathematics among children of working and non-working
mothers. The children of non working mothers achieved more than those of working mothers. 3. There was no difference in academic achievement among children of working and nonworking mothers, studying in English or Hindi medium schools.


The aims of the study were (i) to make a comparative study of the average scores of the students (belonging to rural and urban institutions managed by various agencies) in three selected correlates, i.e. intelligence (Int), socio-economic status (SES), and educational facilities (EF), (ii) to make a comparative study of the academic attainment of students in four main subjects, i.e. Hindi, social studies, science and mathematics, (iii) to determine the degree of relationship between the scores of the achievement test in the main subjects and the main correlates selected, and (iv) to estimate the amount of contribution made by the above correlates to the success of students in the above test, at the junior high school level. The sample of the study consisted of 1200 students (900 boys and 300 girls) of class VIII selected from junior high schools of rural as well as urban areas of three districts of eastern U.P., using suitable sampling technique. The data were
collected with the help of (i) a Group Test of Intelligence for children by Tandon (1971), (ii) four Achievement Tests of Hindi, social studies, science, and mathematics, (iii) a Check-list, (iv) a Questionnaire on Socio-economic and Cultural Status, and (v) a Questionnaire on Educational Facilities. Mean, SD, percentile, product moment correlation, regression coefficient, and multiple correlation coefficient, were used for analysing the data. The findings of the study were: 1. The average level of scores in all the selected correlates (Int, SES and EF) and academic attainment were found to be low. 2. Girls were of high SES background. 3. Boys had better scores in the Int test and EF questionnaire. Boys have also shown superiority in academic, attainment. 4. Urban boys and girls had generally secured better Int scores. Boys belonging to institutions managed by private agencies have secured better marks in the Int test than boys of institutions managed by local self government. 5. Urban girls of private institutions had secured better scores in SES than rural girls of institutions managed by local self government. 6. Boys and girls of urban areas appeared to be having better EF than the pupils in rural areas. Boys of privately managed institutions appeared to have better EF than the boys of local self government institutions. 7. Urban boys of private institutions had secured comparatively better scores in achievement
test than their rural counterparts. Boys had secured better scores in all the four selected subjects. Urban boys and girls had secured higher marks in social studies, science, and mathematics than their rural counterparts. Urban girls had secured better marks in Hindi and mathematics than their rural counterparts. Boys and girls of privately managed institutions had secured better marks in science than their local self government counterparts. 8. All the three correlates had a significant positive relationship with academic attainment. 9. The regression coefficients revealed that SES had EF and made a remarkable contribution to the academic success of both boys and girls.


**Objectives:** To find out the difference imprioritising values by the parents (whose children studying at secondary level) and teachers (who are handling the classes at the secondary level). **Method:** A sample of 40 teachers (20 male and 20 female) and 40 parents (20male 20 female) from both rural and urban areas were selected at random sample. The survey method was used. The subjects were provided a list of 40 values in three alternatives, viz. most important, important and less important, and were asked to mark their
preference for each in the given preferences. The data provided by the parents and teachers were analysed.

**Findings:** (1) All categories of teachers and parents gave more importance to only 5 values, namely worthiness, sympathies, discipline, equality and caring. (2) Hundred per cent of teachers gave priority to open mindedness, practicality, academic bent of mind, self-reliance, forgiveness, obedience and creativity. (3) Hundred per cent of parents gave priority to the values namely honesty, truthfulness, cleanliness, duty mindedness, love, kindness, spirituality, humanity aesthetics morality, punctuality, cooperation and objectivity. (4) There was light difference ranging from eighty one per cent to ninety seven percent in the preference of values of teachers and parents, viz. empathy food organisational capacity, leadership, appreciation, optimism, friendliness, tolerance, being fair and frank, protest against wrongs, loyalty, patriotism, sociability, intellectual efficiency, self-control, self awareness, self-esteem, self-confidence, justice, dependability, purity of thought, civic scene, charity, accountability and rationality. (5) The difference in the values was observed between rural and urban teachers as well as parents, male and female teachers as well as parents, educated and uneducated parents above 40 years and up to 40 years age group of parents and teachers, rich and poor
parents, parents having small and big families and teachers teaching arts and science subjects. The study cites twenty references.


**Objectives**: (1) To find out the difference in the emotional intelligence of male and female teachers; (2) To find the difference between student teachers of arts and science faculty; (3) To find the relationship between emotional intelligence and academic achievement of students teachers.

**Method**: In the light of objectives the following hypotheses were formulated: (1) there is no significant difference between emotional intelligence of male and female students and teachers, (2) there is no significant difference between students and teachers of arts and science faculties, (3) there is no significant relationship between emotional intelligence and academic achievement of students and teachers. A sample of 302 students teachers studying in four colleges of education in Kolnapur district, using simple random sampling. Descriptive survey method was employed. Emotional Intelligence Test (EIT) and academic achievement score were used as research tool in the study. Data were tabulated and analyzed using
appropriate statistical techniques such as t-ratio and product moment coefficient of correlation.

**Findings:** (1) There is no significant difference between emotional intelligence of male and female students teachers. (2) There is no significant difference in the emotional intelligence of students’ teachers of arts and science faculty. (3) There is no significant relationship between the emotional intelligence and academic achievement of student teachers. The study cities twenty one references.


