2.0 Introduction: "Since effective research is based upon past knowledge, a review of related literature helps eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. A summary of writings of recognised authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested."[John W. Best. Research in Education, 1986.]

The review of related literature is an essential part of the research project. In this aspect, the investigator is keen on the survey of what has already been done on this problem. It is an indispensable step in finding the solution for the research problem.

The review of the literature provides comparative data on the basis of which to evaluate and interpret the significance of one’s findings and in addition, contributes to the knowledge of the researcher.

Furthermore, the survey of related literature serves as the source of hypotheses. It also draws the insight into the method to be used, tools to be used, mode of administration of the tool, classification, analysis and interpretation of data. With the above points in view, a number of journals, books, study reports and other published articles related to this study were referred to and they have been summarised below.
2.1 Studies Done Abroad:

Soliz, Linda Ann, [1983] has done an investigation under the title "An investigation of motivational characteristics that lead to participation in continuing education programme". The aim of study was to examine the effects that this trend has had on adult participation in continuing education programme. Data were collected from two two-year post secondary institutions in the Dallas metroplex area.

The major findings of the study were:-

[i] within each ethnic group the reasons for participation are diverse.

[ii] Females tended to be more altruistic than males in community work.

[iii] Older learners bear a lower expectancy level than do those of a younger age.

Villarreal, Elias Esteban [1984] has conducted an investigation on "The motivational factors of senior citizens enrolled in non-credit avocational continuing education courses in the public community colleges in Texas".

The major purpose of the study was to determine what motivational factors influence senior citizens to pursue non-credit avocational continuing education courses in the public community colleges in Texas.

An analysis was made to determine if a relationship existed among the six factors of the Educational Participation Scale - social contact, social stimulation, professional advancement,
community service, external expectations and cognitive interest; and among the six factors of the Education Participation Scale and ten independent variables - age, marital status, sex, income, education, employment, prior experience in adult education programmes, ethnic origin, college setting and college district and residence; among the ten independent variables.

Data were collected through the use of the Education Participation Scale questionnaire and a demographic information questionnaire from thirty-two participating public community colleges.

The major findings of the study were:

[1] a significant relationship existed among the six factors of the Education Participation Scale, the ten independent variables and the six factors of Education participation scale and among the ten independent variables previously mentioned.

Fardanesh, Mohammad Bagher [1984] has done a study on "Motivational factors related to decisions to pursue professional graduate education." The aim of the study was to identify major motivational factors which influence decisions to pursue professional graduate education. Data were collected from 646 graduate students from the following fields of study: business, education, engineering, law and music. Analysis of variance was adopted to identify significant differences among the means of motivational factors.

The major findings of the study were:

[1]. Respondents, regardless of sex or field of study, assigned over 63 percent of motivational influences to three factors;
Rewarding career, Acquisition of knowledge and Monetar_j gain.

[2]. These three factors were most important for respondents in all fields of study except music.

[3]. The means of two of these factors did vary significantly among respondents' fields of study.

Mc Kenna, Paul G. [1984] has studied Motivational orientations of participants in public school non-credit vocational and avocational adult education. The aim of the study was to determine if there were significant differences in the motivational orientations between students enrolled in non-credit vocational and avocational adult education classes as measured by means of scale scores of the education participation scale. A sample was drawn from the students enrolled in adult education classes sponsored by the adult and continuing education programme of the Manhattan [Kansas] vocational training school during the 1981-82 academic year.

The major findings of the study were:

[i] Significant difference was found between the vocational and avocational groups of the EPS factors: Professional advancement and social contact.

[ii]. Significant difference was also found between the demographic variables of sex, family income, educational level and race.

[iii] Work related reasons were the strongest motivation for participation in the vocational classes.
Females, younger respondents and respondents with less education had significantly higher mean scale score than other respondents on the professional advancement factor.

On the social contact factor significance was between the vocational and avocational groups and between the respondents by gender. Females in avocational group had the highest mean scale scores on this factor.

Connelly, Patricia Ellen [1984] has analysed motivational factors and life experiences that influence adults to enroll in college degree programmes. The objective of this study was to determine if demographic differences exist in individuals who enroll and those who do not enroll, if the motivational factors are different for the two groups and finally if differences exist in the life experiences of the two groups. The data were collected from Trinity college of Vermont.

Phase I consisted of in-depth interviews of individuals who had not enrolled and those who did not enroll. Phase II consisted of the development of a survey, the phone survey.

