Chapter - II

Review of Related Literature
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REVIEW OF RELATED LITERATURE

INTRODUCTION

In order to get a clear idea and understanding about the topic under study, the investigator has gone through a number of books, journals and research abstracts related to the study. She has also gone through important international studies and relevant studies done in India. The investigator has given a summary of such studies relevant to the research undertaken.

AFFECT INTENSITY - STUDIES DONE IN INDIA

MANUEL (1982) conducted a study of tension on goal performance.

The main objective of the study was to measure the effect of achievement-oriented tension and anxiety-related tension on academic performance in experimental situation.

The main findings were:

(i). Achievement motivation tension measured by achievement motivation at conscious and fantasy levels had a facilitating effect on academic performance.

(ii). Achievement motivation measured at the conscious level alone had shown a positive effect on risk performance.

(iii). Anxiety-related tension (measured by examination fear and test anxiety) had a negative influence on risk performance.

(iv). General anxiety did not show any impact on academic performance.

(v). Test anxiety was related to risk performance negatively.
Examination fear was not related to risk performance and

Failure-tension, induced by failure experience, had showed negative impact on goal perception and performance in the success, neutral and failure groups. The impact was comparatively greater on failure groups.

GYANONI (1984) conducted a study on frustration reactions as functions of achievement motivation and anxiety at different age levels.

The main objectives were

i) to find out the nature and extent of relationship of need achievement, anxiety and age with frustration reactions and

ii) to establish the regression equations between various frustration reactions as criterion variables and need achievement, anxiety and age as predictor variables.

The following were the findings:

(i). Most of the subjects of the parent population were not very aggressive or passive in frustrating situations.

(ii). A significant increase in intropunitive behaviour was observed, whereas impunitive frustration reaction increased with age but a significant fall in this particular reaction was observed after the age of 20 years.

(iii). Ego defensive and obstacle dominant reactions to frustration decreased as the subjects advanced in age. Their need-persistent reaction significantly increased with increase in their age and

(iv). The students with a high level of anxiety were seen to be more intropunitive and obstacle-dominant, whereas the low level anxiety boys were more impunitive and need-persistent.
BARINDER (1985) conducted a study of general anxiety and test anxiety with reference to the environmental factors and extraversion-introversion of Delhi students.

The objectives of the study were

i) to find out the general anxiety level of Delhi students so as to make out how it was affected by environmental factors and extraversion and introversion and

ii) to develop a Test Anxiety Inventory suitable and useful for the Indian situation.

The sample of the study consisted of 200 college-going students (100 boys and 100 girls) of Delhi University in the age group of 20-25.

The findings of the study were,

(i). Sex was significantly related to anxiety, both general and test anxiety.

(ii). Girls exhibited more general anxiety, as well as test anxiety, than the boys.

(iii). There was a positive relationship between general anxiety and test anxiety.

(iv). Socio-economic status did not play any role in the case of boys, neither on their general anxiety nor on their test anxiety.

(v). The interactive effects of socio-economic status and extraversion were again not found in the case of girls, the interactive effect was observed at average socio-economic status level.

(vi). There was a significant difference between average socio-economic status extrovert girls and average socio-economic status introvert girls on general anxiety. On test anxiety, there was no significant difference between high socio-economic status extrovert girls and high socio-economic status introvert girls.
BRODY LESLIE. R and others (1993) undertook a study of shame, guilt and emotional intensity in relation to family structure and process in late adolescent male and females.

This study explored relations between emotions (including shame, guilt, and the intensity of positive and negative affects), family structure (alliances between family members and boundaries between family members), and family process (disengagement, enmeshment, and cohesiveness). The sample consisted of either students enrolled in a general psychology college course or their siblings, totaling 52 females and 35 males, aged 18-27 years. Measures of emotion included the Personal feelings Questionnaire and the Affect Intensity Measure; measures of family functioning included the Family Relations Grid, the Family Characteristics Questionnaire, and the Permeability of Boundaries Questionnaire. Results confirmed that family structure and process, and especially the quality of boundary relationships between family members, related to reported individual affective functioning and to sex differences in affective functioning. Perhaps the strongest finding were that: (1) daughters had more intense affective functioning than sons; (2) mother-daughter boundaries were more permeable that mother-son boundaries or than father’s boundaries with either daughters or sons; (3) intrusiveness was related to the intensity and sometimes the frequency of both daughters’ and sons’ affect; and (4) a different aspect of fathers’ boundary permeability (interest and concern) in both daughters and sons appeared to modulate affect. Reported affective functioning was related not only to the quality of parent-child dyadic relationships, but to systematic relationships within the family, including the quality of mother-father and sibling-subject relationships.
NOFZINGER, ERIC. A and others (1994) undertook a study on affect intensity and aphasic REM sleep in depressed men, before and after treatment with cognitive-behavioural therapy.

