Chapter – II
Review Of the Literature
The survey of related literature is an important step in conducting educational research. It enables the investigator to locate the gaps and finds the trends in research in a particular field. The information about the designs, samples and research tools employed by other investigators help the future investigators to formulate their designs with more care.

The review of literature requires a student to locate, read, analyze, evaluate and synthesize existing information. The purpose is to familiarize yourself with the current understanding and relevant knowledge in area of interest. Until you know what has been done by others in your field, you won't know what still needs to be accomplished. Thus, it forms the foundation for the educational researcher. Insight gained through the review will lead you to a better prepared and better designed project, and increase the chance that your research will lead to important knowledge.

According to Borg and Gall (1989), the review of literature is extremely beneficial because it will help you to delimit the research problem and help more clearly define your research problem. Seek new approaches by reading about what has been done and not done in previous research. Avoid
sterile approaches that past research has shown to be futile gain insight into
pervious methods, measures, subjects and approaches. Find recommendations
for further research.

An investigator must be aware of the new researches conducted in the
past and only than he/she, will be in a position o contribute something in
original. Good (1972) has rightly remarked, “without a critical study of the
related literature, the investigator will be groping in the dark and perhaps
uselessly, repeat the work already done”. Therefore, to save time energy and
resources, it is necessary to undertake a detailed study of all available
literature.

The review of the literature serves as a guide part to judge the quantum
of the work done and perceive the gaps existing in the concerned field of
research. A critical review of the literature enables the researcher to go into
greater details and wider applicability of the problem in hand so as to provide
new ideas, explanation or hypothesis. The review promotes a greater
understanding of the problem and its allied aspects and ensures that un-
necessary and useless duplication is avoid. According to Tuckman (1972), the
purpose of the literature review is to expand upon the context and background
of the study to help further, to define the problem and to provide an impirical
basis for the subsequent development of hypothesis.

All the human beings do not live in isolations but are woven in a web
of interrelationship, which is fabricated in the part, through new light and
fresh breeze of the present continue to reach us through the gaps in its back.

To say that the contemporary scene in our end we have nothing to do
with past is to take a very narrow view of reality. We can not form deceptive
view of things without being aware of the past. Cicero rightly observed, “Not
to know what took place before you were born is to remain for ever a child”.
It is very important that the survey of related literature must begin with
the available historical data on the subject. Like wise the survey of related
literature in, “objective based evaluation of secondary education”, makes it
incumbent upon us to study it for a full and deep understanding of secondary
education.

The length of the review will depend upon the number of relevant
articles and the purpose for which the research report is being written.

This chapter is devoted to review of available literature relevant to the
present study. An effort has been made to cover almost all the dimensions that
may have a direct or indirect bearing on this study. Keeping in view, the
variety of research data, three ways have been identified to deal with the
entire information.

2.1. Status studies on secondary school students.

2.2. Studies on secondary school teachers.

2.3. Studies on secondary school students.

The review has been presented as under:

2.1. STATUS STUDIES ON SECONDARY SCHOOL
STUDENTS

Three studies have been reviewed under the section status studies at
secondary level, (Sobhana, 2004; Bimal Charan Swain, 1995 and Soman,
1990). All the studies have been conducted by Indian researchers. One of the
study deals with the difficulties in written English among secondary school
learners (Sobhana, 2004). Another study deals with the socially useful
productive work programme (SUPW) at the secondary stage (Bimal Charan
Swain, 1995), third one deals with the problems of secondary school students
staying in hostels (Soman, 1990), findings of the studies have revealed that
there was a significant association between the performance of students in
written English and that SUPW was a compulsory subject of study at the secondary stage. It has also been found that a hostel was better than a home for those students who could continue their education in hostels only. All the students did not find any difficulty in behaving with the elders or parents.

2.2. STUDIES ON SECONDARY SCHOOL TEACHERS

Thirty eight studies have been carried out on secondary school teachers. The majority of these studies have been conducted by foreign researchers. Secondary school teachers have been studied in relation to several variables viz., job satisfaction, teacher problems, teaching effectiveness, teacher perceptions, teachers attitudes, self efficacy and emotional intelligence of teachers.

