CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1- Importance of Related Literature

"The competent physician must keep abreast of the latest discoveries in the field of medicine-----obviously the careful student of education, the research worker and investigator -----should become familiar with the location and use of source of educational information." 58 Good, Barr Scates (1935).

Since the very beginning man has been very curious to know about the surroundings where he lives and works. This curiosity has made it possible to discover new things and new areas. There would be no progress without systematic research.

A research work when complete becomes an essential part of knowledge and helps in further research work. Hence it is necessary to have the background of the related work which has so far been done. This may be termed as, the stage of Review of Literature. A research project when completed becomes a part of knowledge and contributes to the thinking and the research that follows it. No research work can be taken without knowledge of researches done in the field of the topic in hand. Carter V. Good thinks that the keys to the vast store house of published literature may open door to sources of significant problems at explanatory hypothesis and provide helpful orientation for definition of the problem, back-
ground for reflection of process, and comparative data for interpretation of results. In order to be truly creative, one must read extensively and critically as stimulus to thinking.

The importance of related literature also lies in the fact that it helps in determining the frame of reference of the study in the vast field of research literature. According to John Best, "All human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past."

Review of Related Literature is necessary for the theoretical background and also it bridges the gap between the old and the new knowledge. This bridging helps the researcher to have a continuous, systematic knowledge.

2.2- Studies in India

In one of the studies Mathur (1963) has studied the Effect of S.E.S. on Behaviour and Achievement of Secondary School Students. He has noted that S.E.S. is significantly correlated to educational achievement, intelligence and conduct of student.

Chopra (1964) has examined the relationship between S.E.S. factor and academic achievement keeping the effect of intelligence constant. He has found that nearly ninety six percent of students who discontinued education attribute the
reason to poor economic condition of the family. On the basis of parent's education, occupation, family income, type of lodging, size of the family and cultural level of home, students belonging to higher qualitative group show significantly higher achievement.

Rastogi (1964) conducted, "A study of the Relation Between Intelligence, Interest and Achievement of the High School Students." This work was aimed at to study of relationship between intelligence, interest and achievement in English and Science of high school students. The sample consisted of 560 students. Dr. Jalota's Test of Mental Ability was used for measurement of intelligence. Marks obtained in U.P. Board Examination were used as measure of achievement. The major findings were: (i) interest and intelligence were found more or less equally correlated with achievement in English and in Science; (ii) interest and intelligence were found to be related more with achievement than between each other.

The study proposed by Sinha (1967) aimed at investigating into relationship of intelligence, achievement motivation, manifest anxiety, extraversion-introversion and neuroticism or emotionality with the academic achievement of students. The sample consisted 400 male students studying in classes X and matric in schools recognised by Bihar School Examination Board in the towns of Patna and Gaya. The variables were measured using - (i) the Nafde's Non-Verbal Test
of Intelligence (N.V.T.I.), (ii) the Taylor's Manifest Anxiety Scale (T.M.A.S.), (iii) the McClelland T.A.T. Picture Cards, and (iv) the Eysenck's Personality Inventory (E.P.I.) on the basis of the data intelligence and academic achievement were found to be significantly related (beyond 0.01 level).

Bhatnagar (1967)\textsuperscript{19} conducted a, "Study of Personality Factors as Predictors of Academic Achievement." Male students of class XI of Rajasthan formed the sample of the study of the 1941 students, 912 belonged to Humanities group, 476 to Commerce group, 553 to Science group. Intelligence, academic achievement, age and personality needs were the four variables in the study. Two sets of correlations were computed for each age group. The study reveals that a few personality factors are significant determinants of the academic achievement of high school students.

Satyanandam (1969)\textsuperscript{116} conducted, "A Study of Socio-economic status and Academic Achievement." The study aimed to find out (i) whether there was significant difference in the academic achievements of children belonging to various economic and educational backgrounds, (ii) whether low economic background caused any setback in the learning process of the subject, (iii) whether the educational level of parents had any influence upon the achievement levels of pupils.

The Sample consisted of students belonging to the English-medium sections of classes XI and XII of the Government
Model Higher Secondary School, B-Camp, Kurnool, Andhra Pradesh. The students selected were from urban areas. The academic achievement scores of the subjects were collected from the central marks register of the school. The educational and economic background of the subjects were gathered with the help of a data sheet specifically prepared by the investigator. The study yielded the following findings: (i) The children of graduate parents performed far better than the children of matriculate parents. (ii) The children of upper economic strata and lower economic strata differed very significantly. (iii) The upper and the middle economic groups differed significantly. (iv) The middle and the lower economic groups did not differ significantly. However, the middle economic group was better than the lower economic group. (v) Sex had no bearing upon the achievement level.

Dave, P.N. and Anand, C.L. (1971) conducted a study on, "The load of Language Learning, Intelligence and Academic Achievement." The main purpose of the study was to investigate the effect of the load of language learning on mental abilities and academic achievements of college students. The sample consisted of 402 students, admitted to the Regional College of Edu, Mysore in the year 1971-72 belonging to four states namely Andhra, Karnataka, Kerala and Tamil Nadu. The marks obtained by the students in the pre-university and first year university examinations were collected from the office of the College. The Nafde's Non-verbal Test of Intelligence
and The Babu's Test of Verbal Intelligence, special content test and the simple questionnaire developed by investigator were the tools of the test. The data was analysed by t-test and analysis of variance. The results revealed that; (i) no difference in verbal intelligence, non-verbal intelligence and academic achievement was found between pupils studying mother tongue or the second language (English or the Regional language) for seven, eight nine or eleven years; (ii) the tripple load of language on the R.L. group did not affect the growth and development of their mental and cognitive abilities; (iii) F-test for any load and for any test was not significant except on the content test.