They explored relationship between daytime affect and REM (rapid eye movement) sleep in 45 depressed men before and after treatment with cognitive-behavioural therapy and in control group of 43 healthy subjects. For depressed subjects only, intensity of daytime affect correlated significantly and positively with aphasic REM sleep measures at pre and post treatment.

OWENS, KAY; PERRY, BOB (1998) undertook a study on responsiveness and affective processes in the interactive construction of understanding in mathematics.

Reports on important learning processes that emerged during adult mathematics classes that used a teaching approach compatible with a social constructivist theory of knowing, concluded that affective processes precipitated students’ responsiveness, modifying the immediate learning context which influenced student thinking, creating a snowball effect on learning and affect.

BERG, CHARLES; LICK, PAULETTE (2001) conducted a study on Literacy and Emotions: Data Analysis from the Dude large Project.

The study focussed on the relationship between emotions and literacy achievements. It begins with a mention of the theoretical contributions which backed up the study. In the Dude large project survey (4th graders), the following literacy variables are available: word recognition, two different measures for reading comprehension, spelling, vocabulary and structuring. On the emotion side data were collected on: anxiety, test anxiety, school reluctance, stress, stress coping strategies, effort avoiding, zeal, self-concept.
In the first step, two indications were constructed: the first one concerning literacy, the general literacy factor, has been obtained by means of factor analysis. The second one concerns students' emotional situation. Data have been reduced in two ways: by factor and by cluster analysis. Results indicated a strong relationship between both parameters. It concludes with prospects for further research and conclusions drawn concerning both the theory of reading and practical consequences for the everyday work in schools.

FRIENDSHIP – STUDIES DONE IN INDIA

SHUKLA, KIRAN (1992) conducted a study on development of social competence as a function of parental behaviour and peer interaction.

The study had been undertaken to examine, whether parental behaviour had any effect on the development of the social competence of the children, whether peer interactions influenced the development of the social competence of the children to any extent, and to study which psychological factors contributed significantly in the development of social competence.

The major aims of the study were:

(i) To examine the development of social competence among the children of different social groups.

(ii) To evaluate the relative effects of parental behaviour and peer – interaction of the social competence of children belonging to different socio – economic groups and

(iii) To study the effects of parental authority and parental deprivation on the development of the social competence of the children.

On the criteria of income professional affiliation and material possession, 150 families from high SES and 150 families from low SES were selected. The tools used included social competence scale developed by the researcher, Rohner’s PARQ, Parental Authority Scale by Promila Singh, Peer interaction scale. Mean, SD, ‘t’
values, percentiles, ANOVA, product-moment coefficients of correlation, factor
analysis and multiple regression analysis were used to analyze the data.

The findings of the study were:

(i) Socio-economic status had significant effect on the development of social
competence where as parental acceptability had not been found significantly
affecting the development of social competence, Further, parental authority as
well as peer-interaction did revealed high mainly on social competence.

(ii) Both sons and daughters of the upper SES group were fond to differ
significantly on their social competence as compared to lower SES groups.
Further the daughters of both the groups, i.e., upper and lower SES, scored
significantly higher than the sons on their social competence scale and

(iii) Social competence of highly accepted sons differed significantly between
fathers of upper SES and mothers of lower SES as well as between fathers of
upper and lower SES strata.

TYAGI, POONAM AND KAUR, PARVEEN (2001) studied the inter-personal
perception of self-reflections among adolescents.

The study aims to examine inter-personal perception of self-reflection among
adolescents. A randomly selected sample consisting of 200 adolescents in the age
range of 15-16 years studying in class IX of various schools of Hissar City was taken
for the study. Children's Self-concept Scale (Ahluwalia, 1986) and abridged scale
consisting 32 items related to six aspects, i.e., behaviour, intellectual and school
status, physical appearance and attributes, anxiety, popularity, happiness and
satisfaction were applied for the collection of the data. The collected data were
analyzed with mean, SD, correlation, percentage and 'z' value.
The findings of the study were:

(i) Adolescent boys were more modest towards the acceptance of various personality qualities of themselves than what they feel that parents, teachers and friends think about those qualities present in them.

(ii) Girls' self-evaluations were lower than other's evaluations as perceived by the girls, especially on the component of happiness and satisfaction, anxiety and physical appearance and

(iii) There was a similarity in self-opinion and other opinion but there were many other factors besides parents, teachers and friends who influence the formation of self-concept among children.

FRIENDSHIP - STUDIES ABROAD

MILLER, ANN (1991) conducted a study on adolescent's relationship with their friends.

Friendship is a central experience in adolescents lives and in this dissertation the researcher describe the dimensions of that relationship. To do this the researcher addressed three questions:

(i) What were the characteristics of adolescent friendship?

(ii) How did adolescents see friendship as important in their lives?

(iii) What was the impact of a normative view of friendship based on female relationships on both male and female adolescents experience of friendship?