The major findings were:

[i] The individuals who did not enroll were similar to the enrolled individuals in age, previous education and employment.

[ii] Differences were found in the levels of income and sources of funding for education.

[iii] The enrolled individuals were motivated by factors such as eligibility for promotion and improving their current job
performance while individuals who did not enroll reported the motivation to change careers.

[iv] The average number of life changes reported by individuals in both the groups was similar.

[v] Differences were found, however, in the positive and negative considerations that were a part of the enrollment decision.

Touron, Javier [1988] has investigated study habits and academic achievement at the university. The aim of the study was to evaluate not only the use of mere techniques but other personal aspects i.e., will, class, activity, motivation, autonomy etc.. The study was conducted in the University of Navarra [Spain] on a sample of 4972 students enrolled in ten different faculties during the year 1985-86.

The major findings were :-

[a] the multi-dimensionality of study habits.
[b] the importance of will in the determination of students' self-concept.
[c] technical aspects of the study.
[d] a moderate but constant relation between study skills and academic achievement was established.

Blumner, Harry Norman [1988] has done a study under the title, "Study habits and standardised test performance: prediction of post-secondary academic achievement." The aim of the study was to determine if and to what extent performance in college and graduate school can be predicted from academic
aptitude and study habits. Data were collected through an inventory of study habits from 285 undergraduates and 44 graduates of the University of Virginia. The study habits data were factor-analyzed into three sub-scales: Inquisitiveness, distractibility and compulsiveness.

Seven hypotheses were tested: [a] undergraduate academic performance can be predicted from verbal and quantitative aptitudes. [b] additional variation in performance not accounted for by aptitude measures can be predicted from study habits. [c] study habits will better predict the performance of high aptitude students than low [d] study habits will better predict the performance of women than men [e] which kind of study habits best predict performance will vary as a function of undergraduate major (f) graduate academic performance can be predicted from verbal and quantitative aptitude and [g] additional variation in graduate academic performance not accounted for by aptitude measures can be predicted from study habits.

Philips, Linda Besper (1988) has done an investigation on "Family characteristics and achievement: A multiple factor comparative analysis". The purpose of the study was to indentify family characteristics within white, middle class and having two parents living in one's family is generally related to appropriate academic performance.

The major findings were :-

(i) Both socio demographic and psychosocial family attributes related to students achievement.
(ii) The basic style in the low achievers' families was characterized by low degrees of cohesion, expressiveness, intellectual-cultural orientation, moral-religious emphasis, organization and congruence and high degree of conflict and external locus of control.

(iii) The families were also characterized by mothers who described themselves as low achievers, fathers who were generally dissatisfied with their occupations, who were relatively young at the time of their child's birth, and step or adoptive parents and

(iv) One psychosocial attribute, active-recreational orientation, was found to relate differently to performance depending on the students sex birth order.

Diaz, Soto, Lourdes (1989) examined differences in home environment, motivational orientation and relationship among the home environment and the motivational orientation of 28 higher and 29 lower achieving 5th and 6th grade Puerto Rican children.

The major findings were :-

(i) Family involvement accounted for a significant amount of variance with regard to achievement.

(ii) Home environment differed for the higher and lower achievers' family while parental aspirations higher for higher achievers.

(iii) Motivational orientation differed with higher achievers adopting a more intrinsic motivation and lower achievers adopting a more extrinsic motivation.
Brooks, Katherine Stroup [1989] has investigated "The relationships between learning style and learning arts students". The aim of the study was to determine the relationship between learning style, learning strategy and achievement in freshman liberal arts students. Data were collected from 423 freshman liberal arts students.

The major findings were:

[a] a statistically significant relationship between introverted, intuitive and judging learning style, achievement and deep processing and methodical study strategies and achievement.

[b] significant relationship between learning style and strategy were also found.

Snodgrass, Rosemary Black [1989] has undertaken "A study of locus-of-control, achievement motivation and knowledge and use of study skills as factors influencing academic performance in academically talented college students." The aim of the study was to examine the relationship between locus of control study skills and academic performance of the 136 presidential scholars who were admitted at the University of Alabama in 1985. Data were collected from the 136 presidential scholars who were admitted at the University of Alabama in 1985.

The major findings were:

[a] Significant relationship between study skills and grade point average [GPA] and between achievement motivation and GPA.

[b] No significant relationship was found between locus of control and GPA.
[c] locus of control, achievement motivation and study skills in combination for prediction of GPA for the group sampled.

