CHAPTER II

SURVEY OF RELATED LITERATURE

Research publications on Education are so numerous that the relevant bibliography related even to a narrow branch of it tends to include hundreds of titles. However, for a researcher, it is neither strictly feasible nor absolutely necessary to make his review co-extensive with the literature itself especially where the study on hand is based on primary data and information as happens to be the case with the present thesis. In the following paragraphs the literature that may be considered most specific to the present study is briefly surveyed.

In the present study of the effect of environmental factors on education of the secondary school students, the sociometric status of the students in the classroom is considered as an important factor having a bearing on the children's education and, as such, considerable emphasis is being laid on the measurement of sociometric status, determination of the reliability of sociometric scores and the relation of sociometric choice-status and academic achievement of students.

Sociometry is a branch of study that is mainly American in origin and the person who provides the very foundation of sociometry is Jacob L. Moreno. Sociometry has a very impressive history.
and it continues to grow at an accelerated pace. More sophisticated techniques are being developed and sociometry finds its way not only in studying friendship configurations among groups of individuals but also in diagnosing and treating social maladjustment.

Raymond G. Kuhlen and Howard S. Bretsch in the study on 'Sociometric Status and Personal Problems of Adolescents' focus their attention upon two aspects of the problem of improving status: (a) the possibility of the school's aiding the adjustment of the young adolescents by programmes designed to develop social skills, and (b) the obstacle to progress from school efforts offered in numerous cases by home circumstances. They found that those who were least accepted by their grade mates (roughly the bottom quartile) had invariably more personal problems than the top quartile in acceptability. The authors of this paper are of the opinion that if social adjustment and acceptance is improved, drop-outs in schools will be fewer (the unaccepted children dislike school and want to quit), and if stress generated in social situations is reduced, academic efficiency may increase.

'Some Relationships Between Inter-personal Judgements and Sociometric Status in a College Group' by Robert L. French and Ivan N. Mensh is another interesting study. This study was of.


exploratory nature, designed to obtain evidence concerning the
relation of the sociometric status of an individual to: (a) the
group's rating of him with reference to several personality
characteristics, (b) rating of him by individuals of varying
sociometric status and (c) his rating of himself. The study was
done on thirty-four girls living in one of the sorority houses on
the Northwestern University Campus of the U.S.A. Each girl was
asked to rate herself and every other girl on each of six traits:
punctuality, sociability, fair-mindedness, intelligence, self
confidence and sense of humour. Their study reveals (a) that
individuals of high status are rated high by the group on traits
which are presumably most valued socially and (b) that the
sociometric status of the rater is in some cases a significant
factor in his ratings of himself and other individuals. For example,
it was found that some individuals rated low by the group tended
to rate themselves high. To account for such a tendency it may be
assumed that the individuals rated low by others are aware of their
failings and, therefore, they attempt to mask these defensively by
inflating their self-ratings.

Mary L. Northway\(^3\), in her article on 'Outsiders', attempts,
along with other objectives, to discover the personality patterns
of the children who were least acceptable to their companions.

\(^3\) Mary L. Northway, 'Outsiders', in The Sociometry Reader.
pp. 445-470.
She found, in all, three distinct personality patterns among the least acceptable children. These are recessive children, socially uninterested children and socially ineffective children. Reference to this study is made in chapter VI of this report.

The article on 'The Reliability of Sociometric Measures' by Jane Srygley Mouton et.al. describes some methods of computing reliability coefficients of sociometric scores. Because sociometric data are sufficiently different from other types of scores, it is not possible to utilize the general techniques of assessing reliability in case of sociometric scores. The methods described in this paper are found extremely helpful for the present study.

The relative position of a child among other siblings in the family is a crucial factor in the development of his personality. A number of studies relating to this area are available. Bert N. Adams in his paper on 'Birth Order: A Critical Review', delineates six different factors which are supposed to have great impact on the personality development. These factors are (a) intrauterine or physiological condition of the mother during gestation, (b) only child uniqueness, (c) dethronement of the eldest child when the second sibling is born, (d) anxious or relaxed parents (e) sibling influence and (f) economic condition

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of the home at the time of birth of the first child and the later-born children. This study and many others in the same line indicate greater educational attainment, including college attendance, among first-borns. It has also been found that the first-borns are more affiliative and dependent than later-borns.

K. Marjoribanks in her paper on 'Environment as a Threshold Variable: An Examination', discovers that there exists a curvilinear relation between the environment and cognitive performance such that after a certain environment level has been reached, further environmental increases are associated with decreasing increments in performance. In our country, however, the environmental level provided by most schools, families and neighbourhoods are far below the point only above which environmental increments might fail to produce proportional increments in cognitive performance.