The subjects were 24 adolescents in an interview setting. These twelve young women and twelve young men described a variety of important friendship in their lives and their stories were the data for this study. In this work, researcher discussed and regression analysis was then performed on each adjustment variable separately.
The prediction of physical functioning yielded non-significant results, which was also contrary to expectations. Results indicated that, after controlling for age, subjects, interpersonal problem solving skills failed to predict their level of psychological adjustment. However, it was found that parents' autonomous reactions to their adolescents and subject's supportive relationship with a significant peer were the strongest contributors to difference in psychological functioning, which highlight the ways in which male and female adolescents experienced friendship and the difference which that relationship might hold for them. Their experience of friendship are joined, for them, to issues around identity such that inquiry about relationship was not separated from questions of identity development. In this analysis the researcher described two relational voices, connection and equality which can be heard in both male and female adolescent stories of friendships.

Developing a view of friendship which was not premised on the assumption that females necessarily have better friendship than males has meant. That the researcher had worked to describe a vision of good relationship which incorporated the important friendship experience of both young men and young women.

CHOI, IKSEON (2002) studied the effects of peer-challenge support on learning during on-line small group discussion.

This study proposed a peer-challenge support framework intended to facilitate effective peer interactions in on-line discussion and thus enhance learning. The purpose of this study was to test this peer-challenge support framework by investigating the effects of providing externalized, on-line support for generating effective peer-challenges during on-line small group discussion, thereby enhancing learning in college students.
A field experimental time-series control-group design was employed as a mixed model for the research design. Thirty nine students from an on-line introductory class on turf grass management offered by a northeastern land-grant university participated in the study. Quantitative and qualitative data were collected from five successive sessions of on-line small group discussion, ten sessions of open-ended essay examinations, three sessions of multiple-choice examinations and on-line survey and a telephone interview throughout a sixteen week semester.

The quantitative results revealed that on-line peer-challenge guidance helped learners to generate significantly more challenges. However, the guidance did not improve the quality of challenges, further interactions and learning outcomes. Possible reasons for the failure of showing the guidance effects on learning might be students limited use of the guidance, their relatively high level of prior experience and a small sample size.

The qualitative results based on the interview data were consistent with the peer-challenge support framework. Students tended to experience difficulties in generating challenges for their peers when they perceived a lack of knowledge. Importantly, they perceived that the use of on-line guidance helped them to improve their questions in both quantity and quality when they had difficulties in generating challenges. Furthermore, the students who received meaningful challenges from their peers tended to experience cognitive dissonance which triggered them to reflect upon their understanding, to articulate their lack of knowledge and to seek necessary information until they built up enough knowledge to be able to generate satisfying answers.
SIUQUM, TAMARA (2002) had done a longitudinal study of conflict and pretend play to study the theory of mind in toddlers' friendship interactions.

This study examined theory of mind development in toddlers as seen during interactions in dyadic friendships. The study helps to fill a gap in the research literature on the development of social understanding in toddlers as seen through their peer interactions. The study was a longitudinal, naturalistic study of peer interaction in the friendship dyads of toddlers. Like the work of Shatz (1994) and Dunn (1988, 1996) this study examined the manifestation and use of children's theory of mind in naturally occurring discourse in close relationships. However, rather than focusing on family relationships, as did Dunn (1988, 1996) and Shatz (1994), this study focused on friendships. The subjects and data for this study were extracted from a broader study, which was a videotape database located at the University of California, Santa Barbara, termed the Very Young Children Project. The subjects in the present study were toddlers aged between 16 and 33 months enrolled in a local daycare center. Only children involved in at least one strong dyadic friendship were selected for the study. Ten dyadic friendships were selected for study from the larger database. All 11 of the children in the present study were Caucasian. The dominant language of all 11 of these children were justifying by 22 months and were using other-oriented and elaborated reasoning by 33 months. They also showed an early onset of the children's high levels of ability to coordinate play with their friends, though this ability increased further between 16-33 months. When these results are compared with past research, they suggested that theory of mind might develop sooner in a peer-dominated environment, such as a daycare, than in a family environment, especially with regard to ability to take the perspective of others in conflict.
SUMMERS, JESSICA JANE (2002) conducted a study on social goals, achievement goals and the pathways of peer influence in 6th grade.

The main purpose of this study was to bring new considerations to the concept of peer influence on academic achievement motivation variables. While peer influence has focused historically on individual-level effects of influence, this study took into account the idea that goals are frequently shared among peers, especially students who have social goals that are oriented towards having close friends and who value characteristics of high quality friendships.

Participants were two hundred 6th grade mathematics students from a mid-sized city in the southwest. Data included questionnaire responses from the beginning (October) of the school year and then again in the middle of the spring semester (March). The first set of analyses investigated the effects of friendship influence on achievement motivation. An empirical relationship was found between social goals (social intimacy and social status) and characteristics of friendship quality in a regression analysis indicating that some characteristics of high quality friendship significantly predicated social intimacy goals in both the fall and spring of the school year. Second, social status goals were significantly correlated with performance-avoid goals in math at Time 1 and Time 2 and this was a significantly stronger correlation than the one between social intimacy goals and performance – avoid goals. However, the hypothesis that co-nominated friends in 6th grade who valued social intimacy goals and high quality friendship would become more similar in their achievement motivation orientation over time as a function of peer influence was not confirmed.