Job satisfaction (Butt, 2005; Pushpam, 2004; Anil Kumar 2004; Shafeeq, 2003; Srivastava, 2003; Brunetti, 2001; Oranje, 2001; Lenard, 1993). These researchers have shown that high school teachers were satisfied with their work. It was found that job satisfaction of teachers increase the competency of teachers. It was also found that teachers with less job satisfaction are more prone to perceived stress than those with high job satisfaction. Salary does not play a vital role in their magnitude of satisfaction. It has further been revealed that there was a significant positive correlation between job satisfaction and shared decision - making.

Teacher problem (Brunetti, 2006; Overholt, 2005; Deo, 2004) these studies have shown that teacher’s resilience enabled them to overcome difficult challenges. Long term stream monitoring programs provided real world application of concepts. It was also found that age variation matters in job involvement. Elder group of teachers differ most significantly from middle aged and younger group of high school teachers.

Teaching effectiveness (Opdenakker, 2006; Chapman, 2006; Osei, 2006; Mervyn, 2005; Robert, 2005; Babu, 1997; Agarwal, 1994). The
findings of the studies on teaching effectiveness have revealed that teacher with a high level of job satisfaction give more instructional support to their classes. It was also found that teachers with low salary do not lack commitment to the professional task of teaching. Gender, age, teaching experience, teaching program, school size, teacher student relationship, school background were not related to teacher's teaching effectiveness. The higher the teacher's teaching effectiveness, the higher the school effectiveness. It has also been found that sex and locality of the teachers had no effect upon the teacher effectiveness. The findings also suggest that teachers parental direction in their own children's academic activities significantly influences their teacher effectiveness.

Teacher's attitudes (John Schacter, 2005; Cooper, 2005; Dekocki, 2005; Susan Hallam, 2000; Lewis, 1994; Srivastava, 1993). The findings of the studies have revealed that teachers are generally positive in their attitudes. Teachers appeared to be thinking mostly in terms of learning products and not in terms of learning process as a learning goal. Length of time teaching, individual school differences and teacher qualifications were significant predictors of attitudes. It has also been found that differences exist between the beliefs of secondary academic teachers when compared with the beliefs of secondary vocational teachers towards the integration of academic and vocational education. The results suggest female teachers were accepted more than male teachers.

Teacher perceptions (Mercurivs, 2006; Shwu-Yong 2006; Jones, 2001). These studies have shown that teachers performance in the classrooms is closely related to the administrators support, trust, respect, high work ethic and leadership. The results reveal that a majority of teachers positively perceived their school environments.
Self efficacy (Betoret, 2006; Shank, 2006; Judy Woonye, 2005; Verma, 2004; Verma, 2002). The results revealed that teachers with a high level of self-efficacy reported suffering less stress than teachers with a low level of self-efficacy. Collaborative professional communities of teachers support ongoing teacher professional development, school reform and student achievement. The studies have shown that teachers should be encouraged to share their experience in coping with paradoxical roles and construct a positive self in culturally appropriate terms and live by that self. The findings reveal that the teaching attitude and self-esteem do influence some cognitive and meta-cognitive strategies of learning of prospective secondary teachers in an independent manner.

Emotional intelligence (Bharadwaj, 2004; Tyagi, 2004; Andy Harreaver, 2000; Chi-Jessy 1995; Savada Muthu, 1994). These studies have shown that the initiate behaviour patterns in respect of all the categories of teacher show a very high tendency to initiate talks and indulge in lecturing behaviour. The level of emotional intelligence is low and independent of gender and age. The teachers who are most likely to associate mandated change with positive emotional experience and opportunity for their initiative and investment are of particular kinds. These change-oriented teachers are more likely to be female. The findings reveal that teachers have high emotional exhaustion, moderate depersonalization and reduced personal accomplishment. That there is significant relationship between the morale of teachers and that of their students.