**Objective:** To examine the difference in the personality traits of high and low emotionally intelligent students-teachers. **Method:** A sample of 78 student-teachers studying in Ewing Christian College, Allahabad was selected for study. The test of emotional intelligence and personality inventory were used for collecting data and these tools were developed by K.S. Misra. The statistical method used in the study for analysis of data were mean, SD, and ‘t’ test.
**Findings:** Student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student-teachers with high emotional intelligence are more competent and have more self confidence, hard working, help others constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. The fifteen personality traits like experimentive vs conservative, emotionally stable vs excitable, spiritual vs materialist, social vs self-centered, adaptive vs rigid, inquisitive vs non-curious, relaxed vs tense, affectionate vs undemonstrative, self-critical vs happy-go-lucky, group dependent vs autonomous, humble vs assertive, more analytical vs less analytical, forthright vs crooked, dominant vs submissive, conscientious vs unscrupulous are not different in case of student teacher with high and low emotional intelligence. The study cites two references.

**Objectives:** (1) To find out the relationship between the deprivation and academic anxiety among girls having different levels of emotional intelligence; (2) to evaluate the relationship between the academic anxiety and different areas of deprivation.

**Method:** The sample of 100 adolescent girls, age group 13-17 years were selected from different secondary schools of Varanasi city. The tools were used for data collection: (1) Deprivation Scale (D-Scale) by S.K Pal, K.S Misra and K. Pandey, (2) Academic Anxiety Scale (A.A.S) by S.K. Pal, K.S. Misra and K. Pandey, (3) Emotional Intelligence Test by K. Pandey.

**Findings:** (1) The deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls. (2) The social deprivation and academic anxiety are positively correlated in case of emotionally intelligent girls due to their greater understanding of emotional behaviour of their own and others. The parental deprivation and academic anxiety for more emotionally intelligent girls is positively correlated which could be due to the lack of support from parents in academics which leads to greater academic anxiety among them.

**Objective:** To find out adolescent girls with high, moderate and low emotional intelligence differ on various types of deprivation.

**Method:** The random sample of 100 IX Class adolescent girls studying in four Hindi medium secondary schools of Varanasi city. The tool measures deprivation by Deprivation Scale by Pal, Misra and Pandey. The statistical analysis of data was done by mean, S.D. and ‘t’ test. **Findings:** The girls having low emotional intelligence perceive various deficiencies more in their environmental factors likes, social isolation, insufficient housing, and other infrastructural facilities, economic insufficiency, meager educational opportunity, unavailability of reasonable share of pleasant emotional experiences, lack of warmth and parental care in comparison to the girls having high and moderate level of emotional intelligence.


**Objective:** To assess the effectiveness of the Enneagram Educational Programme on the following competencies of emotional intelligence (E.Q) of students’ teachers: (a) emotional self-awareness, (b) emotional expression, (c) creativity, (d) interpersonal connections.
**Method:** The pre-test and post-test control group design employed for this study. In this design the investigator involved two groups, the experimental group and control group, both of which were formed by random assignment and were administered pre-test of the dependent variable; one group received the special treatment and then both the groups were posted. A sample of 40 student teachers, from a B. Ed. College of Jharkhand State was selected at random. 20 student teachers of Bethesada B. Ed. College, Ranchi were selected randomly to form an experimental group and 20 student teachers of Ursuline Womens’14 Indian Educational Abstracts T.T. College, Lohardaga were selected randomly to form the control group for the study. The experimental group was given the intervention programmes namely, the Enneagram Educational programme for the duration of three months. The data were collected from the appropriates tools: (a) E.Q Map Questionnaire, (b) Interview schedule for the student teachers, (c) Reaction scale for the feedback of intervention programme. Thus, the data collected and were analysed with the help of suitable statistical techniques mean, standard deviation and Analysis of Covariance (ANCOVA).

**Findings:** A significant difference found between the mean scores for Emotional Self-awareness, Emotional Expression, Emotional Awareness of
others, creativity and interpersonal connections. The majority of response in the reaction scale indicated that after the interaction programme improvement has taken place in the student-teachers in their interpersonal skills and quality of life. As a whole, it can be concluded that the field of education, particularly the teachers training programme is a beneficiary of Ennegram educational programme. The study cites nine references.

47. Anuradha, K., Bharthi, V.V. and Jayamma, B. (2006).


Objective: To study the television viewing behaviour of adolescents and its impact on their academic achievement.

Method: The sample consisted of 48 adolescent (24 boys and 24 girls) along with their mothers selected randomly from government Telugu medium schools (8th, 9th and 10th standards) in Tirupati town. Adolescents TV viewing behaviour was collected from students as well as their mothers by using two tools ‘omnibus schedule for parents’ and ‘omnibus schedule for childrens’ (both developed by Anuradha and Bharathi, 1998). Academic achievement was obtained from school records.
Finding: The mean Television viewing time for boys was 166.47 mnts (sd = 98.97) and the same for girls was 182-89 mts (s.d = 93-820). Adolescent did not differ significantly in their TV viewing behavior according to sex, grade and type of family. The percentage of marks was found to be more for adolescents with cable connection than those without cable connection. The study cites ten references.

*****