The second set of analysis investigated the effects of shared social goals and achievement goals using a hierarchical linear model testing for individual effects and classroom effects. Results indicated that high scores for shared achievement goals in
mathematics class predicted individual performance-avoid orientation, suggesting that students who belong to classrooms that value the academic goals of peer learning are likely to adopt motivational strategies associated with performance-avoid goals. Discussion revolved around how students may be influenced by their peers and that certain classroom practices may make them more conscious of other's evaluations, thus leading them to adopt motivational goal of self-protection.

MOORE, LESTER ERWIN (2003) conducted a study on interpersonal conflict resolution: a Biblical approach to healthy relationships.

Having served as pastor at three churches over a period of twenty years and as youth pastor in five churches throughout college and seminary has led the writer to believe that while conflict is a normal part of church life, it is often experienced negatively with devastating results. It is also believed that pastors and laymen generally lack the education, understanding, ability and commitment to biblically resolved interpersonal conflict. To test these two surveys were conducted. The first was a survey given to pastors of fifty-four churches on the Intermountain District of the church of the Nazarene in North America. The second was of thirty-five Christian schools of higher education across the United States of America. The results of the surveys support the thesis that major and measurable conflict is prevalent throughout church life at different relationship levels and that many pastors feel ill-equipped to biblically and effectively resolve such conflict.

It is also believed that if pastors and laymen understand the scriptural foundations and are given tools to help manage and resolve interpersonal conflict, their communities of faith will experience healthy and holy relationships, as Christ intended. This dissertation provides biblical and theological foundations for conflict
resolution and outlines specific steps that pastors and lay leaders can take to effectively and biblically resolve church conflict.

MODERNITY-STUDIES DONE IN INDIA

SINGH, ANGAD (1988) conducted a study on the relationship of modernization with academic achievement, intelligence and socio-economic status of undergraduate students.

Objectives of the study were:

(i) To find out the relationship between the attitudes towards modernization and the academic achievement of undergraduate students.

(ii) To find out the relationship between the attitudes towards modernization and the intelligence of undergraduate students.

(iii) To find out the relationship between the attitudes towards modernization and the socio-economic status of undergraduate students and

(iv) To compare the attitudes towards modernization of undergraduates with respect to different aspects, viz. area, sex, caste and religion.

The sample of the study consisted of 600 undergraduate students (400 boys and 200 girls) from eight colleges of Avadh University. The data were collected by using the Modernization Scale of Singh, Tripathi and Lal, the Samanya Mansik Yogyata Pariksha – the Hindi Version of Joshi’s Group Test of General Mental Ability and the Socio-economic status scale of Bharadwaj, Gupta and Chauhan. The data were analyzed using mean, SD, ‘t’ test and Pearson’s product moment correlation.
Major findings were:

(i) The higher the academic achievement, the greater is the level of modernization.

(ii) Intelligence plays an important role in keeping pace with the attitudes towards modernization.

(iii) The higher the socio-economic status, the greater is the level of modernization.

(iv) The urban and rural students did not have different attitudes towards modernization.

(v) The female under-graduates had more modernized outlook than male undergraduates.

(vi) The under-graduates belonging to the upper and the Scheduled Castes had significantly different attitudes towards modernization.

(vii) The hindu under-graduates had a much more modernized outlook than Muslim undergraduates and

(viii) The under-graduates wished to modernize only certain aspects of their views and activities.

**LALRINKIMI (1989)** conducted a study of socio-cultural correlates of modernity in Mizoram.

The study examined the socio-cultural correlates of modernity in Mizoram. The sample consisted of 426 males and 374 females randomly selected from the capital town of Aizwal and from five villages in the state of Mizoram. The social attitudes were measured by using a Likert-type five-point scale. The Modernity Attitude Scale was adapted for Mizoram. Other tools used were the Household Data
Sheet (HDS), the Socio-economic Status Index (SESI) and the Index for Media Exposure (IME).

Major findings were:

(i) Education was found to be effective in moulding the attitude of the subjects in a positive direction toward modernity, the level of education being significantly related to the overall modernity attitude and attitudes toward family and education.

(ii) The relationship was negligible in the case of attitude towards religion, marriage and status of women in society.

(iii) Personal factors, socio-economic status, occupation, family income, family facility, parental education and age (negative) – revealed a considerable influence on individual modernity in attitudes. Mizo women appeared more modern as compared to their male counterparts.

(iv) Media exposure, urban orientation, religious orientation (negative) and contact with other cultures appeared to be significant socio-cultural factors affecting the attitude towards modernity.

(v) A significant sex difference was observed in views regarding the employment of women, with women favouring a positive opinion on the issue.

