

## **Chapter 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Over View**

In the previous chapter the investigator has outlined the significance and the theoretical framework of the study. In this chapter, the investigator would like to present a review of related studies and literature on different areas of the study.

The review of related literature is divided into six sections. The first section is the overview. The second section deals with Indian studies. The third section explains the foreign studies. The fourth section briefly states the observations. The fifth section deals with major findings related to present study. The sixth section gives an account about research gap.

##### **2.1.1 The Why of the Review**

'Review' means examine again or the past and the term 'Literature' refers to the knowledge of a particular area of investigation.

J.W. Best stated the review of Literature as "a familiarity with the literature in any problem helps the students to discover that is already known what others have been promising or disappointing and what problems remain to be solved".

Review of related studies is very essential for every investigator to be upto date in the information about the literature, related to his own problem already done by others. It is considered the most important prerequisite to actual planning and conducting of the study.

In the light of the above suggestions, the investigator found that careful study and exploration of the related literature to the present survey is essential to have right insight into the work that is already done in the field.

## **2.2 Indian Studies**

**Researcher : Bhasin, M.P. (1974)**

### **Topic**

Relationship of school perception to academic achievement at High school level, Ph.D., Edu., Pan. U.

### **Sample**

200 students (100 boys and 100 girls) were selected randomly from two high schools at Phagwara, Punjab

### **Tool**

The 'SPPT', the SPS and TPS were developed.

### **Major Findings**

1. It was found that these high on academic achievement, intelligence, self-concept and socio-economic status had high school perception and low on these variables had low school perception.

2. Girls exhibited higher school perception as compared to boys.
3. Teachers with students of higher school perception showed higher perception of their students behaviour and teachers with students of low school perception had lower perception of their students behaviour.
4. The vari-man factors located were : (a) Non-verbal perception of school; (b) Verbal perception of school; (c) Self-concept; (d) General Intelligence; (e) Verbal perception of academic achievement and academic authorities and (f) Socio-economic status.

**Researcher : Teraiya, J.C, (1981)**

**Topic**

Self perception in various learning situations.

**Sample**

The total sample consists of 240, divided equally into four groups reward group, punishment group, only work group and control group. Each group was again divided into three sub groups of 20 each, according to IQ level - above average, average and below average measured by Shah's IQ test.

**Tool**

Self perception of the subject was measured by the special inventory prepared by Kusum Bhatt. It contained five sub-areas, namely-physical appearance, family relations, school life, personality and school behaviour. The tool was in form of a closed type questionnaire.

## **Findings**

1. Self-perception was a very well established factor in the personality by the time the child reached eight to ten years.
2. Any attempt to change self-perception in a very short period was definitely going to be useless.
3. There was also a possibility of the effect of the artificiality of the experimental situation on the subjects.
4. The result of the research work were found to be in conclusive.

## **Researcher : Garg, R.P. (1983)**

### **Topic**

Children's perception of parental disciplinary practice and its relation to development of personality needs, moral judgement and problem solving ability, Ph.D., Psy, Agra U.

### **Sample**

The sample comprised of 270 students was selected by employing stratified random sampling technique.

### **Tool**

The Personality Need Inventory (PNI) by C.P. Sharma was used for measuring personality.

Moral judgement test developed by Durganand Sinha and Meera Verma. The parental disciplinary practices test and problem-solving ability test were developed by the investigator.

### **Major Findings**

1. Children belonging to the age group of 10 - 11 or 13 - 14 years had significantly more need for achievement in comparison with those of the 12 - 13 years old group children of 12 - 13 or 14 -15 years had significantly more need for affiliation in comparison with 10 - 11 years old. Children of 12 -13 years had significantly better ability to solve problems and moral judgement in comparison with children of 10 - 11 or 14 - 15 years.
2. Children belonging to moderate as well as low social class families had more need for achievement in comparison with high social class family. Children of high social class or moderate social class had more need for change in comparison with those from low social class families.
3. Children of 12 - 13 years receiving moderate parental disciplinary practice had the best pattern of need for change.
4. A minimum magnitude of need for achievement prevailed in children of 14 - 15 years age range belonging to high social class families.
5. 14 - 15 years old children showed more need for change when they got strict-disciplinary practices from their parents.

**Researcher : Bhatt, Sahdev, (1986).**

### **Topic**

Self-disclosure and obedience tendency as determinants of students perception of science teacher a cross-cultural study.

## **Sample**

One district was taken from each of two countries, India and Nepal. Thus 10 teachers and 300 students from each district i.e., pithogragarh and Kailali (Nepal).

## **Tool**

Students perception of science teachers inventory developed by the investigator, self-disclosure inventory by Sinha, obedience, and dis-obedience tendency scale by Mehta and Hasnain.

## **Major Findings**

1. The effects of culture (CT), Self-Disclosure (SD), Obedience-Disobedience Tendency (ODT) on Perception of Science Teachers (PST) were significant.
2. The interaction effects of CT and SD, CT and ODT and SD and ODT were not significant on PST.
3. The interaction effect of CT x SD x ODT was not significant on PST.
4. The low and average SD students and low and high SD students were significantly different on PST scores. The average and high SD students were not significantly different in PST.
5. Obedient students obtained greater mean PST score than dis-obedient students.
6. Indian students had better PST than Nepalese students.

**Researcher : Biswal, J., (1988).**

**Topic**

Creativity in mathematics as a function of study habits and pupils perception of teachers impression about their performance in mathematics.

**Sample**

585 students (323 boys and 262 girls) of Class X drawn from 40 high schools located in two districts of Orissa state (6 boys, 13 girls and 21 co-educational schools).