Pani and Wariach (1971) conducted a "Comparative Study of Self-concept of Over-achievers and Under-achievers at XI Grade Level." The sample was selected from Chandigarh, Hundal's General Mental Ability Test, Environment Study form to measure environmental conditions, school achievement scores, and Deo's Personality Word Test were used. Scores on intelligence, achievement and environmental conditions were found to be correlated. Over-achieving boys showed better self-concept than the under-achieving boys. Over-achieving girls showed significantly better concept than the under-achieving girls in aesthetic self-concept.

Bisht (1972) studied the, "Level of Educational Aspirations in Relation to Socio-Economic Conditions and Educa-
The main objectives of the study were:-

(i) to determine the different factors which influenced the level of educational aspirations;

(ii) to determine whether the educational aspiration was higher in adolescents belonging to low Socio-economic status or those belonging to high Socio-economic status; and

(iii) to determine whether the level of educational aspiration was higher in adolescents of low academic achievement or those having high academic achievement. The sample of the study was 100 students (50 urban and 50 rural), selected from 20 schools (12 urban and 8 rural).

Kuppuswamy's Socio-economic status scale and a questionnaire developed were administered in the study. The study revealed that (i) Size of the family, educational facilities and recreational facilities were found to be influencing educational aspiration; (ii) parent's education and income were found to have significant influence on educational aspiration; (iii) a positive relationship was found to exist between attainment and the level of educational aspiration.

Dutta et. al. (1972) conducted a study on "Factorial Analysis of Intelligence, Academic Achievement and some Personality Traits." 200 students (100 boys and 100 girls) were selected from class X at Aligarh. Md, Md, Mo, S.D. and factor analysis were used for statistical analysis of data. Results
showed that intelligence and academic achievement were highly correlated.

Mathur and Hundal (1972)\textsuperscript{85} conducted a study on 'School Achievement and Intelligence in Relation to some Socio-economic Background Factors.' Achievement test & Hundal's Intelligence test were used.

M.S.D.'s partial and multiple correlations were calculated. Results of the study showed that intelligence, socio-economic background factors and achievement were positively related. After partialling out the influence of intelligence, a positive correlation between achievement and socio-economic background was still found. High positive correlation between the parent's education and achievement, a medium positive correlation between achievement and parent's income; and low negative correlation between size of the family and achievement were observed. Intelligence and socio-economic background factors were found to determine to a great extent the obtained achievement score.

Anand (1973)\textsuperscript{4} conducted a "Study of the Effect of Socio-economic Environment and Medium of Instruction on the Mental Abilities and the Academic Achievement of Children in Mysore State." The major objectives of the study were: (i) to study the effect of socio-economic environment on academic achievement when the influence of verbal and non-verbal intelligence was partialled out; (ii) to study the interaction among
S.E.S. medium of instruction, intelligence and academic achievement. The sample consisted of 1897 pupils of standard VIII, IX and X (956 of the Kannada Medium and 941 of the English Medium) chosen randomly from 18 Urban High Schools. The data were analysed with the help of Chi-square Test and Analysis of Variance. The major findings were: (i) three S.E.S. groups differed significantly from one another in their verbal and non-verbal intelligence, high S.E.S. group achieved higher mean score than pupils in both low S.E.S. group and middle S.E.S. group, whereas the mean score difference between middle and low S.E.S. groups was not significant; (ii) the relationship between S.E.S. and academic achievement was found to exist even when the influence of intelligence of non-verbal as well as verbal type was partialled out; (iii) the impact of socio-economic environment was found to influence mental abilities and academic achievement.

Gupta (1973) studied "Health and its Effects on Academic Achievements and Temperamental Traits." The study consisted of a total sample of 1,232 students studying in standard VIII to standard XI. The findings of the study revealed that intelligence and academic achievement were positively correlated. In case of boys the coefficient of correlation was 0.5 to 0.6 and 0.2 to 0.35 in case of girls.

Walia (1973) conducted a study on, "The Gifted Adolescent and their self-concepts." The objectives of the
study were; (i) to standardize the self-concepts; (ii) to compare the perceived, ideal and real self-concept of the gifted adolescents with those of the average; (iii) to compare the perceived ideal and real self-concepts of males and females; (iv) to compare the self-ideal discrepancies of the gifted adolescents with the average adolescents and of the males with the females. The sample was selected on the basis of verbal and non-verbal intelligence tests. It consisted of one hundred gifted and one hundred average subjects with an equal number of males and females whose age range was between 14 to 18 years. The sample represented the different schools and colleges of Chandigarh. Well's modified Alpha Exam. Form in English, the Jalota's Group Test of General Mental Ability in Hindi, the Singh's Group Test of General Mental Ability, the Raven's Standard Progressive Matrices sets A,B,C,D,E and the Self-Concept List (S.C.L.) were the tools of the test. The results revealed that: (i) the factor of intelligence had a significant effect on the self-perception of the individuals and on the different dimensions of self; (ii) sex had a significant effect upon the self-rating of the gifted and the average males and females; (iii) the interactions of intelligence and sex, intelligence and age, sex and age brought about significant variations in the self-rating of the subjects; (iv) the correlations for the perceived and real self-concept rating showed that the gifted females were not judged higher either by themselves or by others; (v) the gifted and the average females did not differ
Dhami (1974) studied, "Intelligence, Emotional Maturity and Socio-economic status as Factors Indicative of success in Scholastic Achievement." The major hypotheses of the study were: (i) Intelligence and emotional maturity contributed equally to success in scholastic achievement; (ii) a close relationship existed between intelligence and emotional maturity; (iii) a close relationship existed between socio-economic status (S.E.S.) and scholastic achievement. A stratified random sample of students of the age-groups 14+ and 15+ was drawn from classes IX and X of different categories of schools in Punjab. The tools used for collecting the data were Intelligence Test (Punjabi version) by Jalota and Singh. The S.E.S. scale developed by the investigator on the basis of Jalota and others, Emotional Maturity Scale by Willoughby translated into Punjabi, the index of scholastic achievement was determined from the average of the percentage of marks secured in the middle standard examination, the annual examination, and other house tests for two years. Descriptive statistics such as mean, median, standard deviation, skewness, and kurtosis were worked out for various distributions. In addition product moment correlations, inter-correlations, multiple correlations, regression equation and factor analysis were also used in the statistical analysis of the data. The major findings of the study were: (i) Intelligence and emotional maturity contributed substantially to success.
in scholastic achievement. The contribution of intelligence was more than that of S.E.S.; (ii) the relationship between S.E.S. and scholastic achievement, though statistically significant, was not very high; (iii) the relationship between scholastic achievement and intelligence, between scholastic achievement and emotional maturity and between S.E.S. and scholastic achievement differed significantly from each other; (iv) the S.E.S. had a positive effect on emotional maturity especially the factors of parent's education, family income, cultural level of the family, the type of the house the family lived in; (v) The effect of S.E.S. on the scholastic achievements of girls was more striking.