(vi) The rural and urban subjects showed a significant difference in views regarding the selection of mate, with rural subjects favouring arranged marriages and

(vii) Media exposure turned out to be a significant factor influencing the opinion of people toward alcoholic drinks, with subjects less exposed to media not considering drinking as a social evil.
GHOSH, BULBUL (1990) conducted a study on education and social change in India. Objectives of the study were:

(i) To analyze the relation between education and society and

(ii) To study the change taking place in our educational system and the social system.

The sample consisted of 125 primary school teachers drawn randomly but finally only 100 teachers could be interviewed using a questionnaire. Questionnaire and interview were the tools. Percentage analysis was carried out to analyze the data.

Major findings were:

(i) Every significant change in society, either on the national or the international scene, may demand some identification in the educational system.

(ii) Primary school teachers are being discriminated against as compared to the secondary school teachers and teachers at collegiate levels.

(iii) In spite of a tendency of backbiting and jealousy there is cooperation among teachers on the functional level but not on the social level.

(iv) There exists bossism of headmasters and superior officers and

(v) Most of the students belong to the poorer section of the people.

DESHMUKH (1991) studied science education as a means of social change with special respect to health and hygienic habits.

In this study, a survey of 368 students from standards I-IV and 482 students from standards V-VII were taken. For the experiment, the study sample comprised 160 students taken at random from 16 different schools situated in different localities classified as slum, moderate, better and rural. One hundred and four parents were also interviewed. The tools used for the collection of data were check-up sheets, family
health cards and observation schedules and check-lists specially developed by the investigator.

Major findings were:

(i) Using pre-test, post-test control group experimental design, the programme so developed was found to be effective as judged by gains in scores favouring the experimental groups and

(ii) However, it was noticed that there were some serious difficulties such as loaded curriculum, lack of physical amenities and time, ignorance of parents and failure to practice by the students in their homes what they had otherwise understood in the classroom.

MODERNITY - STUDIES ABROAD

BERCAW, LYNNE ANN (2000) had done a study on catalyst for change: teacher education, critical pedagogy, and discussion of children’s literature.

This research inquiry explored teacher education and the preparation of teachers for the cultural diversity of the elementary student population. The setting for this study was a teacher education course: Advanced study of literature for children, during the spring 1998 semester. The focus of the research was on the discussion that took place about children’s literature. Specifically, teacher education students read a variety of literature, discussed the novels in the class, and discussed the novels with elementary students from across the United States.

Data, collected over a 15-week semester course, included individual interviews, audio and videotaped literature discussion groups and e-mail correspondence between teacher education students and elementary students. Analysis was ongoing throughout the data collection. Through the constant comparative
method, several salient themes emerged including (a) the influence of literature discussion on the teacher education students understanding of culture and (b) the hypothesis that social transformation can be achieved through different approaches such as one's faith or one's experiences.

The implications of this study are both practical and theoretical. Practically, the findings raise the consciousness of teacher educators toward the importance of discussions toward preparing teachers for cultural diversity. Theoretically, this study informs critical theory and the goal therein toward social transformation. Different approaches to social transformation allow for individuals with world views outside of critical theory to engage in the conversations and the actions toward social transformation, leading toward a more fully democratic society.

MITHANI, SHAHZAD SHAHABUDDIN (2000) conducted a study on implementing western-based innovative approaches to teaching in a non-western environment: cultural context and the professional development of teachers.

This study documents critical experiences of Professional Development Teachers (PDT's) while they implemented western-based in a non-western context (Pakistan). These experiences reflect the process of personal, classroom and school transformation that continues to be influenced by culture, socio-political and religious structures. It depicts the non-reflective nature of the educational scene in Pakistan that continues to pervade silence.

The study was undertaken at the Aga Khan University in Karachi, Pakistan and the subjects were from the first cohort of M.Ed. graduates. Data was collected through a survey questionnaire and personal interview(s) from fifteen out of twenty-one graduates. Data was collected at a time when these graduates had at least two
years of post-M.Ed. experience. These graduates represented three sets of schools systems: public, private for profit and nonprofit.

Significant findings from the study confirm that (1) implementation success of an innovation was directly proportionate to the level of support from stakeholders (2) PDT’s worked under a constructivist paradigm while enhancing their role as reflective practitioners (3) PDT’s found strong religious compatibility with the innovative approaches to teaching yet there were powerful cultural influences that inhibited the practice of reflective and critical approaches to teachings (4) PDT’s confirmed that their professional development has directly affected family ties and personal relations and (5) Physical conditions in public schools were less conducive to learning in comparison to private schools. However, the rigidity in the administrative structures was present in all school with the exception of two non-profit private schools.

KINCAINON, JOYCE (2000) had done a study of faculty change: From classroom to the Webs.

Web-based technology is the impetus for the development of distance programmes worldwide. The challenge to faculty is to meet the expectations of students and their administration to incorporate this technology into their teaching practice and still retain the essence of their personal definition of quality teaching. The challenge to instructional design professionals is to use an accurate concept of teaching practice in context to provide effective support for faculty developing and teaching web-based courses.