**Tool**

Mathematical Creativity search battery a study habits in mathematics scale and a pupils perception of teachers impressions about their performance in mathematics scale developed by the investigator.

**Major Findings**

1. Pupils creativity in mathematics was found to be a linear function of each of the variables, study habits in mathematics and pupils perception of teachers impressions about their performance in mathematics.

**Researcher : Khan, R.S., (1988).**

**Topic**

Students perception of teachers as a function of educational level, academic achievement and school background of students.

## **Sample**

The study was conducted into two phases. For Phase - I fifty students were selected randomly from each EI were taken up, making up the total sample of 300 students. For Phase - II the sample consisted of 360 students of classes VIII, X and XII from a public school and government school.

## **Tool**

The tool for measuring students perception of teachers was developed by the investigator A 2 x 3 x 3 factorial design was used.

## **Major Findings**

1. There were significant effect of the SB and Educational Level on SP of teachers but there was no significant effect of achievement on their students perception of teachers.
2. There was significant International effect of the SP and EL of the students on SP of teachers. There were no significant internal effects of SB x ACH, ELXACH on SP of teachers.
3. There were significant differences among the mean perception scores of the students of the middle, lower secondary and higher secondary educational levels of both public and government schools.
4. There were significant differences among the mean perception scores of the low, average and high academic achievers of both public and government schools.

5. There were inconsistent differences among the mean perception scores of the low, average and high academic achievers at each of the middle, lower secondary and higher secondary educational levels.

**Researcher : Jain Neelima, (1990).**

**Topic**

Effect of perceivers and stimulus person's religion and sex on person perception.

**Sample**

320 post graduate students (160 boys and 160 girls) from Lucknow University ranging age from 21 to 25 years.

**Tool**

Semantic Differential Scale, Inter Personal Judgement Scale of Indian Adaptation of Maslow and others, self-esteem scale of coan and eight black and white passport size photographs of average looking males and females.

**Major Findings**

1. The religion and sex of the perceiver as well as of the stimulus person significantly influenced the interpersonal perceptions of the various groups.
2. All the religious groups towards in group and out group stimulus persons.
3. It was found that male subjects perceived females more favourably as compared to males perceiving males. Similarly female subjects gave

more favourable perceptions of male persons as compared to females perceiving females.

4. Perception of subjects was not influenced by their security and self-esteem.

**Researcher : Pandey, S.K. (1992).**

**Topic**

Changing pattern of parent child relationship perception at different age levels.

**Sample**

240 pupils of class VIII studying in different Intermediate colleges of the Tehri and Uttarkasi Districts.

**Tool**

Relevant data were collected using PCPO of R.A Singh apart from identical form for mother (M-form) and father (F-Form).

**Major Findings**

1. At the age of 12, boys perceived their mothers more dominating and rejecting, in comparison to girls. Girls and boys, at the age of 13+, perceived their mother disciplining, while the perception of fathers relationship was found significant on the rejection and punishment dimensions of behaviour.

2. At the age of 14+, no significant difference was noticed.
3. Boys and girls, at the age of 15, perceived their fathers more dominating.
4. Girls perceived mothers as having more loving behaviour at the age of 13+ and as most dominating at the age of 15+.
5. The girls felt more rejected at the age of 15+ and most protected at the age of 12+ and 13+.
6. The girls perceived their fathers as more loving and affectionate with increase in age. There was a decreasing trend of scores on the loving dimension of parent-child relationship.
7. The girls perceived decrease in the punishing behaviour of the mothers with increase in age.

**Researcher : Ajitha Nayar, K., Usha, K. (1996).**

**Topic**

Levels of goal perception of Vocational Higher Secondary School Children in Kerala.

**Sample**

300 higher secondary school subjects enrolled in the following vocational courses.

- (a) Nursery Management and Ornamental Gardening (NMOG)
- (b) Plant Protection (PP)
- (c) Medical Lab Technician (MLT)

### **Tool**

Goal perception scale, constructed for the present study. The scale comprised of 30 statements scored against a three point scale.

### **Major Findings**

1. There is no significant difference between rural and urban in goal perception.
2. Boys were found to have a higher level of goal perception than girls.
3. The students from NMOG were found high level of goal perception compared to PP and MLT students.

**Researcher : Chaturvedi, Shobha, (1996).**

### **Topic**

A study of adolescent's perception of maternal role of professional and non-professional mothers in relation to their level of aspiration and academic achievement.

### **Sample**

1600 students of selected main English medium schools of Kanpur city belongs to UP Board as well as ICSE Board.

### **Tool**

Children's Report of Parental Behaviour Inventory by Uma Saxena and N.K. Saxena. Level of Aspiration coding test by Ghazala A. Ansari and Anwar Ansari and academic achievement scores collected from school records.

### **Major Findings**

1. Perception of maternal role was significantly related to academic achievement.
2. Perception of maternal role was not related to level of aspiration.
3. Academic achievement was not related to level of aspiration.
4. Significant difference was found in perception academic achievement, level of aspiration among boys and girls.
5. Highly significant difference was found in perception, academic achievement, level of aspiration among adolescents of professional and non-professional mothers.

**Researcher : Pachaury, A.C. (1997).**

### **Topic**

Perception of the Creative Pupil held by the Indian Scientists.

### **Sample**

So scientist age range of the 29 to 56 years and their working experience spanned from six to 26 years.

### **Tool**

The check list used in this investigation was developed by Torrance (1965). It consists of 62 characteristics and these are derived from over fifty research studies of highly creative and non-creative individuals of similar background and experiences.