Pinto, T. (1974) studied, "A study of Psycho-social Adjustment of Physically Handicapped Children." The objectives of the study were: (i) to investigate if there were significant differences between the adjustment patterns of the orthopaedically disabled subjects and those of normal subjects and (ii) to investigate into the influence of sex, intelligence and degree of disability upon their adjustment patterns. It consisted 250 orthopaedically disabled and 121 normal subjects. All the subjects were selected from English medium schools of Greater Bombay. After their selection the normal subjects were selected to equate the disabled subjects in age, sex, intelligence, school environment and socio-economic status. The T.A.T. and the C.A.T. were used to assess need patterns and the Picture-Frustration study was used for the assessment
of patterns of reaction to frustration. The data were analysed by using chi-square test and analysis of variance. The major findings were: (i) children and adolescents did not differ significantly in their adjustment pattern; (ii) Disabled adolescent boys differed significantly from their normal counterparts, particularly in n-Ach and n-Affiliation. Disabled Adolescent subjects of low intelligence differed significantly from normal subjects of similar intelligence in n-Ach and n-Affiliation. The deviant patterns of adjustment were as follows: (a) the disabled showed significantly greater instrumental activity in seeking need satisfaction; (b) they also showed significantly greater affective status; (c) in frustration reaction they exhibited significantly greater hostility towards the environment; and (d) under continual stress, that is over the whole test situation, the disabled tended to shift from hostility against one self.

Mohan (1975) studied, "Development of Self-concept in Relation to Intelligence, Learning Ability, Achievement and Achievement Motivation at Adolescent Level." The main objectives of the study were: (i) to trace the general growth of self-concept over years of adolescence, both longitudinally and cross sectionally, separately for males, females and for combined groups of adolescents for the perceived, ideal and social aspects of the self and the discrepancies among them; (ii) to study the differential growth of self-concept of high, average and low ability group of intelligence learning, achievement and achievement motivation; (iii) to establish the relationship
of the variables of self-concept with the correlates of intelligence, learning (verbal and non-verbal), achievement motivation, achievement and originality. Descriptive statistics like mean, S.D. standard error, product moment and partial correlations, multiple regression equation and factor analysis were used in analysing data. The main findings of the study were as follows: (i) 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; (ii) ideal self for both sexes indicated rapid increase; (iii) discrepancies related to perceived and social self suggested varying patterns, while those related to ideal self revealed upward rising growth throughout adolescence; (iv) females showed more stability of self than males during adolescence.

Jagawar (1976) conducted a study on, "Development of Self-concept in Relation to some Family Factors at the Adolescence Level." The main objectives of the study were to find out: (i) how the self-concept of the adolescent (age-group thirteen to twenty) changed as a function of age; (ii) the relationships of these changes with some family factors and; (iii) the relationships of sex with these changes. The sample consisted of 880 adolescent boys and girls from the selected schools and colleges of Amravati. Self-concept, the dependent variable had the following dimensions: perceived self (P.S.), social self (S.S.), ideal self (I.S.) and the discrepancies between them. The independent variables were: (i) Parental
cordial relations, (ii) Democratic attitude of the parents, (iii) Acceptance of the child by the parents acceptance of the parents by the child, (iv) Socio-economic status (S.E.S.) of the family, (v) Age and (vi) Sex. Instruments to measure the self-concept with all its dimensions and the five family factors were constructed with acceptable reliability and validity. The main findings of the study were as follow:

(i) The development curve of P.S. and S.S. stood at a higher level at the beginning and the end stage of adolescence, whereas there were at a considerably lower level at the middle of the adolescence period.

(ii) The development curve of the I.S. fall steadily as the age advanced and at twenty it was statistically different from what it was at the beginning of the adolescence.

(iii) Under each family factor out of the four, neither lower nor the upper twenty seven percent group on any dimension of self-concept showed systematic development when the year to year means were compared.

(iv) Mean of the upper group differed significantly from the mean of the lower group in case of major dimensions of the self-concept (P.S., S.S. and I.S.), meaning thereby that the favourable family conditions helped the adolescent individual to to grow better self-concept.

(v) Means of the four S.E.S. group (lower, low-middle, upper-middle and upper) when compared showed that the better the S.E.S. of the family the better was the
self-concept in adolescent development.