2.3. STUDIES ON SECONDARY SCHOOL STUDENTS

One hundred eleven studies have been carried on secondary school students. The majority of these studies have been conducted by Indian Researchers. Out of these forty six studies have been reviewed under the
section academic achievement, forty five studies under the section personality and twenty studies under the section anxiety.

Forty six studies on academic achievement have been studied in relation to several variables viz. academic achievement-motivation, ability, creativity and attitude.

Academic achievement – motivation (Gilman, 2006; Scales, 2006; Phillips, 2006; Brown, 2005; Hodge, 2005; Ruie Jane, 2005; Bick, 2005; De Bruyn, H. 2005; Brady, 2005; Saunders, 2002; Krishna, 2002; Neeraj, 2002; Kam-Cheug, 2002; Dr. Raj Kumar, 1999; Krishnamustly, 1998; Kusum Singh. 1998; Mahmood, 1998; Santha Kumari, 1998; Mohan, 1997; Patel, 1997, Follansbee, 1997). These studies have shown that youth in the high adaptive motivation group reported significantly higher global and family satisfaction, self-esteem, interpersonal reactions, grade point average and school belonging. Multiple intelligence theory contributes positively to student learning and development. Development nutrient in young people’s lives may contribute to academic success. Both intrinsic and extrinsic motivation in the students was evident. Use of strategic interventions by school counselors can improve academic achievement. It has also been found that district culture has a noticeable effect on school culture and on student achievement. A statistically significant correlation was found between the usage of Personal Digital Assistants. PDA enabled students and their academic achievement when compared to the general student population. Parent and teacher role strains appeared to be negatively associated with academic achievement. Parent and school role strain were directly and negatively associated with achievement. Also institutional culture had a limited impact on student academic achievement but a significant influence on student’s perceptions of engagement with their schools. Higher grade point averages were more strongly associated with greater self-efficacy for females
than for males. Achievement was significantly correlated with population awareness. No significant difference was found between boys and girls in vocational and academic streams in respect of self-esteem. Schooling did have an effect on gender differences. Girls achieved better results studying in single sex schools, whereas boys achieved better in co-educational schools. Achievement also influence the vocational preferences to a great extent. The academic achievement – motivation play a very vital role in enhancing the students achievement. Also the number of hours worked had a significant negative effect on standardized achievement. These studies also reveal that academic achievement is correlated significantly and positively with socio-economic status, knowledge value and occupational aspirations. A significant difference in academic achievement of students belonging to different religions has also been found. No significant differences between inclusive versus non-inclusive classrooms was found.

Ability (Meece, 2006; Jin, 2006; Rafferty, 2004; Gakhar, 2003; Zhang Hampton,. 2003; Dermott, 2001; Ansari, 1998; Shukla, 1994). These studies have shown that gender effects are moderated by ability, ethnicity, socio-economic status and classroom contact. Problem solving ability and personality characteristics are differential predictors of achievement of students of residential and non-residential schools. The learning disability status had indirect influence on self-efficacy. The performance factors showed substantial and consistent relationship to independent measures of school achievement. Also the studies reveal that there was a significant inverse relationship of formal reasoning ability, cognitive style and achievement with number of misconceptions. With the increase in general mental ability of the pupils there existed a possibility of enhancing level of achievement – motivation.
Creativity (Matoo, 2004; Shan, 2003; Matoo, 2003; Schrawat, 2003; Weiping, 2002; Raja Gopalam, 1998). The findings of these studies have revealed that there has been a significant adjustment patterns of high and low creative students. High creative students have higher level of academic achievements irrespective of gender and intelligence groups. It is also found that high level of aspiration enhances creativity among socially disadvantaged students. The scientific creativity of secondary school students increases with increase in age and science ability is a necessary but not a sufficient condition for scientific creativity. Creativity talent was significantly related to both convergent and divergent thinking but to relationship to academic achievement was not significant.