[d] Study skills to be the significant variable in the prediction of GPA and

[e] High school preparation, study skills, social adjustment in college, academic advertising, selection of major and family financial support as factors contributing to academic performance of presidential scholars.

Wilkinson, Loretta Fae [1990] has studied "Interactions of motivational and learning strategy variables with achievement when controlling for knowledge base in an undergraduate science course. The aim of the study was to produce a learning profile of successful students in an undergraduate science class at an "Open admissions" university in the midwest and examine interactions between motivational variables, students reported learning strategy use and achievement in a college course when students' knowledge bases and general academic abilities were statistically controlled.

Discriminant analysis multiple linear regression procedures were used to analyse data. The discriminant analysis data supported the hypothesis that were unique groups of students broken down by letter grade as predicted by the variables: motivation, learning strategy use, knowledge base and general academic ability.
Sucicat [1990] has done a study under the title "The effect of motivation on academic achievement in a distance education setting: An experimentation of latent variables in an Indonesian case.

The data were collected from 220 first semester UT [Universitas Terbuka] students registered before 1989. The study employed both quantitative and qualitative approaches. Inter-correlations for all indicators of motivation, persistence and achievement showed that some factors of motivation correlated with persistence as well as achievement and that some factors of persistence correlated with achievement. These co-relation coefficients were used as the input for the Linear Structural Relations [LISREL] analysis to determine if the data would fit the theoretical model.

The major findings of the study were :-

[i] The two concepts, motivation and persistence were indistinguishable.
[ii] Another LISREL analysis combined motivation and persistence as the independent variables.
[iii] The result fit the model.
[iv] The motivation effect on achievement was 61% which explained 36% of achievement motivation.

Graham, Beverly walden, [1990] has undertaken an investigation under the title "Attitude, Motivation and Anxiety in Traditional and Non-traditional students of institutes of higher
education. The aim of the study was to find the differences among attitude, motivation and anxiety based on type, traditional versus non-traditional gender of students and of their interaction.

Data were collected from a small south-western college. The sample consisted of 245 lower division students, 127 traditional and 118 non-traditional participating in fishermen courses. These research hypotheses test for no significant differences in the mean of scale scores [attitude, motivation and anxiety] regardless of type, gender and their interaction.

The major findings of the study were:-

[i] non-traditional students differ significantly from traditional students.

[ii] older students have a more positive attitude towards higher education than traditional students.

[iii] older students are more motivated willing to do more to attain their goals.

[iv] non-traditional students are less anxious than traditional students.

Storm, Barbara [1990] undertook "A study of the relationship between perception and adjustment, locus of control, motivation to enroll and academic achievement of non-traditional university students." The aim of the study was to survey a group of newly enrolled non-traditional students and obtain a profile of selected demographic and personality variable and reasons for
enrolling in colleges and explore the relationship among those variables. A third objective was to determine the extent to which those variables and reasons for enrolling in colleges. The three instruments used in the study were: Education Participation Scale [EPC], the Myere-Briggs Type Indicator [MBTI] and the Internal and External locus of control. [I-E]. Twenty one null-hypotheses were tested using analysis of variance, chi-square and multiple linear regression.

The major findings were:-

[i] Cognitive interest as their predominant reason to enroll in colleges.

[ii] Significant relationship exist between reasons for enrolling and MBTI and I-E groups.

[iii] The variables of the EPS, MBTI and I-E could not predict the dependent variable of academic achievement.

Gupta Asha [1990] has done "A study of Satisfaction/Dissatisfaction with school of tenth grade students in relation to their study habits."

The objectives of the study were:-

[i] to determine the incidence of Satisfaction/Dissatisfaction with the school of 10th class students.

[ii] To examine the study habits of satisfied and dissatisfied students.

The sample was drawn from two hundred students of tenth standard of one school of Partiala.
The major findings were:

a) Students are largely satisfied with school but their satisfaction in different areas is varying.

b) The students have average study habits.

c) There exists a difference in the study habits of satisfied and dissatisfied students and

d) there is a positive correlation between study habits and students' satisfaction with school.

McKnight, Gary Lee [1990] has investigated "The learning and study strategies of college freshman."

The purposes of the study were:

[a] To describe the learning study strategies of freshman college students in a private four year liberal arts, and religiously affiliated college and

[b] To determine relationships between those strategies and selected characteristics of the freshman college students.

Data was gathered through 'LASSI' [Learning and Study Strategies Inventory] from 97 students of Freshman Class.