Sam Silbergeld and Gail R. Koenig in their article on 'Classroom Psychological Environment', describe how classroom environments vary. Different subjects, teachers, and students generate diverse social ecological milieus affecting classroom behaviour. Analytically, they say, settings may be compared on the basis of objective characteristics or in terms of perceptions held by participants. The authors are of the opinion that these two factors are not necessarily congruent. For example, a teacher may in fact be

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quite strict, though perceived by students as being permissive. However, perception is the primary determinant of manifest classroom behaviour. (The present investigator has found similar cases of incongruence in certain families also. The fathers, and in some cases the mothers, of some families have real high status outside the family, and yet their high style of living somehow makes them the butt of family joke.)

A number of studies have investigated incidence of students’ absence from school. Some of these studies have tried to understand the causes of persistent absence from school and its effect on the academic achievement of children. A number of studies indicate that in most cases the absence is attributable to illness and other unavoidable causes. However, in many other cases the students are found to avoid attending classes due to a sort of school-phobia which is often the end result of a number of many factors. D. Galloway in his study on ‘Size of School, Socio-Economic Hardship, Suspension Rates and Persistent Unjustified Absence from School’ discovers that there is no association between the size of a (British) comprehensive school and the number of persistent absentees. On the other hand he observes that persistent absenteeism was closely associated with socio-economic hardship in the school’s catchment area though there is reason to suggest that variables within individual schools also influence the figures.

Studies on the environmental factors and their impact on education have been made by a large number of persons all over the world and their works are generally published in journals of various disciplines like education, psychology, sociology and the like, and other inter-disciplinary areas like educational psychology, social-psychology etc. The investigator has been in touch with the various issues of available journals over a number of years and the names of a few of them that were specially useful are listed below:


3. The British Journal of Educational Psychology. Published, three times a year, by the British Psychological Society and the Association of Teachers in Colleges and Departments of Education.


6. Education Today. Published, three times a year, by the College of Preceptors. London.

Due to lack of reference material bearing on indigenous situations, the educational researcher in India is generally obliged to refer to researches carried out in western countries, specially the U.S.A. and U.K., as reference material from these sources is easily available. Fortunately, however, the Centre of Advanced Study in Education (CAS&E) of the M.S. University of Baroda has recently brought out a publication under the title 'A Survey of Research in Education' under the editorship of M.B. Such. This publication provides easy reference to research studies in education both at doctoral and project levels.

Quite a number of studies have been made in India on the effect of various environmental factors on the education of school children. S.L. Chopra in his thesis on 'A Study of Relationship of Socio-Economic Factors with Achievement of the Students in the Secondary Schools' discovers that the educational attainment of the sons of fathers engaged in professional, administrative, executive, and managerial jobs are decidedly better than the sons of the agriculturists and unskilled workers.


10. Ibid.
The studies of P.P. Lulla, G.B. Shah and B.E. Darji of the Centre of Advanced Study in Education, Baroda, aimed at finding the causes of academic backwardness at the elementary stage, are quite revealing. Some of their salient findings are that (a) adverse school conditions affect pupils' achievement, (b) academic under-achievement is both a social and school problem, (c) quality of teachers affect both school progress and performance of pupils, (d) poor school administrative procedures hinder pupils' achievement, and (e) emphasis on narrow subjective examinations affect pupils' performance adversely.

Besides the research publications mentioned above a large number of books written by experts belonging to various disciplines were found helpful in the present study. A few of them are discussed below.

People associated with education are getting more and more concerned with the education of children coming from educationally and culturally backward areas and communities. This awareness is seen almost everywhere in the world. People all over the world seem to appreciate better that education is a vital factor in the progress of any nation in particular and the world in general. During the 'sixtees, a number of books dealing directly or indirectly with the problem of education of children in depressed urban centres, specially in America, have been published. Among

the more important of these books are James B. Conant’s Slums and Suburbs, Frank Reisman’s The Culturally Deprived Child, and Patricia Sexton’s Education and Income. The authors of these works bring out clearly the inequality of educational opportunity for children belonging to various socio-economic and socio-cultural strata and stress the necessity of providing equal opportunity to the deprived children without which, they feel, the academic potential of a vast majority of children will be lost.

In 1971 the UNESCO appointed an International Commission on the Development of Education under the Chairmanship of Dr. Edgar Faure. The report was submitted in May, 1972 and the UNESCO brought out the report in the form of a book under the title Learning To Be. This book seeks to highlight the major problems involved in the growth of education in this rapidly changing world and serves as a kind of masterly exposition of the contemporary educational systems, trends and challenges in different countries. This book helps in appreciating the role of education in a very wide perspective. The keynote of this book is 'lifelong education'. It urges abolition of out-moded barriers between formal and non-formal education, between different disciplines, between classroom and life. Although not a blueprint for a radical change in the current educational system.

prevailing in various countries the book gives substantial practical recommendations and stresses the significance of ties between education and social progress.