Attitude (Heath, 2005; James, 2004; Ahmad, 2004; Thabor, 2004; Meera, 2000; Bhattacharya, 1997; Budhdev, 1996; Singh, 1995; Karen, 1994). The findings of these studies reveal a significant impact on school climate, student attitudes and students academic persistence. Scientific attitudes are found to be significantly associated with school level. Both boys and girls show equally positive attitude towards science. Also it has been shown that non-tribal secondary school students have significantly a more favourable attitude towards science than tribal secondary school students. Attitude towards English teachers and teaching had significant relationship with achievement in English. A significant relationship between each domains of scientific attitude and academic achievement was found

Forty five studies have been carried out on personality of secondary school students. The majority of these studies have been conducted by Foreign researchers. Personality have been studied in relation to: adjustment, self concept and self-esteem.

Adjustment (Adomeh, 2006; Suldo, 2006; Shaunerry, 2006; Manju Mehta, 2006; Babu, 2004; Srivastava, 2004; Ugar, 2004; Laible, 2004; Way,
2003; Steward, 2003; Tharbe, 2000; Andrew, 1999; Kaur Mandeep. 1999; Bindu, 1998; Verma, 1998; Bajpai, 1997; Sudhir, 1997; Dhekwar, 1996; Ngapp, 1995; Ramalingam, 1995 and Padha, 1994). The findings of these studies have revealed that personality intervention programmes were found to be more effective than career intervention programmes in terms of reducing vocational indecision among students. Optimistic students significantly differ from pessimistic students on personality adjustment. Gifted adolescents differ within the group by gender and by ability. Support and control from fathers was generally unrelated to adolescent adjustment as compared to support and control from mothers. Post adolescent males have higher maturity than females and the stages of adolescence play a significant role upon emotional maturity. It has also been found that no significant relationship existed between birth orders and personality trait. Theoretical, economic, aesthetic, social and religious values were found to be significant on urban students in comparison to rural students. Intelligence, sensitivity, independence, assertiveness and spontaneity had been observed as significant correlates of creativity. Pupils studying in private schools show better study habits than the pupils studying in Govt. schools. Also the students of Govt. and Private schools significantly differed in their vigilance, defensive avoidance, rationalization styles of decision making. It has been found that there was a positive correlation between moral judgment and social value of the student. There was no significant correlation between moral judgment and aesthetic value of secondary school students.

Further the findings of these studies reveal that rational emotive behaviour therapy (REBT) effectively reduced the levels of anxiety and stress of the adolescents and fostering their emotional adjustment. The high life satisfaction of adolescents is associated with positive psychological functioning. Adolescents reports of their satisfaction revealed difference in adjustment that were not captured by measures of psychopathology. Gender
based differences in psychological adjustment indicated that female students had significantly higher cumulative record reported the use of social support as a means of coping to a significantly higher degree. The early adolescents who were willing to sacrifice their talents, school performance and parents rules engaged in greater problem behaviour and evidenced lower academic achievement than did other adolescents during high school. Social adjustment, personal adjustment and social-personal adjustment of hearing impaired were significantly different from those of the normal school students. It has also been found that the combine effect of prolonged deprivation on values, needs and adjustment was found in males and that only in case of social values. In female students there was no effect of prolonged deprivation on values.

Self concept (Dickhauser, 2005; Wang, 2005; Liu, 2005; Pietsh James. 2003; O’connell, 2002; David, 2002; Kane, 2002; Byer, 2001; Srivasta 1998; Srivastava, 1994). The findings of these studies reveal positive effects of achievement on the corresponding external self concepts and negative effects of achievement on the non-corresponding internal self-concept were found. A strong negative relationship between the internal self-concept factors shows that the operationalization of the internal comparison process was successful. No significant differences in any domains of self-concept between students enrolled in outdoors adventure education courses and students not enrolled in those courses. In general the ways students perceived their giftedness differentially affected global self worth and specific self-concept domains. It has also been found that low achievers in vocational education had greater increases in self-concept, regardless of school type. Co-education students had greater increase in total self-concept. A significant relationship was found between students perceptions of classroom involvement and academic self concept. Self concept and sociometric status were not significantly related between the self concept level of popular and unpopular pupils. A significant correlation was found between values and self-concept.
Self esteem (Pepi, 2006; Gilman, 2006; Kenny, 2005; Wild, 2004; Hong, 2004; Hong, 2002; Kurman, 2002; Eirenman, 2002; Adegoke, 2002; Ajitha, 1998; Verma, 1998). The findings of these studies reveal youth in the high adaptive motivation group reported significantly higher global and family satisfaction, self-esteem, interpersonal relations, grade point average and school belonging and significantly lower depression, anxiety and social stress than youth in the low motivation group. Female students reported more positive self images than males in vocational attitudes. Favourable self images were associated with secure ratings of parental attachment. Interventions which aim to protect adolescents from engaging in risk behaviours by increasing their self-esteem are likely to be most effective and cost-efficient if they are aimed at the family and school domains. Personality / satisfaction and anxiety were predictive of self-esteem for high academic achievement / low self-esteem, high academic achievement / high self-esteem, low academic achievement / low self-esteem, low academic achievement / high self-esteem. Depression was predictive for all groups except low achievement and high self-esteem. Modesty was the strongest predictors of academic self-enhancement. Internal consistency were high for both boys and girls. A positive and significant relationship between goal perception and delayed gratification was found. Intelligence, conscientiousness and self-sufficiency have been found to be significantly related to the academic achievement.