Abrol (1977) studied, "A study of Achievement Motivation in Relation to Intelligence, Vocational Interest, Achievement, Sex and Socio-economic status." The total sample consisted of 414 students of class X from six higher secondary schools from the urban area of Delhi. Three schools were for the boys and three were for girls. The variables studied were achievement motivation, achievement value (both H.S. and F.F.), intelligence, sex, scholastic achievement, vocational interest maturity and three components of socio-economic status, viz., educational level of fathers and mothers, income level of parents and occupational level of fathers and schools. The tools used were Achievement Motivation Test (Mehta), Sentence completion Test (Mukherjee) for achievement value, vocational Interest Record (Singh) and Standard Progressive Matrices. Scholastic achievement scores were obtained from the school records. The major statistical techniques used were product-moment correlation, analysis of variance, t-test and regression analysis with intelligence as the independent variable and scholastic achievement as the dependent variable. The major findings were: (i) In the total sample the mean n-Ach of boys was significantly greater than that of girls. But for the two schools (one boys and one girls) run by the same management and in the same locality, the mean n-Ach did not differ significantly. (ii) The Socio-economic status of the family affected the level of achievement motivation, i.e., the higher the status, the
higher was the motivation. (iii) The Socio-economic status of the school significantly affected the n-Ach (HS) of its student. (iv) The socio-economic status of students affected correlation coefficients between these two variables. (v) A significant and positive correlation of moderate value was found between achievement motivation and scholastic achievement.

Gupta (1977) studied, "A Study of Relationship of Creativity with Self-concept Among the school going children of 12+ in Jammu city." The main objective of the study was to find out the relationship between creativity and self-concept among school going children of the age group 12+ in Jammu city. The sample consisted of 1000 boys and girls, to measure creativity, a verbal and non-verbal battery of M.I.E.R. test of creativity which was constructed and standardized by the investigator was used for estimating real self-concept and ideal self-concept. The statistical techniques used were mean, median standard deviation, skewness, kurtosis, significance of the difference between group mean, correlation and factor analysis. The main conclusions of the investigation were as follows:

(i) There was an empirical evidence on the theoretical framework given by self-theorists like Allport, Rogers and Maslow.

(ii) The results highlighted the importance of having higher and healthier self-concept and higher self-acceptance as important personality characteristics conducive to
higher creativity whether verbal or non-verbal.

(iii) Highly creative individuals were found to possess higher self-concept and high self-acceptance both of which were conducive to better adjustment and positive mental health.

(iv) The existence of two independent dimensions of creativity, verbal and non-verbal was verified.

(v) Creativity and self-concept were found to be closely related dimensions. Yet presence of a common factor between the two was not borne out the results.

Mani and Gonsalves (1977)\textsuperscript{82} conducted, "A Study of the Self-concept of Student-teacher in relation to their Performance in Practical Teaching." The major aim of the study was to identify the relationship between the students reaching performance and the self-concept, keeping in view the background variables of previous academic achievement, age, socio-economic background and previous teaching experience. The sample comprised of 100 students undergoing B.Ed. training at the Stella Matutina College of Education during 1976-77. The tool used was a Self-concept Inventory specially developed for the study. Product moment Coefficient of correlation was used for data analysis. The major findings of the study were: (i) Teachers with more teaching experience had better self-concept than teachers with less teaching experience. (ii) Teachers with better self-concept scored more on practice teaching than teachers with poor self-concept. (iii) Age had some influence
on self-concept. Lower age was accompanied by better self-concept and more effective teaching. (iv) Socio-economic background had a clear influence on self-concept in the case of teachers in the upper socio-economic status, the correlation between self-concept and teaching practice scores was more than that in the case of middle socio-economic status group.

Goswami (1978) studied, "A Study of Self-concept of Adolescents and its Relationship to Scholastic Achievement and Adjustment." The objective of the investigation was to study the self-concept of school going adolescents and its relationship to sex, intelligence, place of residence, scholastic achievement and adjustment. The sample consisted of 765 students (male and female) of class X of the secondary schools of Agra city and two of its tehsils. The tools used were; (i) a self-concept test entitled "Swatva-Bodh Prakashan", which was prepared for this purpose, (ii) a test of general ability developed by Joshi, and (iii) a test of adjustment entitled "Vyaktitva Parakh Prashnavali" developed by Saxena. The findings of the study were; (i) self-concept and intelligence had a significant positive correlation; (ii) global self-concept and scholastic achievement had a significant positive correlation; (iii) self-concept mean scores of urban and rural students had no significant difference; (iv) self-concept and adjustment had a significant positive correlation.

Sharma (1978) conducted a study "A Comparative Study of Self-concept of High and Low Achievement and Intelligence"
Groups of Students of Class Tenth in Urban Schools of Bareilly."
The main objectives of the study were: (i) to find out the relationship between any two of the four main variables, namely, intelligence, socio-economic status (S.E.S.), academic achievement and self-concept; (ii) to find out the relationship of academic achievement, intelligence, S.E.S. and self-concept respectively, with different areas of self-concept, namely, aspiration, confidence, emotionality, inferiority, physical appearance and the withdrawing tendency in various groups; (iii) to find out the inter-correlations among different variables; (iv) to examine sex differences in various groups; (v) to predict self-concept on the basis of intelligence, S.E.S. and achievement; (vi) to predict achievement on the basis of six areas of self-concept in combination with either intelligence or S.E.S. factors in the controlled high and low achieving groups and; (vii) to predict self-concept on the basis of its six areas in high and low achieving groups, sex-wise. The study was conducted on a sample of 1427 students (690 males and 737 females) of class X whose age ranged from 14 to 18 years. The findings of the study were: (i) Intelligence showed strongest relationship with achievement but the relationship between intelligence and self-concept was not significant in extreme intelligence groups; (ii) S.E.S. showed weak positive relationship with intelligence; (iii) students having high intelligence also had high self-concept, achievement and S.E.S. and students having low intelligence and low self-concept, achievement and S.E.S.; (iv) Intelligence showed strong relationship with six areas under self-concept and achievement,
intelligence made high positive and significant contribution; (v) S.E.S. did not show strong relationship with self-concept and other variables. In the low intelligence group it was negatively correlated; (vi) Achievement showed highest relationships with intelligence; (vii) Self-concept showed high positive and significant relationship with achievement and intelligence; (viii) Boys were found to be superior to girls in all areas on self-concept.

