Chapter-II

REVIEW OF RELATED STUDIES
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The review of related studies are necessary for any scientific investigation because it helps the researcher in many ways; for example, it guides the researcher about the problems which have been solved earlier and also tells about those problems which have not been solved till now. So the review of related literature helps the investigator in drawing inferences about population from which the sample was draw. It is highly significant feature of empirical study. The researcher tried all possible effort to review maximum studies within limited period of time.

2.1 Studies related to value orientation

Karn (1952) found reliable differences, among the group of civil, metallurgical, electrical, chemical and mechanical engineers for all values except the two values-theoretical and social. Mechanical and metallurgical engineers deviated positively on economic value. Electrical engineers deviated negatively and significantly from all other groups on political value. Generally metallurgical engineers were the most deviant group and chemical engineers the least.

Prince (1957) found that the age of teachers had an influence on their value orientation. In this study, he found that the older or aged teachers and principals were more traditional in value orientation in comparison with the young teachers. Roy Choudhury (1958) studied values among teachers and found high political value and low religious values among them.

Gee (1959) surveyed some personality differences among medical student’s group on study of values. This study depicted that students were high on
theoretical and low on economic scale scores. He also found differences in the major value orientation among the students choosing the various specialties with the greatest diversity appearing on the aesthetic and economic value scales.

All port, et al. (1960) found that the theoretical values among the students of education were significantly high.

Mackinnon (1960) found that creative architects, scientists and mathematicians were higher on the aesthetic but lower on economic scale of study of value.

Bowie and Morgan (1962) conducted a research on personal and verbal behaviour of teachers. It was found that the teachers who were high on religious value were making more supportive statements on school rules and regulations than the teachers who were high on political values. The teachers who were high on economic value did not lay emphasis on school rules and regulations as much as the teachers of high social value.

Reddy and Parameswaran (1966) and Desai (1974) found that the theoretical value were high among the university students followed by social, economic and political values. Aesthetic, moral, social and political values were scored high by women students. University level of education comparatively neglected the aesthetic values.

Anderson’s (1966) study shows that the secondary school teachers give less importance to aesthetic and more importance to economic values in comparison with the college teachers. Ganguly (1967) in his study revealed that the university student in general showed dominance of the theoretical, the
economic, the social and the political values over the aesthetic and the religious values. There is a materialistic trend in values among the university students.

Gage (1967) is of the opinion that teachers have their own pattern of values. The significant aspect of the learning teaching process in the classroom is the transmission of values orientation from teacher to pupil. It proceeds not so much through didactic teachings as through the reward and punishment system and other subtleties of the flow of interaction. Which value will be transmitted depends upon the teachers own value orientation, which in turn is determined by his position in the groups and subcultures of the social structure.

Dixit and Sharma (1969) study showed that male teachers scored high on aesthetic, political and social values than women teachers.

Pal (1969) found that student teachers consider the political values is of the greatest importance, indicating that they are much interested in power, prestige and in having some control over others. These teachers also placed great importance on the theoretical and economic values showing that they are oriented to the cognitive approach to things and value that what is useful. The lowest value assessment was found for religious value which indicated that religious matters meant little to this group. Kulshrestha (1969) revealed that scheduled caste (SC) students preferred more religious value where as Non-SC students preferred both theoretical and religious values. Hartman (1970) observed that males to be having more economic, theoretical and political values, whereas females having more aesthetic, social and religious values.
Kulshrestha (1970) compared the values of in-service and pre-school teachers with regards to their socio-economic status and teaching efficiency. He concluded that pre-school teachers are much more interested in power and less interested in social and religious values. In-service teachers consider social and religious values are more important. Efficient teachers, trained or untrained scored the same values structures. Inefficient in service teachers are more religious in values.

Nelson’s (1971) study on the differences of values among teachers revealed that there were significant differences among teachers on their economic, aesthetic, political and theoretical values but did not significantly differ on social and religious values. Kakkar (1971) study on the values among teachers trainees and college teachers showed that teachers obtain higher scores on political values followed by aesthetic and theoretical values.

Longstreth (1971) questioned and interviewed the entire faculty of high school teachers with regard to values and found that 82% teachers felt that values were relative rather than absolute. Nearly all teachers believed that the school should be concerned with values, but were divided on the issue of ways of inculcation of values. Most of the teachers did not believe in planning value education and preferred to use examples and discussions for handling values. Those who believed in teaching values, felt that the teacher, the community and the students should help determine the values to be taught, with the teacher choosing the method.
Gordon (1972) study reflected the major value orientation of students and demonstrated a relationship between values held and coping behaviour. The study revealed that the major value orientations of these subjects, reflect attitudes of being subjected to the whims of nature, a tendency to prefer individualism in interpersonal orientations a primary focus on the present as opposed to the past or the future, and a marked stress on constructive activity. A little relationship in female students and significant relationship in male students were found between coping effectiveness and value orientations.

Jones, et al. (1972) found significant differences between students in the single sex school and students of the same sex in the co-educational school in all broad areas of scholarship, prestige popularity, peer influences on behaviour and personal goals. The result suggests that co-education may be inimical to both academic achievement and social adjustment.