### **Major Findings**

1. The experts on the creative personality and the Indian scientists do not differ on their perception of the creative pupil.
2. The seed of creativity is with in us all waiting to be nurtured depending on one's infra-psychic and style of life.
3. Care should be exercised to exploit the use of the transformative and implicative abilities in the formulation of the contextual hypothesizing it is thus conjectured that the creative potential of the students would be enhanced and nurtured.

**Researcher : Dr. Kusum Agarwal, (1997).**

### **Topic**

Family Relations as perceived by the failed and passed students.

### **Sample**

200 students studying in the higher secondary schools of Pauri district was selected randomly from the population. Out of the sample 100 were failed and 100 were passed students.

### **Tool**

Used "Family Relationship Inventory" prepared and developed by Sherry and Sinha in 1987.

### **Major Findings**

1. The parents of the failed students overprotect than through restricting upon their efforts to explore the environment significantly more than the parents of the passed students.
2. Over protection is one of the main cause of failure in examinations.
3. The passed students receive parental acceptance proper protection and hardly avoided by their parents, while the failed students are mostly unwanted, over protected and neglected by their parents.
4. Therefore, in case of the failed and passed students family relations play an important role in their academic achievement.

**Researcher : Ajitha Nayar, K. (1998).**

### **Topic**

Goal perception of secondary school children of Keral - A multinomial logit analysis.

### **Sample**

240 secondary school children of Kerala selected on the basis of stratified random sampling technique.

### **Tool**

Goal perception scale, delayed Gratification scale, superstitions belief scale and general data sheet.

### **Major Findings**

1. Positive and significant relationship was found between goal perception and delayed gratification.
2. Students possessing high level of GP had low level of superstition.
3. A majority of the private school students were found to have a higher level of GP than students in government schools.
4. A positive relationship was found between occupational status of mother and nuclear family for the high GP group.
5. The study found an inverse relationship between superstitious beliefs and family type.

**Researcher : Dr. P. Das, (2000).**

### **Topic**

Perception of Talent Students about Quality Issue in Education

### **Sample**

In 2000, from Orissa 3884 X students appeared for NTSE. The qualified state level test students were PSS. From these students 67 were got eligibility for National test, for vivavoce. Out of 67 one was transferred to Delhi and the remaining 66 were taken as sample for the present investigation.

### **Tools**

Interview schedule was developed by the investigator.

### **Major Findings**

1. Most of the students (74%) indicated that quality education should not focus on mental development only it should develop basic skills for survival.
2. 62% of the students opined that quality education can be judged it promotes quality thinking, quality living, dignity of work.
3. Promotion of basic values like truthfulness, regularity, punctuality, dutifulness respect to elders and love for youngers are also indicated as essential elements of good education.
4. Majority of students (83%) expressed that enrollment retention and learning achievement of students are the quality indicators. Rest of the students considered future placement as the quality indicator of learning.
5. Most of the students (79%) pointed out that existing syllabus and test books are not bad out the quality of teaching, learning and examination is affected to a large extent due to lack of minimum facilities and committed teachers.

**Researcher : Lele, P.P., Dr. Priti Sachdev, (2001).**

### **Topic**

A study of academic performance and attitudes to learning of secondary school students in relation to their perception of the academic climate in their school.

## Sample

For the present study the population consists of secondary school students (class X) of greater Mumbai (SSC) District No. 30, 31, 32 and 33. The sample for the study has been selected by the stratified random sampling method. The stratification has been done at two levels by : 1) School District; 2) Medium of Instruction.

## Tools

The present study is concerned with academic performance and attitude to learning of student in relation to their perception of the academic climate in their school. The following table shows the variables and tools used for the study.

No.	Variable	Tool
1.	Academic Performance	Average Class Performance
2.	Attitude to Learning	Rating Scale (Prepared Tool)
3.	Academic Climate Description Questionnaire"	"Academic Climate by M.L. Shah & Amita Shah

## Major Findings

1. Girls were found to have a significantly higher attitude to learning than the boys.
2. Girls were found to have significantly higher perception of academic climate than boys.
3. There is a highly significant negative correlation between students academic performance and their perception of academic climate.

4. The relation between attitude to learning and academic performance amongst boys is significantly higher than that among girls.
5. The extent of relationship between scores on academic performance and on perception of academic climate is significantly higher for boys than it is for girls.
6. There is highly significant positive correlation between students attitude to learning and their perception of academic climate in their institution.

**Researcher : Dr. Subha Lakshmi Nandi, (2003).**

**Topic**

A study on the perceived learning environment of Junior high school students in relation to their academic achievement.

**Sample**

One high effective school and one low effective school (on the basis of performance of students) were selected from Kalyani, Nadia, and 200 pupils studying in class IX (107 in HES and 93 in LES) were incidentally selected.

**Tool**

Instruments Learning Environment Inventory (LEI) originally developed and standardised by Dr. Anderson (1973) was used after its Bengali adaptation following conventional psychometric procedures.

### **Major Findings**

1. High effective school and low effective school under WBBSE do differ in their academic or scholastic performance but that difference is not due to the different classroom learning environment they are provided with.
2. Highly significant relationship between classroom learning environment and academic achievement of low effective school suggests the distressful condition of classroom learning environment in our existing schools which are supposed to be the builders of nation.
3. Competitiveness in adolescent boys and girls is interestingly an independent variable and does not depend on the learning environment.
4. As a whole the study sheds light on the low and average achievers and their classroom environment. It succeeds to establish the fact that our classroom environment is set up for nourishing medicore students.