Twenty studies have been carried out on anxiety of secondary school students. The majority of these studies have been conducted by foreign researchers and rest by the Indian researchers. Out of these twenty, 12 studies are related with anxiety levels and 8 with depression.

Anxiety levels (Sabiston, 2006; Ste-Marie, 2006; Kitamura, 2006; Berman, 2006; Palapattu, 2006; Schiefelbein, 2006; Johnson, 2006; Watts, 2006; Sinha, 2003; Hong, 2003; Johnstone, 2001; Yohon, 1996). The findings
of these studies reveal that body related thoughts and emotions are linked to various adolescents health behaviour. Adolescents with the highest state and trait anxiety scores had more severe gambling and substance abuse problems. Results indicated that existential anxiety concerns have a theoretically consistent factor structure common among adolescents associated with psychological symptoms as well as identity issues. Family violence failed to add significant contribution in predicting anxiety. The effects of witnessing family violence on dysphoric mood may be mediated by anger feelings. Masculinity was negatively associated with anxiety symptoms where as femininity was positively associated with anxiety symptoms. Greater cotrisol increase across the year predicted higher general and social anxiety in girls. No significant relationships were found in boys. Selective attention, memory bias and cognitive errors were each correlated with childhood anxiety problems and provide support for a cognitive model of anxiety. Anxiety, sex and task complexity were found to be an important variables affecting the verbally expressed preferences. Students had many anxieties related to the physical environment and organizational culture of high school. Students felt nervous and scared about adopting to secondary school. No difference was observed in trait anxiety. No difference was observed in state anxiety between teaching methodologies groups.

Depression (Vazsoyi, 2006; Heerrero, 2006; Tossten, 2005; Infantino, 2005; Deo, 2004; Satapathy, 2003; David, 2002; Glenda, 1997). The findings of these studies reveal across all cultural context measures of maternal and paternal support and conflict were most consistently associated with measures of internalizing behaviours. Adolescents deviant behaviour and victimization were positively related to psychological distress mediated by adolescents parents communication and adolescent teacher relationships. Short but regularly used program of relaxation applied to secondary school children could reduce noise levels but no significant reduction of stress levels in the
classes. Females experience almost the same amount of stress as the male students had experienced. Correlation between stress and behavioural problems were found to be inverse and significant irrespective of students grade and gender. Stress had significant negative association with many of the family's socio-economic status variables. The most significant contribution to depression is associated with the examination.

Conclusion

While reviewing the studies in the foregoing pages, certain conclusions were drawn and are summarized as under:

Secondary school students did not find any difficulty in behaving with the elders or parents. Students showed a significant association between socially useful productive work and performance in compulsory subjects of study at the secondary stage. Significant association was found between the performance of students in written English and different variables related to school.

