Chapter - 5

Brief Literature Review

The public interest in tertiary education is generally present whether the delivering institutions are publicly or privately owned, and/or are publicly or privately financed. However, the modern world of tertiary education is undergoing enormous reforms and this finance and management reform agenda can usefully be viewed in the context of five themes:

1) **Expansion and Diversification**—of enrollments, participation rates, and number and types of institutions;
2) **Fiscal Pressure**—as measured in low and declining per-student expenditures and as seen in overcrowding, low-paid (or unpaid) faculty, lack of academic equipment or libraries, and dilapidated physical plants;
3) **Markets**—the ascendance of market orientations and solutions, and the search for non-governmental revenue;
4) **The Demand for Greater Accountability**—on the part of institutions and faculty, and on behalf of students, employers, and those who pay; and
5) **The Demand for Greater Quality and Efficiency**—more rigors, more relevance, and more learning

A market orientation includes (a) tuition, fees, and the sale of research and instruction via grants, contracts, and entrepreneurial training; (b) the private sector, including both non-profit and proprietary providers of tertiary education; (c) regional decentralization, or the devolution of authority from the central government to the regions; and (d) institutional autonomy, or the devolution of authority from government, at whatever level, to institutions.
5.1 Literature Review Focus:

Efforts towards efficiency, cost control, and resource generation can go a long way in helping developing nations solve their resource and quality related problems. Some of these are: (a) The finance and management of higher education equipment, computers, and Internet accessibility; (b) an appropriate curriculum, including content that is intellectually challenging, up-to-date, and appropriate to the mission of the institution; (c) Effective learning, including appropriate student time-on-task, as well as the ability to focus and concentrate; and (d) An efficient managerial and administrative structure. All of this has profound implications for reducing repetition rates and the average time to graduate, leading to substantial savings that can be diverted to quality improvement.

5.2 Personality: Popular Definitions

The term personality refers to one’s social value. An individual has personality to the extent that he or she behaves in likeable ways, is charming, generous, kind and popular, and gets accommodated with his colleagues. In general, personality refers to all those relatively permanent traits, dispositions or characteristics within the individual that give some measure of consistency to that person’s behavior. These traits may be unique, common to some groups or shared by entire species, but their pattern is difficult for each individual. Thus, everyone, though like others in some ways has a unique personality.

5.3 Modalities Of Personality Traits:

Guilford defines personality traits any distinguishable, relatively enduring way in which one individual differs from others. Seven modalities of traits have been identified namely, morphological, physiological, needs, interests, attitude, aptitudes, and temperament.
5.4 Maslow’s Hierarchy Of Needs:

The basic idea behind Maslow’s hierarchy of needs is that basic lower level needs must be satisfied or relatively satisfied before higher level needs become motivators. Maslow listed the different needs in order of their prepotency: physiological, safety, love and belongingness, esteem and self-actualization. In addition to these, Maslow recognized 3 other dimensions: cognitive needs, love of beauty and neurotic needs. (Figure F-5.1)

5.5 Student Learning Style Scales

The current outcome-based educational environment has brought an increased emphasis on understanding and enhancing the teaching-learning process. Instructional methods and student learning styles are the two critical factors that play a major role in the teaching-learning process. In addition, technology can be a very valuable tool in customizing instruction for diverse student needs and learning preferences. Several reasons exist why we should incorporate learning style information in our teaching. Since today’s student population continues to grow more diverse (non-traditional, international students, company executives), an awareness of students’ learning styles can help facilitate designing more effective instruction in a way that it is responsive to all students. [Poonam Kumar Anil Kumar and Karl Smart]

According to Felder (1993,): Students whose learning styles are compatible with the teaching style of a course tend to retain information longer, apply it more effectively, and have more positive post-course attitudes toward the subject than do their counterparts who experience learning/teaching style mismatches.

The six main styles in the Grasha-Reichmann Student Learning Style Scales (GRSLSS) are described as below:

1. Independent students prefer self-pace instruction and prefer to study alone rather than with other students. They like to think for themselves and are confident in
their abilities. They like maximum choice and flexibility and minimum of structure and form.

2. **Dependent** students prefer that the teacher guides them and tells them what to do. They only learn what is required and they look up to the teacher for specific guidelines on what to do.