**Researcher : V. Manoharan, Mayanoor, A. Meenakshi Sundaram, (2005)**

### **Topic**

Certain personal variables as related to classroom climate and teacher's teaching effectiveness as perceived by higher secondary students.

### **Sample**

The study was conducted on a sample of 410 second year high secondary students by simple random sampling method from ten schools of Dindigal District. Among 410 students 200 were boys and 210 were girls. 315 were non SCS and 95 were SCS.

296 were rural and 114 were urban, 88 were joint family students and 322 were nuclear family students, 299 were single family students and 111 were large family students.

### **Tool**

1. Rating scale for student evaluation of teaching effectiveness (RASSETE) constructed and standardized by balachandran E-S and Vedanayagam E.G. (1981).
2. Classroom climate scale constructed and standardized by Pandya Shefali.

### **Major Findings**

1. In the study there is no significant difference in classroom climate as perceived by the students in terms of their caste, native place, type of family and size of family.
2. There is significant difference in classroom climate as perceived by students in terms of sex i.e., girls perceived more classroom climate than boys. Girls are generally more disciplined than boys. Perhaps this may be the reason for this finding.
3. There is no significant difference in teaching effectiveness as perceived by students in terms of caste, native place, type of family and size of family.
4. In the study, there is significant difference in teaching effectiveness as perceived by students in terms of sex, girls perceived more teaching effectiveness of the teachers than boys. The pass percent of girls is higher than their counterparts in the government public examinations.

**Researcher : Mohan, A. (1975).**

**Topic**

Development of self-concept in relation to intelligence, learning ability, achievement and achievement motivation at adolescent level.

**Tools and Techniques**

The longitudinal and cross sectional techniques were used.

**Major Findings**

1. Longitudinal and cross sectional growth analysis revealed increasing trend of female perceived self male social self and decline of male perceived self and female social self.
2. Ideal self for both sexes indicated rapid increase.
3. Discrepancies related to perceived and social self suggested varying patterns, while those related to ideal self revealed upward rising growth throughout adolescence.
4. In most of the differential growth curves, low and average groups indicated parallel growth, while high groups score higher on all variables of self.
5. In both general and differential growth analysis the best period of growth was found to be between sixteen and eighteen years, marking seventeenth year as the peak point in growth of self concept.
6. Females showed more stability of self than males during adolescence.

**Researcher : Kale, P.S. (1982)**

**Topic**

A study of the development of self concept at preadolescent level with reference to some family and school factors.

**Sample**

A sample of 990 children from three co-educational Marathi medium schools.

**Tools**

1. Self - concept Inventory.
2. Parent - child Relationship Scale.
3. Parent - Parent Relationship Scale.
4. Scale of Teacher - Student Relationship.
5. Peer Relationship Scale and
6. Socio-economic Status Scale of Jogavar.

All the tools were specially constructed for this study except the socio-economic status.

**Major Findings**

1. The perceived self did not show a downward trend throughout the preadolescent period. It showed a significant upward trend at the end of this period. According to this, the self-concept did not remain static and showed gradual development upto the end of the pre-adolescent period.

2. Boys and girls did not differ significantly in self-concept development.
3. Perception of family factors as well as school factors showed significantly development in concept perception of parent-child relationship.
4. Girls showed more understanding for parent-parent relationship, teacher-student relationship and at the end of the pre-adolescent period, parent child relationship.
5. Parent-parent relationship was highly significantly related to self-concept.
6. Teacher-student relationship was important in self-concept.
7. Parent-child relationship was significantly associated with self-concept.
8. Peer relations were important in development of self-concept.
9. Family factors jointly were significantly associated with self-concept.
10. School factors jointly were significantly associated with self-concept.

**Researcher : Bharathi, G. (1984)**

**Topic**

A Study of Self-Concept and Achievement Motivation of Early Adolescents.

**Sample**

Students obtained from the high schools and Junior colleges of Hyderabad and Secunderabad stratified on the basis of age, sex and socio-economic status. 360 students (180 boys and 180 girls) were the sample. At each age level these were 60 boys and 60 girls of these socio-economic status groups.

## **Tool**

1. The Rao - Socio - Economic Status Scale (1973).
2. The Mehta Achievement Motivation Test for High School Boys (1969).
3. The self-concept inventory with two dimensions - Real self concept and ideal self-concept.

## **Major Findings**

1. At different age levels, different self-concept measures were found to be related with n-achievement.
2. In the ability aspect on self-concept no sex differences were observed.
3. Girls perceived themselves better adjusted and also aspired to be better adjusted than boys.
4. Boys perceived themselves to be more personality oriented than girls and they also aspired to be more personally oriented.
5. No sex difference was found in achievement motivation.
6. The self-concept of ability was not affected by socio-economic status.
7. Low socio-economic status subjects perceived themselves less adjusted and felt greater dissatisfaction with themselves in this aspect.
8. Low socio-economic status subjects wanted to be more socially oriented as compared to high and middle SES subjects.
9. The influence of the age variable on the masculinity - femininity aspect of self-concept was different in different SES groups.
10. Middle SES groups showed greater satisfaction with self in general.

11. Achievement motivation was found to be the highest among the high SES groups and lowest in low SES groups.

**Researcher : Srivastava, R. (1998).**

**Topic**

A Study of Self-Concept of High School Pupils in Relation to their Metric Status.

**Sample**

The sample comprised 150 pupils of class X covering equal number of boys and girls.