The major findings were:

[a] There were significant differences between pairs of LASSI composite mean scores and also significant differences between composite mean scores of the LASSI scores for subjects classified by gender and major

[b] Also, significant relationships were found between the LASSI scale scores and the selected academic variables.
Yeh, Hsiang-Yeng[1991] has done an investigation under the title "The relationship of academic achievement to the variables of achievement motivation, study habits, intellectual developments and junior college joint entrance examination scores among junior college students in the Republic of China." The objective of the study was to investigate the relationships between academic achievement and achievement motivation, study habits, stage of intellectual developments and JCJEE scores among junior college students in Taiwan. A secondary purpose was to explore the interaction effects among the variables [achievement motivation, study habits, stage of intellectual development and JCJEE scores] which influence students' academic motivation. The sample consisted of 802 Junior college students during the first seminar of 1989-90 school year in Taiwan.

The major findings were:

[a] A weak but positive correlation was found between achievement motivation and academic achievement and achievement motivation interacted with study habits when predicting academic achievement.

[b] Study habit was the most important predictor on academic achievement but good students preferred to study hard rather than have better study method.

[c] This group of subjects with a mean age of 16 years and having not made a conscious decision about their career and marriages demonstrates only one stage of intellectual development in the data analysis and

[d] JCJEE score only had a low correlation with academic achievement.
Dougherty, William Thaddeus, [1991] did "A descriptive study of the motivational orientations of military personnel who attend college classes during their off-duty hours.' The aim of the study was to identify and analyse the motives of military students for participation in on-base college educational programmes during their off-duty hours. The results were stored into frequency distribution by logically related clusters. Then, correlation coefficients were calculated to determine relationship existing between the specific motivational orientations and certain demographic factors, between the motivational orientations and the availability and extent of Government tuition assistance and between the specific motivational orientations and the presence or absence of on-base programmes.

The major findings of the study were :-

[i] Military - Personnel appear to be motivated to participate in continuing educational programmes primarily because of a desire to learn and to know because they wish to attain professional gain out of the military.

[ii] Motivational orientations associated with the desire to take part in social activities or the desire to escape from the routine of daily living are of little or no significance to the participation of military personnel in continuing education.

[iii] The motivational orientations of military personnel in continuing education programmes are virtually unrelated to any commonly used demographic characteristics.
Motivational orientations of military personnel in continuing educational programmes show little if any relationship to either a reduction or withdrawal of tuition funding or the presence or absence of on-base college level educational programmes.

Rao, Gollapalli Prakasa (1991) has done an investigation under the title "Participation and motivation in adult non-formal education - A social system approach." This study was conducted in North India drawing a random sample of 261 learners from adult non-formal education programme of selected voluntary agencies. Multiple linear regression, analysis of variance and cross tabulation procedures were used as statistical test.

This study showed that the socio-demographic variables account for 7% of variance in participation which is lower than 10% variance in participation accounted for in American studies. The same variables accounted for 13% of the variance in motivation.

Zack, Carol Wofe (1991) has investigated "The relationship between self-knowledge of personal learning style and academic choices made by Freshman college students". The objective of the study was to explore the relationship between self-knowledge of personal learning style and academic choices including study habits, course selection, choice of major and career choices made by freshman college students. Data were
collected from 252 freshman college students enrolled at a comprehensive, independent institution of higher education in North Eastern Pennsylvania.

The major findings were: -

(i) A relationship was found between freshman major selection and individual learning style.
(ii) No relationship was found between self-knowledge of personal learning styles, and the effect of that knowledge on study habits, college major selection, and/or life-long career goals.

Carol A. Christensen, David R. Massy and Peter J. ISSACS [1991] have done a study under the title "Cognitive strategies and study habits: An analysis of the measurement of tertiary students' learning." This paper reports the results of three studies utilising Bigg's Study Process Questionnaire [SPQ] to investigate some of the issues related to the role of study habits compared with cognitive process in tertiary students' learning.

Study - I

The purpose of the study was to examine the robustness of the SPQ on a sample of Australian tertiary students and to attend to any anomalous features that might arise. Data were drawn from 328 students [249 female and 79 male] enrolled in either the graduate diploma education or the diploma of teaching in a Queensland [Australia] College of Advanced Education.
The major findings of the study was:-

A factor analysis of the SPQ indicated that the internal coherence of the surface strategy subscale in particular was unsatisfactory.

Study - II

The objective of the study was to explore the relationship of students' performance on the Weinstein and Mayer strategies with their performance on the strategy measures of the SPQ.