While preparing the report the International Commission on the Development of Education, mentioned above, needed a great deal of supplementary information and to obtain it they used three methods: visits to a number of countries to make on-the-spot studies of situations and problems, consultations with experts, and the gathering together of written documentation. From these documents, prepared especially for the commission by specialists on various aspects of education, emerged another valuable book, *Education on the Move*¹⁶, published by Unesco. This book was also found greatly helpful.

In order that our children can learn effectively, the school, the home, and other environmental influences must be conducive. A lot depends on how different subjects are presented to the children. Here mention may be made of a very important book written by the renowned Harvard psychologist Jerome S. Bruner. In September, 1959 scholars from a wide range of disciplines had a conference at Woods Hole, Massachusetts to analyse what was happening in the field of curriculum. As a result of this conference, its chairman, Jerome S. Bruner, published a very important book,

The Process of Education\textsuperscript{17}. Perhaps no other single reference stimulated more thought about curriculum than Bruner's little volume.

Four major hypotheses were stated in the Process of Education:

(a) All disciplines are reducible to fundamental and development ideas - that is, structure.

(b) These basic ideas can be taught to almost all individuals at any age and any level of ability in some intellectually honest manner.

(c) All children can develop a type of 'intuitive grasp' of the nature of the disciplines that is now possessed typically only by scholars.

(d) Intellectual curiosity is ample motivation for students if they are given the opportunity to think for themselves or to 'discover' the structure of the disciplines.

Not only the way the subjects are presented but also the general atmosphere that the teacher creates in the classroom has important bearing on the teaching-learning process. In order for thirty or more individuals in a classroom to interact with each other in close proximity and attain common goals, there must be controls. It is the teacher upon whom this responsibility for leadership falls. The nature of his control determines whether the climate will be authoritarian, laissez-faire, or democratic, each with a

varied impact on goal attainment. There are many studies on classroom climate and its impact on academic achievement. Among the many persons associated with this field of study, Harold Anderson and Kurt Lewin are specially prominent. Their works are scattered in various books and articles they have written. Books like Dynamic Theory of Personality by Kurt Lewin and Field Theory in Social Science by Kurt Lewin and An Introduction to Projective Technique and Creativity and its Cultivation were found specially helpful. In this context two articles of Edward T. Ladd were found to be of relevance.

In countries like India, unemployment, particularly among educated people, poses a very serious problem. When a matriculate or a graduate, for example, is unable to find employment corresponding to his qualifications he feels cheated and often a sense of despair.


to settle into unemployment rather than demean himself by practising a less reputed skill. The fact that a graduate is fail to find the kind of employment corresponding to his qualifications should not, however, be regarded as scandalous. But the fact that such a person cannot or does not want to take up a socially useful function is definitely a sign of the bankruptcy of the educational system. There are many studies on the relation of education and employment opportunities.

In 1969 the Higher Education Research Unit of the School of Economics made a study on manpower and educational planning in India with the help of the New Delhi Planning Unit of the Indian Statistical Institute. The report was later published in the form of a book by three authors belonging to the Higher Education Research Unit at I.S.I., and the Research Unit on Economics of Education at the University of London Institute of Education. The authors observed that the production of graduates in India is greater than the capacity of the country's economy to absorb them. They have tried to explain how unemployment occurs and what can be done about it. Light is also thrown on India's problems of education, planning and unemployment by various reports and personal studies. Of these, the Report of the Education Commission (1953), Report of the Education Commission (1964-66), Report of the Study Group on Educated Unemployment as

of the Planning Commission and books by J.P.Raik, Pitambar Lut, K.G.Saiyidain etc. are particularly relevant.

Any discussion on the effect of environmental factors on academic achievement and personality development of children will, perhaps, be incomplete without a mention of the classic work of the eminent British professor, Sir Cyril Burt. In the two books 'The Backward Child'\(^25\) and 'The Young Delinquent'\(^26\), Sir Cyril describes in an extremely systematic manner the effect of various school conditions, home conditions, physical and mental conditions of the child and many other relevant factors on the scholastic achievement of children. His lucid description of a large number of case-studies throws a flood of light on the subtlety and intricacy of the mechanism of some of the apparently innocuous and insignificant psychological factors continually working on the development of personality. Cyril Burt's work is of great and lasting value to teachers, research workers, and all who are concerned with the welfare of the child.