**Tool**

Swatva Bodh Parikshan (Test of Self-concept) developed and standardised by Sherry, Verma and Goswami, and Socio metric Test prepared by the Investigator.

**Major Findings**

1. Self-concept and sociometric status were not significantly related.
2. There existed a significant mean difference between the self-concept level of popular and unpopular pupils.
3. The self-concept scores of the pupils may be used in predicting the popularity and unpopularity of the pupils in the sociometric position of their class group.

**Researcher : Dr. Sunil Bajpai, (1999).**

**Topic**

A Study of Self-Concept of High School Pupils in Relation to their Age, Sex and Locale.

**Sample**

The total sample consisted of 873 tribal and non-tribal students in randomly selected which 498 were tribal and 375 were non-tribal students of the tribal areas of districts of Jhaba-Dhar and Khargone in Madhya Pradesh.

**Tools**

Dr. Pratibha Deo's self-concept scale has been used to measure the self-concept of three dimension in perceived ideal and social self-concept. The scale consists of 90 adjective words. The scale was reported to be a highly reliable and valid tool of studying self-concept.

**Major Findings**

1. The non-tribal students are significantly higher than tribal students in perceived and social self-concept and one dimension of Ideal self-concept of tribal students is significantly higher than non-tribal students.
2. The ST boys students are significantly higher than ST girl students in perceived self-concept while in case of social self-concept opposite trend was observed where as Ideal self-concept did not show any significant difference between ST boys and ST girls.

3. The ST urban students are significantly higher than ST rural students in Ideal self-concept while in case of social, self-concept, opposite trend was observed where as perceived self-concept did not show any significant difference between ST urban and ST rural students.
4. The younger students are significantly higher than ST older students in Ideal and social self-concept where as perceived self-concept did not show any significant difference between ST younger and ST older students.

**Researcher : Mrs. R. Sahaya Mary, Rev. Fr. J. Paul, (2005).**

**Topic**

Self-Concept of Integrated Course Students in Pondicherry - A Study.

**Sample**

The population of the study comprised the integrated students of a teacher training college located in Pondicherry. The sample consists of 170 students of which 50 are boys and 120 are girls. By using random sampling technique the sample was selected.

**Tool**

- a) A personal data sheet constructed by the investigator.
- b) Self-concept Inventory (Dr. Rajkumar Sarswat, 1984). It consists of 48 items pertaining to various factors physical, social temperamental, educational moral and intellectual.

### **Major Findings**

1. (a) The students self-concept is above average.  
(b) The students self-concept in each dimensions also above average.
2. Boys and girls do not differ significantly in their self-concept.
3. Students from day-scholars and hostelers differ significantly in their self-concept.
4. Students from joint and nuclear families do not differ significantly in their self-concept.
5. Students from large and small families do not differ significantly in their self-concept.
6. There is significant difference between the means of three groups in their self-concept (based on Income).

**Researcher : T. Padmanabhan, (2006)**

### **Topic**

Students Self-Concept and Education

### **Sample**

The study covers selected children between 12 and 15 years of age.

### **Tool**

Transactional Analysis.

### **Major Findings**

1. There is no person without worth.

2. The task to be undertaken is to fit the person into the right context of opportunities, challenges etc.
3. The teacher and the taught have their work cut out in clear enough terms for them 'turning minuses in the self and personality of the student into pulses' so that an expanded personality develops in the student, with enlarged competencies on the cognitive, emotive, social/interpersonal fronts in his experimental universe.
4. Power over self, self conquest to the extent of impulse control, which helps the student in taking responsible charge of his own life, enhancement of his personal worth with social worth at its core, all these and more can be brought within the reach of his experience, if the teacher were to enrich his own role in the fashioning of a scholar.

**Researcher : Sudhamsu Sinha, (2006)**

**Topic**

A Comparative Study of Self-Concept and Adjustment among General, Backward and Scheduled Caste Students of High School Standard.

**Sample**

Sample for the present study consisted of 1000 students belonging to general (389) backward (344) and scheduled caste students (267). The sample was selected by using multistage stratified sampling technique.

## **Tool**

Swatva Bodh Parikshan (SBP) constructed by Sherry, Verma and Goswami (1988) for measuring self-concept of high school students. Adjustment Inventory for School Students (AISS) constructed by Sinha and Singh (1993) was used to measure the adjustment of high school students.

## **Major Findings**

1. Self-concept and adjustment are normally distributed among high school students.
2. General caste students have high self-concept in comparison to backward caste students. Self-concept of backward caste students is higher than that of scheduled caste students.
3. No significant difference between general caste and backward caste students have been found on health and physique, temperamental qualities, academic status and intellectual abilities, dimensions of self-concept.
4. A high positive and significant correlation co-efficient has been found between self-concept and adjustment for all the three categories, the general, backward and scheduled caste students.
5. There is a significant relationship between different dimensions of self-concept and different dimensions of adjustment for students of general, backward and scheduled caste.

**Researcher : Rita Chopra, Surabala Sahoo, (2006)**

**Topic**

A Study of Self-Esteem of Secondary School Students in Relation to Parent Involvement.

**Sample**

Five hundred secondary school students of five government and five public schools of north west zone of Delhi were randomly selected as the sample of the study. The parents of these students were also taken for seeing their involvement.

**Tool**

The investigators prepared and standardized parent involvement scale for parents in order to collect the data from parents. Again the investigators used self-esteem Inventory prepared and standardized by M.S. Prasad and G.P. Thakur in order to get information regarding the self-esteem of students.

