CHAPTER II

Review of Related Literature
CHAPTER — II

REVIEW OF RELATED LITERATURE

2.01 INTRODUCTION

Once a topic has been decided upon, it is essential to review all the relevant materials, which have bearing on the topic. It is necessary to show how the problem under investigation related literature is one of the first steps in the research process. It is a valuable guide for defining the problem; recognizing its significance, suggesting data gathering devices, appreciate study design and source of data.

1J.C. Aggarwal (1966) states, “the state of related literature implies locating, reading and evaluating reports of research as well as reports of casual observations and opinions that are related to the individual’s planned research report” (p. 87). Review of related literature is an essential aspect of a research project.

2According to John. W. Best (1977), “It is a brief summary of previous research and the writings of recognized experts to provide evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation” (p. 27).
2.02. IMPORTANCE OF RELATED LITERATURE

Review of the related literature besides allowing the researcher to acquaint himself with current knowledge in the field in which he is going to conduct his research, serves the following specific purposes.

1. It enables the researcher to define his problem. The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely.

2. It helps the researcher to avoid unfruitful and useless problem area.

3. It helps the researcher to avoid duplication of well-established facts.

4. It helps the researcher to understand the research methodology, which refers to the way; the study is to be conducted.

5. It helps the researcher to know about tools and instruments, which proved to be useful in the previous studies.

6. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.

One of the essential aspects of research process is the review of related literature. It plays a crucial role in planning of the study.

2.03. CLASSIFICATION

The investigator has classified the studies reviewed into two major sections namely,
A. Studies in India

B. Studies Abroad.

A. STUDIES IN INDIA

Study No: 1


Problem: The study attempts to find out the personal value pattern and self-concept of Nagaland college students and also to see if some relationship exists between the values.

Objectives: 1) To find out whether any difference exists in their values among arts, science and commerce college students, and also between male and female students and tribal and non-tribal students. 2) To find out whether any difference exists in their self-concept among arts, science, and commerce college students and also between male and female students as well as between tribal and non-tribal students and 3) To find out whether any relationship exists between the values held and self-concept among college students in Nagaland.

Methodology: The sample consisted of 716 college students drawn from the three colleges in Kohima Town. They represented the arts, science and commerce streams and included boys and girls from tribal and non-tribal groups. The tools used included Personal Values Questionnaire (PVQ) by
Sherry and Verma and Personality Word List by Deo (1973). Statistical measures mean, SD, 't' test and correlation were used to treat the data.

**Major Findings:** 1) There were no significant differences in the mean value scores of arts, science and commerce college students in respect of social value, aesthetic value, economic value, knowledge value and hedonistic value and family prestige and health value scores. 2) Both arts and commerce students showed significantly higher mean power value scores than science students. 3) Both science and commerce students showed significantly higher mean democratic value scores than their arts counterparts. 4) There was a significant difference between tribal and non-tribal students in respect of their mean scores on religious value. 5) Boys and girls differed significantly in respect of their mean scores on social value, aesthetic value, knowledge value, power value and family prestige value. 6) No significant differences were found in the mean self-concept scores between boys and girls, tribals and non-tribals and also among the arts, science and commerce students. 7) There was a significant positive correlation between self-concept and social value as well as democratic value and a negative relationship between self-concept and power as well as family prestige values; but there was no relationship between self-concept and each of the values-religious value, aesthetic value, economic value, knowledge value, hedonistic value and health value.
Study No. 2


Problem: This is an attempt to study the adolescents problems in the personal, family, socio-emotional and educational areas as well as to see their value system.

Objectives: 1) To study the problems of adolescents in the personal, socio-emotional and educational areas. 2) To study whether adolescents differ in their aesthetic, theoretical, religious, political, social, economic and hedonistic values and 3) To find out the preferred categories of values of adolescents.

Methodology: The sample of the study was 240 students from higher secondary schools in Anna District. The translated versions of Youth Problem Inventory (YPI) by Sandhya Sharma and a New Test for Study of Value System by Gilani were used. Mean, SD and 't' test were used to treat the collected data.

Major Findings: 1) Adolescent boys and girls had more problems in personal, family, socio-emotional and educational areas. 2) All adolescent students in higher secondary schools were low in political and religious values. 3) Adolescent students were high in social values.