Gupta (1978) conducted, "A Study of Personality Adjustment in Relation to Intelligence, Sex Socio-economic Background and Personality Dimensions of Extraversion and Neuroticism". The main purpose of the study was to explore if the personality and environmental variables had any association with the way a person copes with the demands and pressures of day to day living while satisfying his needs and establishing a harmony with himself and with his environment. The sample for the final data collection was 400 students. The main tools used were: (i) Personality Adjustment Inventory constructed and standardized for the purpose, (ii) adapted version of the Maudsley Inventory Personality, (iii) the Cattell's Culture Fair Intelligence Test, and (iv) a biodata blank, correlation, analysis of variance, percentiles and other statistics were used in the analysis of the data. The findings of the study were: (i) There was no significant relationship between intelligence and adjustment of college students. (ii) There was a positive and significant relationship between adjustment and family income. (iii) There was no significant relationship between personality adjustment and parental edu. (iv) Students having urban background differed significantly with higher adjustment on their part from those having rural background.
Shah (1978) studied, "Relationship of Self-concept to Academic Achievement of Secondary School Pupils." The major objectives of the study were: (i) to find out the relationship between self-concept and academic achievement; (ii) to find out whether girls as a group indicated higher positive self-concept; and (iii) to see whether there was any significant difference in the self-concept of pupils of Grades IX and X. The sample consisted of 764 pupils of Grades IX and X drawn from Ten Secondary Schools of Bhavnagar. Some pupils dropped out in the middle and the final sample included 718 pupils of boys and girls. A self-concept inventory newly developed by the author and based on the self-reporting technique was the tool used for data collection. The aggregate marks scored in academic subjects at the annual examination converted into T-scores were used as the measure of academic achievement. The t-test was used to test the significance of differences in academic achievement scores. The major conclusions of the study were: (i) There was no significant sex difference in self-concept at Grade IX while the same at Grade X was significant. The girls as a group did not indicate higher positive self-concept; (ii) There was no significant difference between the mean scores on the self-concept of pupils studying in Grade IX and X; (iii) The relationship between self-concept and academic achievement was significantly positive and linear.

Sharma (1979) studied, "Self-concept, Level of Aspiration and Mental Health as Factors in Academic Achievement." The main objectives of the study were: (i) to find out differences
in scholastic achievement between the students having high level of self-concept, goal discrepancy and better mental health with the students having low scores on these three variables; (ii) to find out differences on various measures of self-concept between the high and the low scoring groups on goal discrepancy, mental health and academic achievement; (iii) to find out difference in the levels of aspiration between the high scoring and the low scoring groups on the measures of self-concept, mental health and academic achievement; (iv) to find out whether mental health was significantly related to self-concept, the level of aspiration and academic achievement; and (v) to find out sex differences in the levels of aspiration, self-concept and mental health at various age levels. Fifteen hypotheses were framed for conducting the investigation. A sample of 1,060 students was randomly drawn from students studying in classes X to XII of high schools and intermediate colleges situated in eight-eastern districts of Uttar Pradesh. The tools used were Piers-Harris Children's Self-concept Scale (Hindi Adaptation), Ansari and Ansari's L.A. Coding Test, Asthana's Adjustment Inventory and personal data schedule. The marks obtained at the previous annual examination were used as an index of academic achievement. Coefficient of correlation, t-test, chi-square test, and cluster analysis were employed for analysing the data. The main findings of the study were: (i) The level of self-concept affected academic achievement positively and significantly; (ii) Mental health (as measured by the adjustment inventory) did not affect scholastic achievement, but influenced certain measures of self-concept; (iii) The level of aspiration
(G.D. Scores) was significantly related to intellectual attributes and elements of self-concept; (iv) The level of self-concept did not influence the level of aspiration; (v) Boys scored higher than girls on all the elements of self-concept at the age of 18+.

Tara (1980) conducted, "A Study of Self-concept, Level of Aspiration and Interest among Pre-adolescents of Various Socio-economic Groups." The investigation aimed at studying the influence of socio-economic status on three aspects of personality, namely, self-concept, the level of aspiration and interests at the pre-adolescent stage. A sample of 1000 students (500 boys and 500 girls) of classes V and VI representing urban and rural areas of Varanasi district was drawn on the basis of purposive sampling technique. The tools used in the study were Hindi adaptation of Piers-Harris children's self-concept scale, the L.A. Coding test (Ansari and Ansari), Interest Record (Singh), Kuppuswamy's Socio-economic Status Scale (urban) and Personal Data Schedule developed by the investigator. Both parametric and non-parametric statistical techniques and tests such as t-test, biserial correlation, tetrarchoric correlation, chi-square were used to analyse the data. Important findings were: (i) Self-concept scores with the socio-economic status and its aspects such as the level of parental education, parental income and the level of parental profession; (ii) Boys showed a significantly superior scores in comparison to girls on various measures of self-concept such as behaviour, intellectual and school status and physical appearance and attributes; (ii) On various measures of self-concept, Urban and rural children showed
that the two groups were similar with the only exception on popularity where the urban children scored significantly higher than their rural counterparts.