**Major Findings**

1. Students' self-esteem is influenced by the involvement of their parents.
2. It reveals that there exists positive and significant correlation between self-esteem of students and parent involvement.
3. There exists significant difference between self-esteem of students belonging to high parent involvement group and low parent involvement group.

**Researcher : Varma, P. L. (1975).**

**Topic**

Role Conflict and the Corresponding Role Performance among Head Masters.

**Sample**

The study was conducted on fifteen headmasters, 150 parents, 225 students, 150 teachers and five administrators.

**Tool**

Role expectation instrument developed by the investigator. Percentile ranks were calculated in order to group the headmasters into three groups of low, middle and high role conflict.

**Major Findings**

1. Role conflict was positively related to worry which was highest in situations related to purchase of materials.
2. In the 19 role conflict situations the coverage of perceived expectations of teachers was 41.80 percent, of administrators 35% and students 11.6%.
3. The incidence of congruence and incongruence between the perceived role conflict and the observed incompatibility in expectation varied from situation to situation.

4. When the group of headmasters were dicholomised on the basis of boys and girls school, the difference in the role conflict was significant; but it was not true in cases of rural/urban, higher secondary/secondary and government/private management types of classifications.
5. The headmasters with high role conflict sought compromise than full conformity or avoidance, but the headmasters with both moderate and low role conflict conformed to one of the conflicting situations.

**Researcher : Swatantra Devi, T.K. (1985).**

**Topic**

Role Perceptions of Teachers and Principals in Relation to Organisational Climate in the Secondary Schools in Madras City.

**Sample**

100 secondary schools in Madras city was selected, ensuring representation of boys, girls and co-educational schools as well as schools of various types of management. The survey covered 100 principles and 900 teachers.

**Tools**

1. Leadership Behaviour Description questionnaire by Halpin and Winer.
2. Organizational Climate Description Questionnaire by Haplin and Croft.
3. Task and Person Oriented Leadership Styles Questionnaire adapted from Mc. Gregor.

4. Personal Data Sheet for Teachers and Principals developed by the investigator.

### **Major Findings**

1. Teachers generally perceived the organizational climate of their schools to be closed whereas the principals received it to be open.
2. Both principals and teachers perceived the leadership behaviour of the principals to be mostly in the HH pattern.
3. Teachers perceived their principals as extremely task oriented whereas the principals perceived themselves to be extremely person oriented.
4. Perceptual difference between teachers and principals was more in autonomous climate and less in controlled climate with respect to task oriented leadership style whereas it was more in closed climate and less in autonomous climate with respect to person oriented leadership style.
5. The highest perceptual difference with respect to task oriented leadership style was found in the LL pattern and the lowest in the HL pattern.

### **Researcher : Yadav, P.L. (1989)**

#### **Topic**

The Role of Socio-Economic Status (SES) and Cultural Variation on Anxiety, Frustration and Neuroticism among High School Students.

#### **Sample**

Secondary school students belongs to Rural and Urban Government and Private schools.

### **Tool**

An anxiety scale (Srivastava and Tiwari).

A frustration Scale (Chauhan and Tiwari).

A neuroticism Scale (Wig and Verma) and

SES scale of (Saxena and Singh) Yadav P.L.

### **Major Findings**

1. Rural students who did better in the high school examination experienced greater anxiety than did urban students.
2. Urban failures have shown more frustration scores.
3. Interaction effect between SES and cultural setting was observed.
4. Low achievers, in general, experienced more anxiety, neuroticism and frustration than did high achievers.
5. The cultural setting (rural-urban) and achievement level did interact.  
Eg : Highly successful rural children felt more anxious than did urban ones.

### **Researcher : Pazhaniswani, D. (1989)**

#### **Topic**

Role Performance and Role Expectations of the Teachers as Perceived by People of different Strata in Society.

#### **Sample**

Using a multi stage random sampling technique, 1055 respondents were selected in Tamil Nadu state.

## **Tool**

Teacher perception was studied by means of a questionnaire developed by the author.

## **Major Findings**

1. There was no difference between urban and rural people in their perception of teaching.
2. Professional groups perceived teachers differentially.
3. Income, religion, community did not influence perception of teacher's role performance.
4. As regards role expectations, there was no rural-urban or religion, sex, community decisions difference.
5. But age, profession, and educational level did influence differential perception.
6. Role expectation is always higher than role performance.

**Researcher : Ms. Srividya Pratibha, C.S. (2006).**

## **Topic**

Role of Parents in helping Adolescents Cope with Stress.

## **Sample**

The sample comprised of 100 parents and adolescents - the latter in the age group of 13-20, selected at random.

## **Tool**

A questionnaire consisting of 5 major stress trigger which adolescents may face and various coping strategies was used to identify which of these factors created stress in adolescents and the strategies that are widely used to cope with stress. The study further analysed the 4 different styles that parents adopt in rearing their children and the role that they need to play in order to reduce stress for adolescents.

## **Major Findings**

1. School and college demands and frustrations were a major cause for stress for 40% of the sample.
2. A high expectation of the parents in terms of performance in exams was yet another stress trigger for 20%.
3. Constant arguments with parents about their general behaviour was a cause of stress for 10% of the adolescents.
4. Parents need to enable their wards cope with the present crises by providing them with support, encouragement and assistance.
5. Parents should be able to encourage the children to live upto their potential rather than harass them.
6. A majority of the respondents who are not stressed out are children of parents who follow democratic style of parenting.
7. This gives us an insight that parents need to follow democratic style of parenting in order to ensure to get the best out of children.