Study No. 3

Problem: This study attempts to investigate the values of the higher secondary school students of Saurashtra.

Objectives: 1) To prepare and standardize a value scale covering knowledge, economic, aesthetic, social, humanistic, political, religious and moral aspects. 2) To study value pattern of students studying in Standards XI and XII of the Saurashtra region and 3) To study the difference between the value-patterns of boys and girls belonging to urban and rural areas, studying in the general stream and the science stream of higher secondary schools.

Methodology: A sample of 5,610 students, covering 3,310 boys and 2,300 girls, was selected using the stratified proportional random method. These students were selected from 69 schools of the Saurashtra region. The investigator prepared and standardized the Wardhman Value Scale in Gujarati and used it to collect data. Mean, standard deviation, critical ratios and 't' test were used to treat the data.

Major Findings: 1) There was a significant relation of the variables, namely, sex, residence area, stream of study and standard with aesthetic and religious values. 2) There was a significant relationship of the variables- sex, residence area and stream of study with knowledge and moral values. 3) There was a significant relationship of the variables-sex, area and standard with the economic value. 4) There was a significant relation of the variables- area and standard with the humanistic value. 5) There was a significant relation of the variables- sex and stream or branch of study with political value. 6) Stream or branch of study was significantly related to social value. 7) There was no
relationship between sex and social value and humanistic value. 8) There was no relationship between area of residence and social and political values. 9) There was no significant relationship between stream or branch of study and economic and humanistic values. 10) There was no significant relation of the standard and knowledge, social, political and moral values.

Study No. 4


Problem: The purpose of the present study is to investigate the relationship between selected psycho-social variables and an aspect of the career development of high school students and their attitude towards career choice processes.

Objectives: (1) To study the attitude of high school students towards career choice processes and (2) To study the relationship of selected psycho-social variables and career development.

Methodology: Sixty boys and 60 girls of Class X, in the age-group of 14-16 years, from three different senior secondary schools of Delhi were selected by simple random sampling techniques for the study. The tools used were the Attitude Scale of Career Maturity Inventory, the Self-concept Inventory by Saraswat, two separate questionnaires to assess parental influence, a Seven-point Rating Scale to assess the degree of certainty of parental influence on
students and Kapoor's Socio-economic Status Scale. Multiple regression analysis was used to treat the data.

**Major Findings:** (1) The factor related to predicting the career maturity of boys and girls differed. (2) Parental influence interacted with self-concept in the prediction of career choice attitude scores and it had greater impact upon the career choice attitudes of girls than that of boys.

*Study No. 5*


**Problem:** The study was to examine the relationship of self-concept measures with adjustment, values, academic achievement and socio-economic status of boys and girls.

**Objectives:** (1) To study the relationship of self-concept with adjustment, values, academic achievement and socio-economic status of boys. (2) To study the relationship of self-concept with adjustment, values, academic achievement and socio-economic status of girls.

**Methodology:** A quota random sample of 840 students (420 boys and 420 girls) of class IX from 14 schools under the Delhi Administration was selected. Data were collected using the Self-concept Inventory developed by the researcher, the Vyaktitva Parakh Prashnavall by M. S. L. Saxena for measuring adjustment, the study of Values Test by R. K. Ojha, and the Socio-economic
Status Scale by S.P. Kulshrestha. The academic achievement was measured by obtaining annual examination marks of the previous classes. Product moment correlation, ‘t’ test, stepwise multiple regression analysis and co-efficient of multiple determinations were used to analyses the data.

**Major Finding:** (1) The boys’ self-concept was positively and significantly related to social adjustment, while the girls’ self-concept was positively and significantly related to home, health, social, emotional, school as well as total adjustment.

**Study No. 6**

Gokulnathan, P.P., (1972). A study of Achievement Related Motivation (n-Achievement and Anxiety) and Educational Achievement among Secondary pupils.

**Problem:** This is a comparative study of tribal and non-tribal students to study their n-Achievement with reference to racial, social-cultural, educational and economic background.

**Objective:** (1) To study their n-Achievement with reference to racial, social, cultural, educational and economic background of tribal and non-tribal students.