Data were collected from 46 students enrolled in the first year of a diploma of teaching course in a college of advanced education in Australia. Students were asked to complete both a basic and complex task.

The major findings of the study was:-

The study found no relationship between students surface, deep and their performance on basic and complex task using a cognitive strategies framework developed by Weinstein and Mayer.

Study - III

The purpose of the study was to examine the discrepancies observed between the strategies and their SPQ scores; the strategy item on the SPQ which represented cognitive process were conceptually reclassified according to the Weinstein and Mayer taxonomy and subsequently compared with the empirical data obtained on the factor analysis.
The major findings of the study were:-

A conceptual reclassification of the strategy items on the SPQ as rehearsal or elaboration strategies indicated that the Weinstein and Mayer cognitive strategies framework was more consistent with the pattern of factors loadings and that only elaboration items are adequately represented on the SPQ.

Dowuona, Gifty Maku [1991] has done an investigation under the title "Family background and education in Ghana: A look on selected group of male and female university entrants". The objective of the study was to reveal

(i) The educational background and socio-economic status of their families.
(ii) Whether the data from (i) above changed if family was defined differently, i.e., nuclear to extended.
(iii) Whether the answers to (i) and (ii) above differ for males and females. Data were collected from 533 first year students admitted directly from boarding schools into Ghana's three universities in 1982.

The major findings were:-

(i) Male family education increased by 41% and female family education increased by 43%.
(ii) The selectivity index for post-secondary education and above more than doubled (62 to 144) and the discrimination increased more than fifteen fold (93-38 to 1440).
(iii) Females were consistently shown to form higher status families than males.
Bynum, Louise Lanius [1992] has done an investigation on "Motivations of third-age students in learning-in-retirement institutes. The purpose of the study was to describe the characteristics of third-age learners who take part in educational programmes sponsored by college-based learning-in-retirement institutes [LIRs] and to identify and understand the underlying motivational orientations of older learners. An additional intent of the study was to discern whether the behaviour of these learners was consistent with the continuity theory of aging. Demographic data were collected from six LIR institutes representative of LIR models in the Southern United States. Principal components analysis was used to identify the underlying motivations of third-age learners. The continuity theory of aging as it applies to LIR participant was also tested as part of this investigation.

The major findings were:–

[i] an intellectually stimulating curriculum and
[ii] a socially rich experience of pivotal factors in predicting the success and appeal of learning-in-retirement programmes.

Boyle, Michael Joseph [1992] has studied "An investigation of the cognitive and effective differences in Japanese and American mathematically talented students." The objective of the study was to examine the cognitive and affective variables related to the performances of mathematically talented children, across Japanese and American Cultures. Data were
collected from male students between the ages 7 and 12 and representatives of three groups - Japanese [n=31] Japanese-American [n=31] and American [n=41].

The major findings of the study were:
[a] There were differences in some study skills, self-concept and family environment variables across culture.
[b] No differences were noted in thinking style across culture.

2.2 Studies Done In India :-

Jain, S. K. [1967] has investigated the study habits and Academic attainment in Uttar Pradesh.

The objectives were:
(i) Developing a standardised study habit inventory and ascertaining the pattern of study habits of university students of Uttar Pradesh.
(ii) It also aimed at exploring the relationship between the study habits and students attainment.

A Study Habit Inventory was developed with 190 statements from eight areas, viz., understanding, planning, working habits, note making, concentration, interest in studies memorization and consultation habits.

The major findings of the study were:
(i) Most of the items discriminated sufficiently between various attainment levels.
(ii) The scores on the Study Habit inventory correlated
significantly and positively with attainment and
(iii) the coefficients of correlation ranged from .29 for
consultation to .59 for the working habits.

Phutela R. L. [1976] has undertaken a study of
some selected motivational factors in relation to Academic
Achievement and Socio-economic status among the college students,
in the state of Haryana and Punjab.

The aim of the study was to study relationship among
the selected motivational factors keeping in view the factors
causing variations in these relationships, i.e., sex, stream of
course, socio-economic status, and academic performance. The
sample consisted of students of 14 colleges from the states of
Haryana and Punjab.

The major findings were :-

Need achievement and educational and vocational aspirations
formed one group of the motivational variables and fear of
failure, achievement press formed another group of the variables
affecting academic achievement in their unique way.

The former group was a significant predictor of
academic achievement while the latter group was not a
significant determinant of it.

The study differences showed that the arts students had
different motivational levels than the science students, more so
for the first group of motivational variables than with respect
to second group of variables. The motivational levels were large independent of the differences in sex and academic achievement.