## **2.3 Foreign Studies**

**Researcher : Walter, G. Mc. Intire, Gilbert Dnass, Albert S. Dreyer,  
(1970).**

### **Topic**

Parental Role Perceptions of Ghanaian and American Adolescents.

### **Sample**

275 students enrolled in secondary school in Ghana and 286 American students enrolled in a suburban connect public high school of the Ghanaian sample 59 were female, and 216 were male. Thirty five male students aged 20 to 29 were excluded from the study leaving 181 males in the 14 to 19 year age range. The USA sample consisted of 137 males and 149 females all of whom were between ages of 15 and 18.

### **Tool**

The questionnaire administered to both groups was identical Semantic Differential Technique was used.

### **Major Findings**

Adolescent subjects from the United States and Ghana described their perception of components of their parents 'role performance' sex and cultural differences were found. These did not support the Parsons and Bales conceptualization.

**Researcher : Kunkel, Richard, C. (1973).**

**Topic**

Perceptions of Secondary School Students.

**Sample**

10,000 senior high school students to ascertain their feelings of alienation as related to their schools are presented.

**Tool**

Questionnaires - Items are the school as teacher, school as an institution, authority - autonomy and parental interest in school.

**Major Findings**

1. Over half of the students either saw little relationship between what they learn in school and life outside school or find school experience contradictory to out of school learning.
2. Two students in five stated they were working below their ability in school, they missed one or more days of school because they did not want to come; they saw teachers doing the planning and telling students what to do; and they did not remember a teacher compliment.
3. One student in three judged school content as missing the important community problems.
4. One student in four saw school regulations as too strict, and believed that someone or something prevents him from in achieving in school.

5. One in five had no pride in any school experience; saw school content missing the important problems of the country, would like to stay away from school on many days; was dissatisfied with his treatment by teachers; had trouble pleasing teachers; and never talked with his parents regarding school or school work.
6. One in six found school no aid in answering personal problems and questions.
7. One in seven did not know what value his parents placed on school learning.
8. One in 14 would quit school if possible.

**Researcher : Pettitt, Lisa (1995)**

**Topic**

Middle School Students Perception of Math and Science Abilities and Related Careers.

**Sample**

162 middle school students.

**Tool**

Questionnaire.

**Major Findings**

1. Students responded that society accepts many different careers for women and men. However, they tended to choose sex-stereotyped careers when filling out the survey.

2. Girls felt that they would be capable of becoming doctors or veterinarians but they did not want to have science-related careers as adults.
3. Boys stated the opposite.
4. Neither the boys nor the girls recognized the relation between the study of math and science and their future career aspirations.
5. This study indicates that girls may not realize that their preferred future careers can require course work in science and math.
6. It prudent for math and science teachers to discuss with students the many professional field that require math and science.

**Researcher : Joel Arick, Gary Nave, Tera Hoffman, (2000).**

**Topic**

The Extended Career and Life Role Assessment System.

**Sample**

Nine ESD's and 32 school districts participated in the field test which included 133 teachers assessing 387 students across elementary and secondary school levels.

**Tool**

Questionnaire.

**Major Findings**

1. Field test results show that the extended CLRAS was sensitive to the wide range of abilities for students with moderate to severe disabilities and was able to document varying levels of independence.

2. Students with lower functioning levels were able to show that they could do as well as other students.
3. On average, students were able to complete 90 percent of their routines either independently or with some form of assistance.
4. The scoring rubric also did its job to distribute students across the range of scores from independent to full physical prompt.
5. Assessment scores on routines were some what evenly distributed across the four scores.
6. The assessment system showed neither a 'ceiting' effect nor a 'floor' effect.
7. That is the highest functioning students did not score independent on every step of their routines and the lowest students did not always score at the physical prompt level.

**Researcher : Browen, G.L., Browen, N.K., and Richman, J.M. (2000).**

**Topic**

School Size and Middle School Students Perceptions of the School Environment.

**Sample**

945 students from 39 schools between 11 - 16 years.

**Tool**

School satisfaction - 5 item scale dichotomous teacher, support - 8 item dichotomous scale, school safety - 10 item scale responses 3 item likert.

## **Major Findings**

1. School size exerts a negative on performance outcomes of middle school students through its effects on the social environment.
2. A satisfactory educational environment for middle school students.
3. The results suggests that large schools may be particularly determinental for while students and girls.
4. There was a statistically significant interaction effect between school size and race.
5. Significant group differences existed between largest school size category and the three smallest categories and between the second largest category and the three smallest categories.

**Researcher : Susanne E. Tonkin, Helen M. G. Watt, (2000).**

## **Topic**

Self-Concept over the transition from Primary to Secondary School.

## **Sample**

The whole of year 7 at each of the two schools was invited to participate in the study, resulting in response rates of 60% (n = 47) from the school with the transition program and 60% from the school without (n = 76) of these participants, 59% (n = 28) has continued from the primary school for the school with the transition program, while 38% (n = 29) had continued from the school without.

## **Tool**

Self-concept was measured using a questionnaire that assessed self-concept dimensions of scholastic, competence, social acceptance, physical appearance, behavioural, conduct as well as global self worth.

## **Major Findings**

1. It was found that the transition program studied was not effective in increasing students self-concept.
2. There were no interaction effects between line and school except in the care behavioural conduct where the effect was in the reverse direction to expectation but which can be explained.
3. It was found that students who continued their secondary education within the same school as their primary education has higher self-concept for social exceptance and scholastic competence going into secondary school than students new to the school.
4. The study leads to variation in result due to the different school cultures like government catholic or regional schools and as may research with students from different socio-economic backgrounds.