Secondary school teachers showed satisfaction with their job. Job satisfaction of teachers increase the competency of teachers. Teachers with less job satisfaction are more prone to perceived stress than those with high job satisfaction. Teachers with a high level of job satisfaction give more instructional support to their classes. Age variation matters in job involvement. Gender, age, teaching experience, teaching program, school size, teacher student relationship, school background were not related to teacher's teaching effectiveness. Teachers resilience enabled them to overcome difficult challenges. Elder group of teachers differ most significantly from middle aged and younger group of high school teachers. Teachers with low salary do not lack commitment to the professional task of teaching. The higher the teacher's teaching effectiveness, the higher the school effectiveness. Sex and locality of the teachers had no effect upon the teacher effectiveness. Teachers appeared to be thinking mostly in terms of
learning products and not in terms of learning processes. Teachers are generally positive in their attitudes. Differences exist between the beliefs of secondary academic teachers when compared with the beliefs of secondary vocational teachers towards the integration of academic and vocational education. Teachers performance in the classrooms is closely related to the administrators support, trust, respect, high work ethic and leadership.

Majority of teachers positively perceived their school environment. A significant relationship was found between the morale of teachers and that of their students. Female teachers were accepted more than male teachers.

Use of strategies interventions by school counselors can improve academic achievement. Achievement was significantly correlated with population awareness. The number of hours worked had a significant negative effect on standardized achievement. Youth in the high adaptive motivation group reported significantly higher global and family satisfaction, self-esteem, interpersonal reactions and school belonging. Achievement was significantly correlated with population awareness. Significant difference in academic achievement of students belonging to different religions has also been found. Parent and teacher role strains appeared to be negatively associated with academic achievement. Parent and school role strain were directly associated with achievement. Institutional culture had a limited impact on student academic achievement. Problem solving ability and personality characteristics are differential predictors of achievement of students of residential and non-residential schools. High creative students have higher level of academic achievements irrespective of gender and intelligence groups. The learning disability status of students had indirect influence on their self-efficacy. No difference was found between boys and girls in vocational and academic streams in respect of self-esteem. Female students reported more positive self images than males in vocational attitudes. Personality intervention programmes were found to be more effective than career intervention
programmes in terms of reducing vocational indecision among students. With the increase in general mental ability of the pupils there existed a possibility of enhancing level of achievement-motivation. Intelligence, conscientiousness and self-sufficiency have been found to be significantly related to the academic achievement. High level of aspiration enhances creativity among socially disadvantaged students. Scientific attitudes are found to be significantly associated with school level. Both boys and girls show equally positive attitude towards science. Optimistic students differ from pessimistic students on personality adjustment. Internal consistency were high for both boys and girls. Support and control from fathers was generally unrelated to adolescent adjustment as compared to support and control from mothers. Gender based differences in psychological adjustment indicated that female students had significantly higher cumulative record. The combine effect of prolonged deprivation on values, needs and adjustment was found in males as compared to females. There was a positive correlation between moral judgment and social value of the students. High life satisfaction of adolescents is associated with psychological functioning. Pupils studying in private schools show better study habits than the pupils studying in govt. schools. Post adolescent males have higher maturity than females and the stages of adolescence play a significant role upon emotional maturity. No correlation was found between moral judgment and aesthetic value. Low achievers in vocational education had greater increase in self-concept, regardless of school type. Rational emotive behaviour therapy effectively reduced the levels of anxiety and stress of the adolescents and fostering their adjustment.

Co-education students had greater increase in total self-concept. Masculinity was negatively associated with anxiety symptoms whereas femininity was positively associated with anxiety symptoms. Students had many anxieties related to the physical environment and organizational culture of high school. Females experience almost the same amount of stress as the
male students had experienced. Stress had significant negative association with many of the family’s socio-economic status variables. Adolescents deviant behaviour and victimization were positively related to distress mediated by adolescents parents communication and adolescent teacher relationships.

The review of the related studies reflect that while many studies have been conducted on different dimensions of secondary education, there is almost no research directly conducted on the objectives of secondary education as recommended by Secondary Education Commission. Therefore the present study is a humble effort in this direction. It is in the backdrop of the review and conclusions drawn that there needs a fresh relook on the objectives of secondary education, in the light of secondary education commission. Therefore, the present study has been undertaken.