This research is an instrumental case study, describing the experience of university faculty as they redesign face-to-face classroom instruction for a web-based technology on (a) faculty perception of their teaching roles, (b) their own personal
satisfaction from the teaching experience, (c) their workplace context and (d) their actual teaching practice. The implications for instructional design support are presented.

The participants were faculty from one department at a major level-one research institution in the Southeast. The faculty was selected to represent a range of experience with any type of distance education, a diversity of teaching styles, and a variety of attitudes toward distance education. Other sources include administrators and staff associated with the web development effort. Data collection, using interviews, a document review class observations and a focus group was carried out during a two-semester time frame.

Faculty's definitions of excellent teaching did not change with the new delivery system. Their level of satisfaction, practice and work context did. The levels of tutorial support spontaneity of questions and discussions, personal interaction, feedback, flexibility, current information and examples have been lessened in web-based courses.

ETTNER, MICHAEL PHILIP (2001) conducted a study on the impact of new reform retention and social promotion strategies:

A recent emphasis on increasing achievement in public schools includes a legislative mandate for school districts to eliminate the commonly held practice of social promotion. In accordance, educational policy makers and school employees are being, held increasingly accountable to further develop coherent and sustainable educational programs, this to ensure all students have authentically met the grade level academic standards necessary to promote to the next level. This study offers an examination of the policies and strategies developed and implemented by a suburban
California school district and middle-school site to meet this increased level of accountability. Both state and local policies regarding the retention and promotion requirements for students are evaluated, as well as the level of implementation of the same.

A further examination of the evaluated district and individual school site reveals data related to the efficacy of new reform model of standards-based instructional practices. This new reform model is considered in light of its observed effect on the curriculum, instruction, assessment and climate of the school, along with a number of additional factors. The study also discerns the levels of use of new reform instructional models by teachers, this as a result of adopting new, high performance social promotion and retention policies and strategies within the district and school site. The manner in which a systematic and sustainable professional development model is utilized to support the instructional program is provided, with the provided recommendations based on best practice.

The change process necessary to incorporate the new reform model was also evaluated this in terms of both the accomplishment of the intended results, as well as through evidence related to the involvement of staff in the planning and implementation phase.

GADDIS, BARBARA (2001) conducted a study on conceptual change in an organic chemistry laboratory: A comparison of computer simulations and traditional laboratory experiments.

This quasi-experimental research study examined the effect of computer simulations and hands-on laboratory experiments in enhancing conceptual understanding and alleviating misconceptions of organic chemistry reaction...
mechanisms. Subjects were sixty-nine sophomore-level organic chemistry students enrolled in four laboratory sections. Laboratory sections were stratified across instructor and randomly assigned to serve as a control or treatment laboratory. Students in the control group performed all hands-on experiments. Students in the treatment group performed hands-on experiments for the first and last part of the semester but performed computer simulations for a five-week period in the middle of the semester. Prior to treatment, groups were equivalent with respect to academic orientation, motivation, formal reasoning ability and spatial visualization ability.

Fifteen common misconceptions held by beginning organic chemistry students were identified from the covalent bonding and structures test. At the end of the semester, thirteen of these misconceptions persisted. Molecular geometry was the only category of misconceptions that significantly improved as a result of computer simulations. No significant differential change was observed in misconceptions about bond polarity, molecular polarity, intermolecular forces, lattice structures or the octet rule.

Infrared spectroscopy, elimination and oxy-mercuration did not show a significant differential effect between types of laboratory experiences. No significant differences were observed on long-term retention of concepts.

Overall conclusions from the study are that neither computer simulations nor hands-on laboratory experiments are effective in alleviating misconceptions, but that computer simulations can significantly improve conceptual understanding of organic reaction mechanisms.
SCHOLASTIC ACHIEVEMENT - STUDIES DONE IN INDIA.

GANGULY, MALABIKA (1989) conducted a study of tribal students determinants of scholastic achievement in rural and urban areas.

The Population of the study comprised students of the secondary schools in the district of Birbhum, West Bengal. Using stratified random sampling method - on the basis of their results in Madhyamik Examination for three successive years - six high, five average and six low achieving schools were selected. The tools used in the study included achievement tests, a test of selection of determinants, socio-economic status scales (urban and rural), interest inventory, rating scales, questionnaires, opinions and attitude scale. The collected data were treated with correlation coefficients and multiple regression.

Major findings were

(i) Parental care about child's education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living condition at home had a negative correlation with the scholastic achievement of students of both urban and rural areas.

(ii) Library facilities, teachers' training teachers classroom behaviour and attitude towards teaching had a positive correlation and student-teacher ratio had a negative correlation with scholastic achievement of students.
Peer influence had significant and positive influence of movies and the distance between home and school and significant negative correlation with achievement of students and

Attentiveness to study, school attendance, health and interest in study had a positive correlation with students’ achievement.