Trivedi, M.D. [1977] has done an investigation under the title 'An inquiry into the motivation for and cost of post-graduate education at Saurashtra University'.

The main objectives were:
(i) To evolve a hierarchical pattern of motivational factors—intrinsic and extrinsic—that prompted graduates to pursue post-graduate studies.
(ii) To study private cost and recurrent institutional cost.
(iii) To compare unit cost per student and faculty for the year 1972-73 and
(iv) To present student responses regarding fees, facilities and duration of post-graduate instruction at Saurashtra University.

The major findings were:
(i) Majority of the students came from families with income of parents or guardians over Rs.500/- per month and the parents were mostly merchants, executives, doctors, engineers, teachers or the like.
(ii) About fifty two percent of the students came from more than three children families.
(iii) Regardless of faculty and sex, the intrinsic motivation was operative through an interest advanced study and a desire to acquire deep knowledge of the subject of study.
The extrinsic motivation were to enhance employability, to achieve greater success in a job, to obtain more economic gains and to qualify for lecturership in a college.

In terms of mean private cost per annum, the faculties ranked in the order as medicine, science, education, arts, and commerce.

Total recurrent instructional costs per annum showed a gradual rise and became four fold in 1972-73 in respect of the faculty of arts. They exhibited a galloping trend in the faculty of science assuring in 1972-73 fifteen times the initial value. In faculties of commerce, education and medicine, they assured in 1972-73 respectively and twice, thrice and around twice their values in 1968-69.

Nair, V. S. [1978] has done a study on study habits and achievement of culturally deprived secondary school pupils.

The objectives of the study were:

(i) To survey the study habits of secondary school pupils and compare the study habits of groups classified on the basis of levels of culture.

(ii) To measure the achievement in schools of secondary school pupils and compare the achievement groups classified on the basis of levels of culture.

(iii) To relate study habits and achievement for different culture level groups.
(iv) To compare study habits and achievement
(v) To relate intellective, psychological, demographic and environmental variables to achievement
(vi) To determine the contribution of intellective, psychological and environmental variables to the relationship between study habits and achievement and
(vii) To draw profile of study habits of culturally deprived secondary school pupils.

Data was collected from 1500 pupils of secondary school in Kerala.

The major findings of the study were :-
(i) The culture level was a differentiating factor in study habits and achievement in school pupils.
(ii) For culturally deprived girls, high culture pupils and medium culture pupils, the relationship of study habits and achievement in school of secondary school pupils except in the case of high culture pupils.
(iii) Sub-groups of culturally deprived pupils differed in achievement in school for all groups except urban or rural pupils within coastal groups and forward and backward community pupils.

Yadav, R.K. [1979] has done 'a study of motives for the vocational preferences of Adolescents'.

The objectives of the study were :-
(i) To find out the nature and extent of relationship of intelligence, scholastic achievement, socio-economic status, values and needs with vocational preferences to determine their role as motives.
(ii) to predict vocational preferences by means of intelligence, scholastic achievement, socio-economic status values, and needs.

The subsidiary objectives were:

(i) to find out patterns of vocational preferences of adolescents.

(ii) to compare the vocational preferences of arts, commerce, and science students.

(iii) to find out the value system of adolescents and

(iv) to find out the need pattern of adolescents.

The major findings of the study were:

(i) Intelligence and socio-economic status were two factors which start influencing the vocational preferences of the adolescents much earlier at the time of choosing their courses of study. Intellectually brighter and economically better off students went to science and commerce stream and poorer ones to arts and in turn their vocational preferences by and large in tune with their courses of study. This calculation expanded to support Super's development theory of vocational behaviour.

(ii) Intellectually, academically and socio-economically superior adolescents were more definite specific in their vocational preferences than their opposites.

(iii) Needs seemed to be stranger motives for vocational preferences than values and adolescents preferred those vocation which could potentially reduce their needs.
By fairly large number of vocational preferences by the motives include in this study. The extent of determination of vocational preferences by these motives varied from 20 percent to 30 percent.

Nirmal Kanta [1979] has done a comparative study of study habits of high school students.

The objectives of the investigation were:
(i) To find out the relationship of study habits with scholastic performance.
(ii) To find out the contribution of various measures of study habits to success in scholastic performance in different school subjects.
(iii) To find out the variation in study habits with age, sex, and urban rural areas and
(iv) To examine the study habits in relation to the level of parental education, parental occupation, and family income.