3. **Competitive** students learn in order to perform better than their peers. They feel that they have to compete with other students in the class to get a grade. They like to be the center of attention to receive recognition for their academic achievements.

4. **Collaborative** learners learn by sharing and cooperating with their teachers and peers. They prefer lectures with small group discussions and group projects.

5. **Avoidant** learners are not enthusiastic about attending class or acquiring class content. They don’t take interest to participate in class activities and are sometimes overwhelmed by class activities.

6. **Participant** learners are interested in class activities and discussions. They enjoy coming to class and participating in class activities. They like opportunities to discuss class material and readings.

This approach to learning style provides an integrated model of teaching and learning, providing a method of focusing on and assessing teaching strategies for both teaching strategies and learning styles. Grasha (1996) has also developed teaching styles and instructional methods associated with each learning style. He provides suggestions on how instructors can create “matches” and “mismatches” in the classroom to accommodate different learning styles and to help students expand their learning styles in other areas.

5.6 **Information Technology Affecting Teaching Learning Process**:

When information technology is used thoughtfully in combination with instructional methods—keeping in mind differences in learning styles—technology can become a valuable tool in individualizing instruction for various learning styles (O’Connor, 1997;
Ross & Schultz, 1999; Soles & Moler, 2001). Technology can be used to present information in multiple formats—video clips, animation, graphics, audio files—to make instruction appropriate for independent or other learners who rely on visual and auditory cues in learning (Ross & Schultz, 1999). Similarly, placing lectures on the course website can be very helpful for those students who need more time to process and internalize the information (Sarasin, 1998). Furthermore, some students prefer learning by collaborating and interacting with their peers (Grasha, 1996). A traditional lecture-based classroom can be boring and frustrating for these students. E-mail, discussion forms, electronic collaborative projects can be used to enhance interactions and collaboration among students (Sarasin, 1998). Information technology can also be used to support independent learners by giving students additional resources and links so that they can explore the material alone at their pace. Information technology can also be used to encourage student participation.

For example, some shy students who might not participate in class may participate in online discussions, helping them develop more collaborative skills. Undoubtedly, technology has many capabilities that instructors can use to create student-centered learning environments. But technology is only a tool; to use it effectively, the use of technology must be combined with an understanding of the teaching-learning process.
The inverse pyramid of need importance.
The basic needs MUST be satisfied before the needs below it.

Maslow Hierarchy of Needs

1. Survival Need - Breathing, Thirst, Hunger, Sex
2. Security Need - Physical Safety - Freedom from attack
3. Social Need - Interaction with people, belonging
   a. Cognitive - Need to Know and Understand
   b. Aesthetic - Need for Order and Symmetry
5. Fulfillment and Self-actualization

The TOTAL Person
1. Needs MUST be satisfied in order,
2. Get busy!
1. & 2. Early survival theories, followed by
3. & 4. The social theories involving interaction, followed by
   a. & b. (later added as requirements to achieve self-actualization)
5. The need of self-fulfillment and self-actualization.

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<th>Maslow Hierarchy of Needs</th>
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Source: Vaughn's Summaries (One-Pagers)
Figure F-5: Some common causes of self-rejection.
Figure F-53: Different environmental influences, within and outside the home, that affect the developing self-concept.
Figure F-5: A person's concept of self influences his characteristic patterns of adjustment.

- Solicits help
- Feels sorry for self
- Selfishness
- Projects blame on others
- Solicits sympathy
  "I always get a raw deal"

- Makes disparaging comments
- Complains
- Daydreams of persecution

- Appreciative
- Satisfied with achievements
- Friendly
- Satisfied with material possessions
- Generous
- Talkative
  "I'm a lucky guy"
Some of the many factors contributing to the first impression a person makes on others.
Figure 5. Confusion about identity arises when a person is called by different names.

"Which am I?"
Figure 5.1. The more exclusive the club, the more it identifies its members with success.
Figure 58. The vicious circle of maladjustment.
Figure 5.9 Some of the common ways adolescents respond to anxiety-producing stimuli.
Figure 5.10 The basic personality pattern

Cultural tradition → Uniform child training → Adult basic personality