**Methodology:** The tribals included in the study were Kachari, Miri and Meeh tribes of the early Mongoloid race. The non-tribal people were mostly non-Mongoloids or Vans of Hindu religion. They formed socially and educationally advanced sections. A total of 294 boys and 89 girls drawn from
14 secondary schools of Dibrugarh, Lakhimpur and Sibsagar districts constituted the sample. The method of sampling followed was stratified random sampling. TAT and the Mehta's Achievement Value and Anxiety Inventory (AVAI) were used to assess the achievement motivation and anxiety, respectively. Performance at the SSLC/HSLC examination served as the index of educational achievement. Form A of the Kuppuswamy's SES Scale was used for classifying students on the basis of their socio-economic status. F ratio and t test were used to study the mean differences.

**Major Findings:**
1. The tribal pupils obtain significantly higher n-Achievement scores than the non-tribal pupils.
2. The girls have an overall significantly higher n-Achievement than the boys. The tribal boys in the rural and urban samples exhibit more or less the same level of achievement motivation. The non-tribal in the rural sample show significantly greater n-Achievement level than their counterparts. The tribal and non-tribal boys in the rural sample do not show significant differences in their n-Achievement levels, but their urban counterparts show a significance difference.
3. The rural tribal boys show a tendency for greater n-Achievement than the urban non-tribal boys although the difference is not significant. The tribal boys thus, irrespective of the area of their residence, possess a higher level of n-Achievement than the non-tribal.
4. n-Achievement levels of the tribal boys with middle and low SES are comparatively higher and not significantly different from n-Achievement of non-tribal urban boys with high SES. Moreover, the mean n-Achievement of tribal boys with middle and low SES is
significantly greater than the mean score of non-tribal urban boys with low SES. (5) The tribal boys of fathers of low educational level do not differ from non-tribal boys of fathers with high and middle educational levels; the three educational status groups (high, middle, and low) within either the tribal or the non-tribal group do not show any significant differences in their mean n-Achievement; both the middle and low educational status tribal boys have greater n-Achievement than the tribal boys with fathers of low educational level.

**Study No. 7**


**Problem:** the purpose of the present study is to investigate the relationship between locus of control, achievement, motivation and anxiety as correlation of high school students.

**Objectives:** (1) To study the relationship between creativity and locus of control, between creativity and achievement motivation and between creativity and anxiety of students. (2) To find out how far high and low creative students differ in respect of locus of control, achievement motivation and anxiety.

**Methodology:** the sample consists of the students of classes XI and XII of the higher secondary schools of Garhwar region. The tools used include verbal test of creative thinking by Bequer mehdi, Rotter's Locus of control adapted by
Kumar and Srivastava in Hindi, Achievement motive test by Bhargava, and Sinha's comprehensive test of Anxiety developed by Sinha and Sinha.

**Major Findings:** (1) Creativity and locus of control were positively related with each other in the case of general students. (2) There was no significant relationship between creativity and achievement motivation in respect of creative students in general. (3) There was a positive and significant relationship between high creativity and anxiety in respect of total creative students. (KBB 1840)

**Study No. 8**

Chowhan, Sarita (1992) Values, Self-concept, Creativity and Anxiety among Professional College Students, Ph.D., Education, University of Ajmer.

**Problem:** this study attempts to investigate the values, self-concept, creativity among professional college students.

**Objectives:** 1) to find out the values of the students of the colleges of engineering, medicine and teaching. 2) to find out the self-concept of the students of the colleges of engineering, medicine and teaching. 3) to find out the creativity of the students of the colleges of engineering, medicine and teaching 4) to compare the values, self-concept, creativity and anxiety among students of engineering, medicine and teaching.

**Methodology:** The sample of the study consisted of 405 students (135 students from each of the three colleges). The tools used to collect data included Mulya Abisthapan Man, i.e., Value Orientation Scale of Nagendra Singh Chauhan,
Self-concept Scale of Mukta Rastogi and Sinha's Comprehensive Anxiety Test. The collected data were treated by using inferential statistics.

Major findings: 1) There was a little difference in the values of engineering and medical students. 2) There was a little difference in the values of engineering and teacher-training college students and there was a difference in creativity between students of medical colleges and of teacher-training colleges.