**Researcher : Chong Wantlar, Ian D Smith, Lim Kam Ming, (2001).**

## **Topic**

Motivational and Self Regulatory Processes on Academic and Social Functioning of Secondary School Students in Singapore.

### **Sample**

1304 thirteen year old students among them 697 boys and 607 girls.

### **Tool**

Questionnaire

### **Major Findings**

1. The significant association between academic efficacy in school work and social efficacy to be effective with peers.
2. It has highlighted that besides advocating direct strategic for enhancing academic performance and achievement motivation, teacher structuring of related social processes in the school and class room could further support such outcomes.
3. An awareness of inhibitory motivational forces should be helpful to educators in considering appropriate motivational strategic.

**Researcher : Jim Mc Kechnie, Hobbs, Seonaid Anderson, (2004).**

### **Topic**

The Role of School Students Part Time Employment.

### **Sample**

$S_5$ ,  $S_3$  in total 794 pupils. All pupils in  $S_3$  and  $S_5$  in each school. Total 794 pupils were samples from three schools.

## **Tool**

The questionnaire asked for average of information on current and past employment.

## **Major Findings**

1. Students currently working in  $S_3$  are more likely to be involved in delivery work in contrast  $S_5$  students are more likely to be employed in shop work waiting and hotel / catering.
2. The report reveals interesting insights into money being a highly significant influence in an individuals motivation to work.
3. Either employed  $S_3$  or  $S_5$  students were more likely to display materialistic attitudes.

## **2.4 Observations**

Most of the studies on perception were done at the school level. They are the following : Students perception of school in relation to academic achievement by Bhasin, M.P. (1974), children perception in relation to the development of personality needs, moral judgement by Garg, R.R. (1983), students perception of teachers as a function of educational level and school background of students studied by Khan, R.S. (1988), Goal perception of vocational higher secondary school children in Kerala by Ajitha Nayar, K., Usha, K. (1996), adolescents perception of maternal role by Chaturvedi Sobha (1996), perception of creative people by A.C. Pachaury (1997), family relations

as perceived by the failed and passed students by Dr. Kusum Agarwal (1997), goal perception of secondary school children by Ajitha Nayar, K. (1998) perception of X students by Dr. P. Das (2000). A study of academic performance in relation to perception of academic climate by Mr. R.P. Lele (2001), perceived learning environment of Junior high school students by Dr. Subhalakshmi Nandi (2002), and classroom climate and teaching effectiveness as perceived by higher secondary students by Sri V. Manoharan, Dr. Meenakshi Sundaram (2005).

Some studies are done on self-concept. Three studies were done on self-concept in relation to achievement, achievement motivation at secondary level were studied by Mohan, A. (1975), Kale, P.S. (1982), Bharathi, G. (1984).

Other studies are : Self-concept in relation to high school pupils in relation to their age, sex and locale by Sunil Bajpai (1999), self-concept of integrated course students by Mrs. R. Sahaya Mary (2005), students self-concept and education by T. Padmanabhan (2006) and self-concept and adjustment of high school standard by Sudhanshu Sinha (2006).

Six studies were done on role related to different variables like role performance and role expectations of the teachers as perceived by people by Pazhaniswani (1989), Role Conflict of Secondary School Women Teachers by Kumari, L.R. (1991), Role of Parents in helping Adolescents cope with stress by Ms. Srividya Prathiba, C.S. (2006), Role Performance among Head Masters by Varma, P.L. (1975), Role Perception of Teachers and Principals in Secondary

Schools Swatantra Devi, T.K. (1985) and Role of Socio-Economic Status on Anxiety Frustration Neuroticism among High School Students by Yadav, P.L. (1989).

A few studies on Role Perception were done in abroad. They are :

Parental Role Perceptions of Ghanaian and American Adolescents by Walter, G., Gilbert, Albert (1970), Perceptions of Secondary School Students by Kunkel, Richard, C. (1973), Middle School Students Perception of Math and Science Abilities by Pettitt, Lisa (1995), School Size, School Climate and Student Performance by Kathleen Cotton ( 1996), Life Role Assessment System by Joel Arick, Gary Nave Tera Hoffman (2000), School Size and Middle School Students perceptions of the School Environment Browen, G.L., Browen, N.K., Richman, J.M. (2000), Self-concept over the transition from Primary to Secondary School by Susanne E. Tonkin, Helen, M.G. Watt (2000) and the Role of School Students part time employment by Jim Mc. Kechnie, Habbs, Seonaid Anderson (2004).

### **The Findings Related to the Present Study**

1. Girls exhibited higher school perception as compared to boys.
2. There were significant differences among the mean perception scores of the low, average and high academic achievers of both public and government schools.
3. At the age of 14+ no significant difference was noticed between boys and girls.

4. Significant difference was found in perception of boys and girls.
5. Girls were found to have significantly higher perception of academic climate than boys.
6. There is a highly significant negative correlation between students academic performance and their perception of academic climate.
7. In the ability aspect on self-concept no sex differences were observed.
8. Self-concept and sociometric status were not significantly related.
9. The students self-concept is above average.
10. Boys and girls do not differ significantly in their self-concept.
11. Rural students who did better in the high school examination experienced greater anxiety than did urban students.
12. As regards role expectations of teachers, there was no rural-urban differences.

## **2.5 Research Gap**

It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception of secondary school students. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

## **2.6 Conclusion**

All the studies presented by the researcher gave a detailed account of the previous research related to Role Perception and Role Performance of Secondary School Pupils. The forth coming chapter describes the plan and procedure adopted in the present study.