Regression equations for predicting achievement scores from home-related, school-related, society-related and student-related variables were constructed separately for urban and rural students.

BASANTIA, JAGA MOHAN AND MUKHOPADHYA, DUTAL (2000) conducted study of tribal students’ achievement.

The objectives of the study were:

(i) to study the difference between gender and achievement of tribal students in their psycho-social constraints and

(ii) to study the relationship between psycho-social constraints and academic achievement of the tribal students.

The sample consisted of 320 students of class VII and IX selected randomly from 14 schools of Rayagada and Karapur district of Orissa. Basantia Psycho-social constraints inventory (1998) and school examination results for academic achievement of the students were used for the data collection. Statistical techniques viz. Correlation and ANOVA were used for the data analysis.
Findings of the study were:

(i) Boys and girls did not differ in terms of psycho-social constraints.

(ii) The degree of psycho-social constraints differed between high achievers and low achievers. High achievers had low level of psycho-social constraints and

(iii) It was revealed that psycho-social constraints and academic achievement were negatively correlated with each other.


The study was undertaken to evaluate the impact of the specially devised innovative integrated teaching methodology on the performance of school students.

The sample consisted of 34 teachers, who had undergone training workshop on integrated teaching intervention programme for the period of 10-12 days and the 163 students of class VI, who obtained low pass marks or failed but promoted to next class were drawn from two aided schools and one state government school. Teacher effectiveness scale, attitude towards teaching, achievement tests for students and feedback from to ascertain the opinion of teachers towards training were used to collect data. The statistical analyses used were correlation, 't' test, percentage and descriptive analysis.

Findings were as follows:

(i) It was found that the performance of all the students improved, when taught through new methodology of teaching, but the identified scholastically backward students showed significant improvement as compared to other students and
It was also found that scholastically backward students had shown significant improvement in their performance on all the four aspects i.e., general knowledge, numerical ability, by the integrated teaching methodology.

**SCHOLASTIC ACHIEVEMENT - STUDIES ABROAD**

**NIEBUHR AND KATHERINE EVANS** (1994) conducted a study on the effect of motivation on the relationship of school climate, family environment and student characteristics of academic achievement.

The objective of this study was to explore influence of motivation on the relationship of school climate, family environment and student characteristics to academic achievement. The subjects were 241 high school male and female 9th grades students, of which 66 percent were white, 33 percent were black and 1 percent others. The study utilized a survey instrument and students provided their names to that grades could be recorded.

The findings of the study suggested moderate support for the proposed hypothesis, including the relationships between parenting strictness and motivation, home troubling and grade point average, school student—academic orientation and intrinsic motivation and the school's teacher-student relationship.

As public high schools strive to maximize academic success, they must recognize the importance of the family, the school climate and the motivation of the students.

**DHARMA, SURYA** (1994) studied the factors that influence student's academic achievement in Pennsylvania public schools.

The aim of their study was to examine the relationship between student characteristics, pre-school experience, school resources, school process variables and
fifth grade student academic achievement in Pennsylvania elementary public schools. This study examined the relative contribution of various input variables to the school output variable taken as a proxy for the quality of education.

The present study utilized a Pennsylvania Educational Policy studies (PEPS), database created by the University of Pittsburgh’s learning, research and development center (LRDC). The achievement score results were obtained from the 'Test of essential learning and literacy skills' (ELLS) a state test mandated for every school district in Pennsylvania. The unit of observation of the study was 1248 schools, which include about 88,976 students and 30,260 teachers.

The sample was split into three groups of schools based on the socio economic status of the families. The percentage of low-income family as a proxy of SES was used to divide the three groups of school samples. Stepwise multiple regressions were used to examine the relative contribution of independent variable to the student performance.

The result indicated that the family background had a strong influence on students’ achievement both in reading and mathematics. Student achievement seemed to be lower in low SES groups of schools as compared to that in high SES groups of schools. Racial composition also had a strong influence on the student performance. Pre-school experience was significantly associated with student achievement in the whole school model and in the low SES groups of schools. Parental involvement explained the greatest variance of the school mean reading achievement in low SES group of schools.
YAMCHUTI URAIRAT (2002) studied factors influencing academic achievement of business administration department students in Thai private higher education institutions.

The purpose of this study was to determine how low-performing students and high-performing students differ in terms of the following (a) students background information, (b) the college or university environment, (c) students interactions with faculty and peers and (d) the quality of students' effort. A questionnaire was utilized for data collection in this study. The instrument that was used in this study was adapted from the fourth edition of the College Student Experiences Questionnaire (CSEQ). Random selection was used to select six private higher education institutions to obtain sophomore students of business administration department in each institution to be participants. Questionnaires were returned from 635 of the total number of 750 individuals. Therefore, the total return rate for this study was 84.7 percent.