B. STUDIES ABROAD

Study No. 1

BoschCaballero, Maria Del Carmen, Dr. Universidad de Las Palmas de Gran Canaria (Spain), 2000. Secondary Teachers' Values and Beliefs on Education

This study tried to unveil secondary teachers' values and beliefs in the following areas; concept and aims of education, the role of the teacher, teaching satisfaction, opinions about their students and Board of education etc.

The theoretical part of the study includes an analysis of the present society and the trends have been presented during the last century modernism and post modernism. We also present a brief history of Axiology and moral philosophy. We analyze some current issues regarding teachers and the cross curricular aspects of the LOGSE (Spanish last Education Reform, 1990). Finally, we propose the radical pedagogy so as to promote a real change in education.

Study No. 2

The pages that follow make a number of points that may be heard for some to hear. Some holding to an extreme secular and relativistic, perspective may represent this instruction into their comfortable world. Others, having associated a call for a return to values in public schooling with the hard and ugly spirit of the extreme political right and/or the sectarian attitude of religious fundamentalism, may now resist a traditional message of any sort. Still others, closely wedded to the extremes of the political right and/or the sectarian attitudes of religious fundamentalism, may reject the points as anti-Christian, humanistic, and indulgent. From the beginning, therefore the reader should know the disposition that prompts this study.

Change in education is inevitable and welcomed. American values and the culture of this great nation can never again be what they were during the Revolutionary era, the antebellum south, the world wars, or the conflicts in Korea and Vietnam. Education must always prepare students for change and, by its very native an agent of the change. But, in far too many instances, change has given way, through the sacrifice of the transcendent, scared values of our nation and its public institutions, to an easy accommodation to the values of a secular world.

**Study No. 3**

* A Comparison of Academic and Non-academic Self-concepts of 11th Graders within and Between Single Gender and Coeducational Schools, Taylor, Lisa Nell Clare, Ph. D., Mississippi State University, 2002.
This study measured and compared the academic and non-academic, and general self-concepts of 11th grade students in single gender and co-educational schools. In particular, the study investigated whether these environment and years of the students' enrollment within them affected the perceptions of students' abilities in the academic areas of mathematics, verbal abilities, and general school self-concept, the non-academic areas of physical ability, physical appearance relationships with parents, relationships with peers of the same sex and opposite sex, honesty/trust worthiness, and emotional stability self-concepts: and in the area of general self-concept. Also investigated in this study was whether the school environment affected the students' college and career aspirations. Students' teachers', administrators' and parents' reports of their experiences with single gender and coeducational schools were also reported in the present study. Mixed schools-quantitative and qualitative- were to collect, analysis and interpret data. Research methods included questionnaires with both Liker-type and open-ended question. The investigation yielded a number of interesting findings about single gender settings. Of particular interest were the statistical differences found in the category of boys in single gender schools. When separated by gender, boys in single gender schools significantly outscored boys in co-educational settings in the areas of general school, honesty/trustworthiness, opposite sex, peer relations, same sex peer relations, parent relations and physical appearance and general self-concepts. Not only did the boys in the single gender school significantly outscore the girls in coeducational schools, but also they
significantly outscored both categories of girls in seven of the eleven self-concept areas. No significant differences in self-concepts were found between the girls in the coeducational and the girls in the single gender schools. Therefore, the findings of the present students seem to indicate that the school environment affects the academic, non-academic and general self-concept of boys.

Study No. 4

Individual Differences in Temperament, Joint Attention and Early Language. Karrass, Jan, Ph.D., University of Notre Dame, 2002.

This proposed study examines relations among temperament, duration of time spent in joint attention with the mother, maternal control during joint attention, and early language in a longitudinal sample of 83 infants from ages 12 to 16 months. The mother measured temperament and early language was assessed by observer ratings from language items from the Bayley Scales of Infant Development and maternal reports from the Sequence Inventory of Communicative Development- Revised. Duration of joint attention and maternal control were coded from 5 minutes of mother-infant free play. Positive emotionality was found to be positively related to language for boys whereas maternal control was found to be inversely related to language for girls. Possible differences in genetic versus environmental influences in early language acquisition for boys and girls are discussed.
Study No. 5

Temperament based Learning Styles of Children with Conduct Disorder and Oppositional Defiant Disorder, Joyce, Diana Kay, Ph.D., University of Florida, 2000.