The hypotheses formulated with regard to these variables were:
(i) Scholastic performance in various school subjects is positively related with study habits but the measures of relationship varies from subject to subject.
(ii) Students of arts, science and commerce vary in their study habits.
(iii) Success in scholastic performance in different school subjects needs different aspects of study habits.
(iv) The various measures of study habits have an organizational pattern.
(v) Study habits tend to improve with age.
(vi) Rural and urban students as well as boys and girls differ significantly in their study habits.

A representative sample of 2,966 students of classes IX and X was drawn by employing the random sampling technique from different schools situated in rural and urban areas of Varanasi district.

The findings of the study were:

(i) Scholastic performance in various school subjects had low but positive relationship with study habits.
(ii) Science group students scored higher on the study habit test elements A (amount of time for study), B (assignment habit), E (method of study) and F (method of answering examination papers.) than their counterparts in arts and commerce groups.
(iii) Arts groups students scored significantly higher than the other group on study habit test, elements C (attitude towards study) and D (concentration)
(iv) Different test elements of study habits were found effective in the scholastic performance of different school subjects.
(v) The various test elements of study habits were interrelated.
(vi) Cluster analysis showed two clusters in order of E, C, F and A, B, O respectively.
Students of X scored significantly higher on the Study Habit Inventory than those of class IX.

Girls scored higher on Study Inventory.

Urban boys showed significantly higher scores on study habits than rural boys but there was no significant difference between the study habits of urban and rural girls.

The level of service class fathers had more effective study habits but the children of service class mother had shown low level of study habits. The children with mothers as housewives had more effective study habits.

The family income was positively correlated with the study habit scores.


The objectives of the investigation were:

(i) To measure the levels of academic motivation, self-concept, classroom climate, and academic performance of pupils.

(ii) To find out the relationships between academic motivation, self-concept, classroom climate and academic performance and

(iii) To study the influence of age, sex, location management, types of schools on academic motivation, self-concept, classroom climate and academic performance of pupils.

The findings of the study were:

(i) Academic motivation as measured by Junior Index of motivation was positively related to self-concept and same of its
components like goal oriented activity, problem-avoidance. It was negatively related to other components of self-concept, such as parental dependence, social-commitment and related to awareness of personal block and initiative.

(ii) Boys were more academically motivated than girls. The pupils in rural areas were more academically motivated than those in the urban areas.

(iii) Pupils of missionary schools showed greater academic motivation than those of central schools and other private-aided schools.

(iv) The self-concept of pupils and those classroom climate showed positive relationship.

(v) Self-concept and pupils' academic performance, and pupils' academic performance and classroom climate were positively related.

(vi) pupils of 12 year old were more academically motivated than old pupils.

(vii) Boys scored better on the self-concept scale than girls.

(viii) Classroom climate bore a positive relationship to pupils' performance.

(ix) Classroom climate in urban school was better than that in rural areas.

Shejwal, B.R. [1980] has done an investigation into the study habits of college students.

The major objectives were:

(i) To identify the good and poor study habits of students, and
(ii) To find out the difference if any between the study habits of boys and girls.

The sample comprised of fifty boys and fifty girls residing in a hostel exclusively meant for the economically backward students from rural areas. The sample was drawn randomly out of the 360 boys and girls of the hostel.

The findings of the study were:-

(i) The mean score for boys was 61.16 and that of girls 56.94. The boys were found to have better study habits than girls.
(ii) There were sex differences in different aspects of study habits.
(iii) About 91.0 percent girls lacked the habit of preparing the topic in advance where as about 81.0 percent boys lacked this habit. The habit of note making was absent among 50% to 80% students.
(v) The students had no problems in planning their times for study developing good reading habits and taking examinations.

Usha Devi, M. D., [1981] has done a study of the motivational pattern of evening students studying in Bangalore University and its constituents colleges.

The objective of the study was to identify the major or overriding motives in the evening college students of Bangalore city for taking up evening courses. The study also aimed at studying the characteristic background of evening students.

The sample consisted of 385 evening students drawn from undergraduate and post-graduate courses of Bangalore University.
The broad categories of motives: knowledge, economic, self-esteem, political, social and personal areas.

The findings of the study were:-

(i) The number of students in the undergraduate evening courses was more than that of Post-graduate evening courses particularly B.com., and B. A.,

(ii) Men availed themselves of evening courses in greater number than women.

(iii) A large number of Hindus utilized this opportunity than the other religious groups.