The major objectives of the study 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 sample consisted of 1031 pupils of class IX of the Central Schools, Missionary Schools and private-aided schools located in ten cities of Gujarat. The tools for data collection consisted of a test for measuring self-concept (who-Am-I technique), Junior Index of Motivation for measuring academic motivation, classroom climate scale and exercises on Motivation Development Programme. Statistical technique used were descriptive statistics and product-moment coefficient of correlation. The major findings of the study were: (i) Academic motivation was positively related to self-concept. (ii) Boys were more academically motivated than girls. Pupils in rural areas were more academically motivated than those in the urban areas, (iii) The self-concept of pupils and their classroom climate showed positive relationship. (iv) Self-concept and pupils academic performance, and classroom climate were positively related. (v) Boys
scored better on the self-concept scale than girls. Urban pupils
had better self-concept than rural pupils. (vi) Classroom climate
bore a positive relationship to pupils' performance, (vii) classroom
climate in urban schools was better than that in rural schools.

Shivappa (1980) conducted a study on, "Factors Affecting
the Academic Achievement of High School Pupils." The main objectives
of the study were; (i) to investigate the relationships between
the predictor variables such as self-concept (S.C.), Socio-economic
status (S.E.S.), study habits (S.H.), Personality Adjustment (P.A.),
Educational Aspiration (E.A.), need-achievement (n-Ach) and intelli-
gence (I.Q.) of high school pupils of standard X and their academic
achievement (A.A.), and (ii) to determine the relative efficacy
of the predictor variables (SC, SES, SH, PA, EA, n-Ach and IQ)
in predicting A.A. of high school pupils of standard X. The
stratified random sampling procedure was followed in selection
of 900 pupils of X standard (510 boys and 390 girls) from urban
and rural schools of north Bangalore. The tools employed for
the study were Q sort test for measurement of self-concept, socio-
economic status scale, educational and vocational aspiration scales.
TAT to measure need-achievement and non-verbal test of intelligence.
Product-moment coefficient of correlation and regression analysis
were used to analyse the data. The important findings of the
study were: (i) Educational Aspiration, Socio-economic Status and
IQ were significant positive correlates. (ii) The factors that con-
reference to the urban high school pupils SES and IQ were significant positive correlates. (vi) In the case of rural high school pupils SH, EA, n-Ach and IQ were significant positive correlates.

Khanna (1980) conducted, "A Study of the Relationship between Students Socio-economic Background and their Academic Achievement at Junior School Level." The objectives of the study were: (i) to find out the extent to which social structure, social process, social control, social change and community as a whole including the child's family education, assist or hinder the academic achievement of the children; and (ii) to find out the degree of relationship between socio-economic status and the pupils academic achievement income-area, sex and school wise. The sample comprised 1000 students of classes VI, VII, VIII (among thirty schools of rural and urban areas). Information schedules for parents, teachers and students of classes VI, VII and VIII, separately, were developed and used for data collection. The academic achievement scores of half-yearly and annual examinations of the students of classes VI, VII and VIII were used. The chi-square and contingency of correlation were used for analysing the data. The major findings of the study were: (i) Socio-economic status was positively and significantly related with academic achievement. (ii) The student's A. A. was related with his socio-economic status irrespective of whether his home town was a village, a town or a city. The correlation was more consistent in urban that in rural areas. (iii) The academic achievement of rural and urban students was closely related with their guardian's income. (iv) There was a positive
and significant correlation between socio-economic status and academic achievement in the case of boy and girl students of rural and urban area. (v) The academic achievement of the students of different types of schools was significantly related with the socio-economic condition of their families. (vi) The academic achievement of the children of educated parents, illiterate parents and educated mothers, was significantly correlated with the socio-economic status of the family. (vii) The scholastic achievement of the students of junior high school classes was directly and significantly related with their family's socio-economic status.

Usha (1981) conducted, "A Study of the problems related to Education of the Physically Disabled Children in Karnataka." The main objectives of the study were; (i) to survey the special institutions catering to the educational needs of the physically disabled children in Karnataka; (ii) to study the problems faced by the heads of the special institutions, the teachers teaching the disabled children, the students studying in the special institutions and the welfare associations offering educational courses for the disabled children; and (iii) to suggest guidelines, in the light of the problems identified, to develop a suitable programme for the disabled children in Karnataka. The sample included 15 heads of the institutions, 52 teachers (50 percent of the total), 470 children, 40 parents, 9 welfare associations and 6 experts. Questionnaires and interview schedules were the tools used for data collection. The major findings of the study were: (i) Out of the fifteen institutions, two were managed by the Union Government
and eight by the State Government, four were private aided and one private unaided. (ii) These institutions conducted courses from pre-primary to secondary levels. Two institutions ran only pre-primary classes, five only lower primary classes, five I to VII classes and three I to X classes. (iii) 50% of the teachers were handicapped. (iv) In the case of blind children, the medium was Bharati Braille. Two institutions taught through English medium, others through Kannada medium. (vi) During examinations provisions were made for these services of readers for the blind and scribes for the orthopaedically handicapped. (vii) In two institutions, an integrated system of education was being tried with the combination of normal and disabled children. (viii) The undefined nature of the scope for special education, the undefined nature of special arrangements, equipment and other facilities for physically disabled children were major problems. (ix) The services of specialists like psychiatrists and occupational and physical therapists were not available. (x) Lack of proper curriculum, non-availability of books in Braille, absence of a printing press for printing Braille books and inadequate training of teachers were other problems. (xi) Other problems in the area of administration, were lack of co-ordination between different departments, lack of parental education etc.

J.Kamalesh (1981) studied, "A comparative study of self-concept, Adjustment, Interest and Motivation among the Scheduled Caste and Non-Scheduled Caste students." The investigation was designed to make a comparative study of self-concept, adjustment,
interests and motivation among the scheduled caste and the non-scheduled caste students. The sample for the study consisted of 200 rural and 200 urban undergraduate students randomly selected from the degree colleges of Kanpur and the surrounding rural areas. Data were collected with the help of the self-concept scale devised by Rastogi, the Adjustment Inventory devised by Saxena, the Interest Priority Scale by Chaterjee and the Socio-economic Status Scale by Kulshrestha. The main findings of the study were: (i) Non-scheduled caste students from the urban area belonging to higher socio-economic status had brighter self-concept than the scheduled caste students belonging to lower socio-economic status. (ii) The interests of the students were related to their socio-economic status.