The objectives of the study are the temperament based learning styles of children with conduct disorder (CD) and oppositional Defiant Disorder (ODD). The sample consists of 80 children. The tool used in the study is students' styles questionnaire (SSQ). The major findings are difference between children with CD and ODD were significant on Political Imaginative styles. Children with ODD displayed a stronger preference for practical styles than did children with CD. Children with a preference for either flexible or organized styles indicated a stronger preference for classroom with high responsiveness regardless of whether the class required high or low conformity.

Study No. 6


The current study sought to examine the relationship between self-esteem and self-reported anxiety in children with and without a learning disability. Previous research related to the self-esteem and sociometric status of children with a learning disability suggests that the anxiety. Sixty seven students identified with a learning disability and 94 non-identified students were recruited from the 4th and 5th grade classroom of a local public school system and administrated standardarised measures of self-esteem and anxiety.
Multivariate analysis found effects for educational status and gender on self-esteem but no group differences in relation to anxiety were found at the .05 level of significance. Using a canonical correlation procedure, a significant relationship was identified between self-esteem and anxiety for children with and without a learning disability, proposals for future research include possible longitudinal follow-up with participants and the introduction of physiological measures of anxiety.

Study No. 7

John Ann(1990), Spain. Social and educational adjustments of the handicapped students.

The largest obstacle in the way of a handicapped individual's making a contribution to society is not his handicap but society itself. The social problems of the physically handicapped child very widely. Most people, unless they have a handicapped person in their own family or in the close circle of friends, are not aware of the problem of handicap, and do not know how to respond to and interact with as handicapped person. This makes his difficult life even more problematic and hamper the process of his social integration.

From his observations on children handicapped either physically to by cerebral palsy, blindness or deafness. The psychological importance of any such handicap is that it continuously restricts the child's experience and so abnormally shapes social and emotional growth.
2.04 CRITICAL REVIEW

The investigator critically reviewed eight Indian studies. Major findings of the above studies are 1) There were no significant differences in the main value scores of arts, science and commerce college students in respect of social value, aesthetic value, economic value, knowledge value and hedonistic value and family prestige and health value scores. 2) Adolescent boys and girls had more problems in personal, family, socio-emotional and educational areas. 3) There was a significant relation of the variables, namely, sex, residence area, stream of study and standard with aesthetic and religious values. 4) The factor related to predicting the career maturity of boys and girls differed. 5) The boys' self-concept was positively and significantly related to social adjustment, while the girls' self-concept was positively and significantly related to home, health, social, emotional, school as well as total adjustment. 6) The tribal pupils obtain significantly higher n-Achievement scores than the non-tribal pupils. 7) Creativity and locus of control were positively related with each other in the case of general students. 8) There was a little difference in the values of engineering and medical students.

The investigator also critically reviewed 2 foreign studies related to values, one foreign study related to self-concept, 2 foreign studies related to temperament and one foreign study related to adjustment and anxiety.

The major findings of the studies are 1) striking gender differences in the definition of values of secondary teachers and constructs related to values in each countries. 2) American values and the culture of this great nation can
never again be what they were during the Revolutionary era, the antebellum south, the world wars, or the conflicts in Korea and Vietnam. Education must always prepare students for change and, by its very nature an agent of the change. 3) No significant differences in self-concepts were found between the girls in the coeducational and the single gender schools. Therefore, the findings of the present students seem to indicate that the school environment affects the academic, non-academic and general self-concept of boys. 4) Positive emotionality was found to be positively related to language for boys whereas maternal control was found to be inversely related to language for girls. Possible differences in genetic versus environmental influences in early language acquisition for boys and girls are discussed. 5) Difference between children with CD and ODD was significant on political imaginative styles. 6) Significant relationship was identified between self-esteem and anxiety of children with and without a learning disability. Proposals for future research include possible longitudinal follow-up with participants and the introduction of physiological measures of anxiety. 7) Children are handicapped either physically to by cerebral palsy, blindness or deafness. The psychological importance of any such handicap is that it continuously restricts the child’s experience and so abnormally shapes social and emotional growth.

Hence the present study differs from the above studies in terms of area, population, sample etc. It is clear from the reviews of related literature that no one conducted study on the topic “Values of Higher Secondary School Students in relation to their Personality Traits”.

41
REFERENCES