(iv) Over 70 percent of the evening students were employed, the majority of whom were in private organizations and held clerical jobs.

(v) The majority of the evening students came from families with low income, low occupation and low education.

(vi) The knowledge motive was overriding the other categories of motives for taking up evening courses.

But specific motive was considered in different categories; the motive of fulfilling the desire of becoming a graduate or a post-graduate was found to be the uppermost motive for taking up evening courses.

(11.) Saxena, S.K. [1981] has done an investigation under the title "self-concept, study habits and school attitude as correlates of socio-economic status and cultural setting in different divisioners and failures of high school students of Kanpur district".
The major objectives of the study were:

(i) To study main effects of socio-economic status and cultural settings on three dependent variables namely self-concept, study habits and school attitude of different divisioners and failure of high school students as univariate studies generally do.

(ii) To study how the two independent variables interacted while influencing the dependent variables.

The study was an ex-post facto, correlational research. There were four phases of study (i) First divisioner (ii) Second divisioner (iii) Third divisioner and (iv) failed high school student. Each phase consisted of 3 X 2 factorial experiments. There were nine experiments in all.

The data were collected from 750 students of male and female sex (passed/failed) of Kanpur district.

The major findings of the study were:

(i) The socio-economic status had the most significant effects on self-concept study habits and school attitude of different divisioners as well as failures of high school.

(ii) The first divisioners belonging to the rural culture had better pattern of study habits than those belonging to the urban culture.

(iii) Rural culture prompted better study habits and achievement level because the rural students did not involve themselves in bad practices prevalent in an urban society.

(iv) Similar results had been found in the case of third divisioners and failures in which the rural culture significantly
prompted better study habits than the urban culture.

(v) It was interesting to note that the first order interaction between socio-economic status and cultural setting had no significant effect on self-concept, study habits and school attitude.

Harmeet, K. A. [1984] has done a psychometric study of motivation of college and university students of Chandigrah.

The hypotheses of the investigation were:

(i) The Indian students are high on extraversion, social desirability and achievement motivation but low on manifest anxiety and neuroticism.

(ii) The female students are higher on neuroticism, anxiety, achievement motivation and realistic motivation than male students.

(iii) On the whole, male students score high on extraversion but low neuroticism, manifest anxiety, achievement motivation and realistic motivation.

(iv) The science students are low on extraversion but high on neuroticism, anxiety and realistic motivation in comparison to arts students.

The findings of the investigation were:

(i) Indian students in general scored low on neuroticism and manifest anxiety than their foreign counterparts.
(ii) The foreign female students scored higher on neuroticism, achievement motivation and realistic motivation but low on anxiety in comparison with foreign male students.

(iii) Indian male students scored lower on neuroticism, manifest anxiety, and achievement motivation than female students.

(iv) Indian male students scored higher on intraversion than female students.

(v) The university male science group and college female science group were higher on extraversion in comparison with their counterparts in the arts groups.

(vi) Science students scored low on neuroticism, anxiety and realistic motivation in comparison with arts students.

(vii) The cluster analysis of all the groups and all the eight variables showed that motivation of all the ten groups was different since no cluster was formed. However, there was clustering of different groups of different measures of motivation indicating some commonality as well as difference of motivational patterns among the students.

Ashar, R.P., Oak, A.W. [1985] have done an investigation into study habits of adult-learners of Open University Programme of S. N. D. T. Women University and the study of impact of guidance on their study habits.

The objective of the investigation were :-

(i) To know the study habits of adult learners of the open university programme.

(ii) To locate the needs of adult learners as related to their study.
(iii) To locate the differences of adult learners.
(iv) To find out the relationship between study habits and age, education, occupation, marital status, and family responsibility and
(v) To study the impact of guidance on study habits.

Data were collected by mailing the tool (a rating scale) to 250 students reading for the B.A., part II examination of the open university programme.

The findings of the study were :-

(i) Students restricted their studies only to the reading material supplied by the university.
(ii) Students of the age group 41-50 scored lower in the areas of organization of subject matter and presentation of subject matter.
(iii) Students whose age was below 21 required guidance in methods of study.
(iv) Working and non-working women needed guidance in the areas of references and methods of study.
(v) The guidance lecture improved the students' study habits with respect to concentrating assignments, concentrating on studies and understanding the material while studying and preparation for examinations.

2.3 Conclusion:

Thus this review has helped the researcher to gain insight into the nature of the research problem and it has become clear that so far no study has been undertaken to analyse "the choice of course in relation to motivation, study habits and family background of distance education learners".