Saxena (1981) studied, "Self-concept, Study Habit 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 investigation studied not only the main effects of socio-economic status and cultural setting on the three dependent variables, namely self-concept, study habit and school attitude of different divisioners and failures of high school students as univariate studies generally do, but also studied how the two independent variables interacted while influencing the dependent variables. The sample had 720 students of Kanpur district within the age range 15-18 years. The tools used were the Self-concept Inventory of Rastogi, the Study Habit Inventory of Patel, the school Attitude Inventory of Gopal Rao, and the
Socio-economic Status Scale (Rural and Urban) of Saxena. Analysis of variance, t-test and Duncan's range test were used to analyse the data. The findings of the study were: (i) The socio-economic status had the most significant effects on self-concept, study habit 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, whereas the second divisioners coming from the urban culture did so in comparison with the second divisioners coming from the rural culture; (iii) 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 habit & school attitude. Also the second order interaction among scholastic achievement, socio-economic status and cultural setting had no significant effect on self concept, study habit and school attitude.

Rohidekar (1981) conducted a study on, "Educational and Vocational Needs of the Physically Handicapped Children in Karnataka." The main objectives of the study were: (i) to identify the educational and vocational needs of the blind, the deaf and the orthopaedically handicapped children in Karnataka; (ii) to assess the extent of schooling facilities and vocational training available to them; (iii) to examine the nature and extent of incentives provided and their utilization; (iv) to assess the extent of awareness of the parents of physically handicapped children regarding facilities and incentives available for their wards; (v) to identify the problems related to the educational and vocational needs of the physically
handicapped children as perceived by different categories of individuals and agencies working for the welfare of the physically handicapped. The study covered a sample of 19 special institutions, 52 teachers working in these schools and 472 students among whom 265 were blind, 200 were deaf and 7 were orthopaedically handicapped (studying both in special schools and in general schools) 88 parents, 11 welfare associations, 3 officers, 39 beneficiaries, 4 employers and 1 special employment exchange. The needed data were collected by using ten schedules the major ones covering the aspects of educational needs, vocational needs, finance and management and problems and solution. They were supplemented by interviews and the study of records. The major findings of the study: (i) Integrated schools were not favoured; (ii) The same syllabus was favoured with additional subjects such as orientation and mobility training, lip reading, auditory training, Braille scripts, etc. (iii) The load of work might be reduced with an exception in second and third languages but with additional crafts and subjects like typing, music, photography, theatre work etc. (iv) Residential schools were favoured, and co-educational system was preferred and the teacher-pupil ratio should not exceed 1:10, (v) Special rooms and special equipment were required. (vi) Examinations should be more of practical nature than theoretical. (vii) Simple crafts like cane work, dool making etc., might be introduced at the lower primary level and complex activities like weaving, typing, printing light engineering, etc., at the higher primary level. (viii) A special examination board was favoured to test
their competency knowledge performance skill etc. (ix) The family background of the handicapped was found to be varied. 70% of the parents of blind children were illiterate or had primary education whereas 40% of the parents of the deaf were so. 42%, and 21% of the parents of the blind were farmers and production-related workers respectively whereas as 21% and 24% of the parents of deaf children were so. 66% and 48% of the parents of the blind and deaf belonged to low-income category of less than 5000 per annum. There was an indication of an aspiration for upper mobility among them. (x) An over-whelming majority of the parents were not aware of the facilities available for the handicapped.

Bedi (1982) studied, "Aspirations of Adolescents as Related to Socio-economic status, Intelligence and Sex". The major hypotheses of the study were: (i) Socio-economic status (S.E.S.) had no significant correlation with aspirations of adolescents. (ii) Intelligence had no significant correlation with the aspirations of adolescents, and (iii) Sex did not affect the aspirations of adolescents significantly. The study was conducted on 750 male and female adolescents of Chandigarh. The tools used for collecting data were Group Test of General Mental Ability by Jalota, Dev Mohan Socio-economic Status Scale (Revised), Aspiration scale for Education. The Statistical techniques used for analysing the data were significance of differences between correlations, chi-square and factor analysis. The major findings of the study were: (i) Intelligence, place of residence, and sex did not have significant bearing upon social aspirations. (ii) Intelligence and place of residence had no effect on personal aspirations whereas
sex affected the same. (iii) Socio-economic status had significant and relationship with adolescents education, personal/occupational aspirations, but in the case of social aspiration SES had no effect.

Chauhan (1982) studied, "Socio-metric Correlates of Self-concept". The main objectives of the investigation were: (i) to study the structure of self-concept of adolescents; (ii) to survey the factorial dimensions, i.e., potency, activity and evaluation of socio-metric status; (iii) to study the relationship between the factors of self-concept and the dimensions of socio-metric status; and (iv) to study the differences in the self-concept and the dimensions of socio-metric status on the pairs of sex, locality (urban rural) and stream (art - science). The study was conducted on a sample of 541 students 317 boys and 224 girls, selected from 16 sections of class XI in 16 intermediate colleges, randomly selected in eight frames formed on the bases of boys and girls, urban-rural and art-science dichotomies. The tools were Atma Podhi Mapini and Semantic Differential Scales. The findings of the study were: (i) it was observed that the global self-concept of boys was significantly different from that of girls. This sex difference was found both among rural and urban students studying science and arts subjects. Male students had better global self-concept than the female students; (ii) the difference between the mean scores of self-concept of the urban and rural students was significant. The difference existed even when the subgroups based on eight frames of population on which the sample was selected were compared.
The self-concept of rural students was found higher than that of urban students; (iii) the difference between the mean of the self-concept scores of the students studying science or arts subjects was not significant; (iv) there was no relationship between the factors of self-concept and the dimensions of sociometric structure.