The findings in this study revealed significant differences between the mean scores of high-performing students and low-performing students on high school GPA, family income and parents' educational level. High performing students have higher high school GPAs and come from families with higher socioeconomic status. High-performing students have parents with higher levels of education than the low-performing students.

The testing of research questions on student's perceptions of college environment and student's interaction with faculty members and peers resulted in significant differences between the mean scores of high-performing students and low-performing students on college size, involvement in sports activities and participation in students clubs and organizations and experiences in discussion with
faculty members. High-performing students have high level of engagement in dealing
with student clubs and organizations and experiences with faculty members while
low-performing students were found more frequently in the larger colleges and were
more involved in sports activities and facilities than the high-performing students. The
testing of the final research questions on students’ quality of effort resulted in a
significant difference between the mean scores of high-performing and low-
performing students. High-performing students used computer and information
technology more frequently had higher levels of involvement in course learning and
spent more time studying per day.

Discriminate analysis identifying eight factors to be collectively the best
predictors in discriminate functions for classifying high-performing students and low-
performing students. The eight variables were high school major active involvement
in course learning high school GPA use of computer and information technology,
participation in sport activities participation in student clubs and organizations,
majoring in accounting and college size. The strongest predictor for differentiating
between high-performing students and low-performing students was high school
major and the weakest predictor was the college size.

ESPOSITO LAMY, CYNTHIA (2003) studied academic achievement in the context of
poverty: examining the effects of family risk on children’s mathematics and reading
achievement over the elementary school years.

This study investigated the effects of family risks on children’s mathematics
and reading achievement during the elementary school years, in a sample of urban
families and children.
Family data collected in the kindergarten year on a predominantly African-American sample of 197 families whose children attended Head Start is related to the children's yearly math and reading achievement data, from kindergarten through sixth grade. Analyses include descriptive statistics for family characteristics, a family risk index measuring the number of risks families face and children's achievement scores; correlation analysis of the relationships between family characteristics and correlation regression and MANCOVA analysis of the relationships between family characteristics and children's achievement scores.

Results indicate that the number of risks faced by families is as strong a predictor of children's achievement scores as the most salient individual risks and provides the most consistent prediction of children's achievement scores across the elementary school years. Individual family risks influence reading achievement to a greater degree than math. The family characteristic most salient for children's mathematics achievement is parenting style, though only for the first few years of school. Maternal education is the most important predictor of children's reading achievement, followed by parenting style. Three key ideas to take away from this study first, some young children in poverty achieve at national average levels or above, despite family risks. Secondly, mathematics skills may be an area of potential strength for children in poverty, if they can receive the appropriate classroom supports. Given the well-documented problems in literacy for these children, a strengths-based perspective may lend some balance and hope to all who care about children's education and success in life. Lastly, early intervention is imperative for the successful remediation of the effects of family risks on children's academic achievement, as the weight of the child's own history quickly becomes the most potent risk.
CRITICAL SUMMARY

The investigator has reviewed thirty studies, of which twelve are Indian and eighteen are foreign. Seven of them are related to affect intensity, seven to friendship, nine to modernity and seven to scholastic achievement.

Of the seven studies about affect intensity, only one foreign study (Brody Lesslie, R, 1993) dealt with the adolescents. One study (Nofzinger, Eric A and others, 1994) studied depressed men. One of the four foreign studies (Berg Charles; Lick Paulette, 2001) has conducted the study on 4th graders.

After a critical evaluation of the seven studies related to friendship, the investigator observed that one Indian study (Tyagi, Poonam and Kaur, Parveen, 2001) and one foreign study (Miller, Ann, 1991) were done on adolescents, in particular. Qualitative and quantitative data were also collected in the case of a foreign study (Choi, Ikseon, 2002). Most of the studies dealt with social relationships while an Indian study (Shukla, Kiran, 1992) was on families for parental behaviour.

Apart from mere questionnaire different types of research tools, had been used for studying modernity. A quasi-experimental research (Gaddis, Barbera, A, 2001) and an instrumental case study (Kincannon, Joyce, M, 2000) were among the studies abroad reviewed by the investigator. E-mail correspondence was employed in one foreign study (Bercaw, Lynne Ann, 2000). Most of the studies were involved in implementing innovative approaches and reform retention.

All the seven studies on scholastic achievement studied the various factors affecting scholastic achievement. Two of the three Indian studies (Ganguly, Malabika, 1989 and Basantia, Jagamohan and Mukhopadhyya, Datal, 2000) dealt with tribal students. Among the various factors studied, socio-economic status and family
environment were found to be the main factors which influence scholastic achievement.

The present study differs from the above in several ways. There has been no study which has combined the four variables of affect intensity, friendship, modernity and scholastic achievement. Especially, there has been no Indian investigator who has focused exclusively on adolescent girls. Therefore, the present study is probably the first of its kind in this region. It differs from the others in terms of population and sample. Hence it is relevant for the investigator to study the relationship of affect intensity, friendship and modernity to scholastic achievement of the girls in higher secondary schools.