Phatak (1983) studied, "Disabled Children in Normal Schools". The objectives of the investigation were to study:
(i) the personality traits of orthopaedically disabled children studying in normal schools; (ii) the aspirations of disabled children; (iii) the adjustment pattern of disabled children; (iv) the sociometry of orthopaedically disabled children in normal schools, and (v) the ways to achieve better integration with normal children. The sample of 79 boys of 32 secondary and higher secondary schools of which 9 schools were from the rural area. The sample was drawn from among the orthopaedically disabled children in normal schools of three districts of Rajasthan, namely, Udaipur, Banswara and Jodhpur. The age varied from 12 to 18 years. The tools used were the High School Personality Questionnaire (Kapoor and Mehrotra), Adjustment Inventory (Sinha and Singh) as well as an Aspiration Questionnaire and personal data blank prepared for the purpose. The study revealed: (i) about 40 percent of the disabled children had illiterate fathers. Sixty-three of the seventy-nine children's fathers had studied only up to higher secondary or below; (ii) 46 children had a family income below five hundred rupees; (iii) most of the children were from large sized families having four to five children; (iv) the children were slightly
reserved, emotionally stable, satisfactorily adjusted but were low in scholastic mental capacity; (v) sociometric status was satisfactory, 41.6 percent were above the sixtieth percentile and 22.2 percent above the ninetieth percentile, only three children were isolates; (vi) most of them wanted to continue studies upto postgraduate.

Rao, Gopal (1983) has also drawn conclusions from his 'Study of Some Factors Related to Scholastic Achievement, that certain personality factors affect academic achievement of VIII class students. The following conclusions were drawn from the study about the inter-relationship of different variables: (i) the three independent variables, intelligence, study habits and school attitude were significant to be prediction of scholastic achievement, while socio-economic status was not; (ii) the coefficient of multiple correlation between achievement scores and scores of intelligence, study habits and attitude towards school was .81, which was quite high.

Rastogi (1987) conducted a study on, "An Investigation and into the Relationship between Self-Analysis/Academic Under-Achievement". The main objectives of the study were: (i) to determine the extent of relationship between academic achievement and intelligence; (ii) to find out the extent of relationship between academic achievement and self-concept; (iii) to determine the relationship that exists between academic achievement and socio-economic status; (iv) to find out the extent of relationship that exists between intelligence and self-concept; (v) to determine the extent of relation-
ship between intelligence and socio-economic status; (vi) to find out the relationship that exists between self-concept and socio-economic status; (vii) to find out the extent of relationship between academic achievement and intelligence when the effects of other three variables are held constant; (viii) to determine the extent of relationship between academic achievement and self-concept when the effects of other three variables are held constant at a time. The investigator collected data through random sampling method forming a sample of 517 students of class XII drawn from various institutions belonging to urban area of Kanpur. Out of these data for only 440 students were processed and reported here. Intelligence test, Self-concept questionnaire, Educational Aspiration Scale and Socio-Economic Status Scale were the main tools of this study. The major findings of the study were: (i) academic achievement and intelligence are positively correlated variables in case of all the groups. Intelligence affects academic achievement significantly; (ii) there was significant positive correlation between A.A. and self-concept; (iii) the correlational results show that the trend of positive relationship reached 0.01 level of significance in case of all the three categories. The values indicate that socio-economic status and academic achievement are correlated variables, socio-economic status of an individual affects his academic achievement significantly; (iv) significant positive correlation has been found between intelligence and self-confidence of over, normal and under-achievers. All the values are significant at 0.01 elvel; (v) the results indicate that both the variables
viz. intelligence and socio-economic status are positively correlated at 0.05 level in case of all the three categories; (vi) from the results it is clear that there is a trend of significant positive relationship between self-concept and socio-economic status in case of over and normal achievers; (vii) the significant positive correlation is found between academic achievement and intelligence in case of all the three categories when the effect of other three variables viz. self-concept, socio-economic status and educational aspiration was partialled out; (viii) academic achievement and self-concept are positively correlated variables; (ix) the significant positive relationship between academic achievement and socio-economic status when intelligence, self-concept and educational aspiration were being partialled out, was established here in case of normal and under achievers only.

Rawal, Mridula (1987) studied, "A comparative study of Anxiety, Feeling of Insecurity and Adjustment Among Normal and Physically Disabled students". The main objectives of the study were: (i) to compare the normal and physically disabled students in terms of anxiety; (ii) to compare the normal and physically disabled students on the grounds of feeling of insecurity; (iii) to compare the normal and physically disabled students in respect of overall adjustment; (iv) to compare the normal and physically disabled students in terms of emotional adjustment; (v) to compare the normal and physically disabled students in respect of social adjustment; (vi) to compare the normal and physically disabled students on educational adjustment. The investigator
collected data through random sampling method forming a sample of 400 students of class IX, X, XI and XII drawn from various institutions. The sample of the present study consisted of normal and physically disabled boys and girls belonging to high and low S.E.S. of Kanpur City and Kanpur Dehat (U.P). The IPAT Anxiety Scale Questionnaire, Security-Insecurity Inventory (Hindi), Adjustment Inventory for School Students (Hindi) and Socio-economic Status Scale were the main tools of the study. The major findings of the study were: (i) the physically disabled students were significantly more anxious than normal students; (ii) the physically disabled students felt themselves more insecure than the able bodied students; (ii) the physically disabled group had significantly more problems of adjustment than the favoured group; (iv) the physically disabled were comparatively less adjusted than the normal students in this area of adjustment; (v) the physically disabled group had more problems of social adjustment than the controlled group of normal student; (vi) the physically disabled group had significantly more problems of educational adjustment than the non-disabled group.