Mahendra (1972) studied that successful and unsuccessful students among the dropouts had similar values like political, economic, aesthetic and theoretical values. Religious and educational values did not differ in them significantly.

Praharaj and Sinha (1973) studied the value-preference differences as a function of sex and educational level. Boys and girls significantly differed on security, friendly working people, social position, variety and cleanliness. Boys were higher on job values of security, friendly working people and variety, while girls were higher on social position and cleanliness. Students of XI grade were higher on the occupational values of social service and cleanliness while
the students below the XI grade were higher on that of good pay and high standards of workmanship.

Rokeach (1973) reported the review of the wide range of value data collected on American population of age ranging from 11 to 70. He observed that attest 30 out of 36 values show significant age differences, either in the adolescents or in national sample or in both samples. The impression gained was that value range from early adolescence through old age with the presence of several generation gaps rather than just one. The identified 14-different value patterns among 30 differentiating values observed 9 of them appear to be more prominent.

Kaul (1973) conducted a study of factorial analysis of Sprangerian values possessed by teachers found that both popular and non-popular teachers differed significantly on all the six values. Popular teachers were predominant in political, social and religious and non-popular teachers preferred more aesthetic values and economic values. Singh (1974) found on Indian sample that age of the teacher did not make any difference to his overall value system. Only religious and political values differed due to age.

The study of Gaur (1975) showed that the theoretical value of urban boys was related with their learning. In case of girls both urban and rural their learning was related with social and theoretical values. There was no significant relationship between any values and learning of rural boys.

Adiseshiah (1976) study on the values of college students and revealed that the mean scores were high on social value like justice, benevolence. courtesy.
loyalty and conformity than personal values like truthfulness, self-respect and morality. Personal values of men and women did not differ so much. Kulshrestha (1979) in his study observe that teachers preferred more and ranked high on professional, social, progressive and aesthetic values. They ranked low, the values that were not social, economic, traditional and aesthetic in character. The teachers gave least preference to the authoritarianism, extravagance and non-professional values.

Patel (1979) in his study observed that senior teachers prefer social, political economic and religious values where as juniors or youngsters preferred more for democratic and aesthetic values. Rural teachers preferred social, political and economic values than urban teachers.

Sinha (1979) observed in his study that value patterns were similar in students, teachers young and old. Those teachers belonging to same generation and profession have great similarity. The youngsters among teachers preferred social values more and less preference was given to religious, aesthetic and political values.

Anantharaman (1980) in his study revealed that male students have more theoretical and political values, women students have more aesthetic values. Upper social class respondents have more religious values than lower social class, urban locality have lesser theoretical and more aesthetic values.

Blumberg and Greenfield (1980) reported that the elementary and secondary school teachers were entirely dedicated to personal values. They would always reflect such values in their interaction with students and other personal in
school. Although they were confronting with similar problems, their approaches in dealing with them were different and would certainly come out successful.

Kareem and Vijayakumar (1981) in his study found that no significant differences among the upper, the middles and the lower classes in their social, political and religious values. There are significant differences between the upper and the lower classes in their theoretical, economic and aesthetic values. The middle and the lower classes differ significantly in their theoretical and economic values. The upper and the middle classes differ significantly only on the economic value.

Kumari (1981) found that men and women preferred theoretical values. Rural women teachers and urban men teachers possessed high morality. The urban women teachers preferred more economic and social values whereas rural women preferred aesthetic, theoretical and religious values more.

Kumar and Mutha (1986) study on the values of men college students and found that there were no significant differences among the three socio-economic status groups regarding social, political and religious values. Students belonging to upper and lower class differed significantly on their theoretical, economic and aesthetic values. Upper and middle class students differed on economic and cultural values. Theoretical and economic values of middle and lower class students differed significantly.

Kapoor (1986) in his study showed that the students of Saraswathi Shishu Mandir had a more oriental based culture than the public school students.
Saraswathi Shishu Mandir students had more respect for religious social, democratic, knowledge and power values whereas the public school students paid more regard to aesthetic, economic, hedonistic and health values.

Gaur et al. (1989) observed that there is no significant difference between the scheduled and non-scheduled caste high school boys on each of the six dimensions of values, and on each of the six dimensions of career Maturity scale. S.C. and Non-S.C. groups don’t differ significantly on values test while considering all the dimensions of the test simultaneously. No difference between the groups was found on the career maturity scale.

Adhikari (1991) Study on values among professional and non-professional trainees in Northern U.P, and found no significant difference for theoretical and economic value among intermediate, B.T.C and I.T.I/ Nursing training boys and girls. Aesthetic, social political and religious values were found to differ in professional and non-professional boys whereas only social and political values differed in different professional and non-professional groups. The religious value was found to be same in different study groups of girls.

Singh (1991) reported that there is no significant difference between males and females in the economic and political values but there is significant difference between them in the social value. There is positive relationship between power motive and economic value among female students, power motive and political value among male students and power motive and political value among female students.
Banui (1992) in his study observed that there were no significant differences in the mean value score of arts, science and commerce college students in respect of social value, aesthetic value, economic value, knowledge, hedonistic, family prestige and health value scores. Arts and commerce students showed significantly higher mean power scores than science students. Science and commerce students showed significantly higher mean democratic value scores than arts students. Boys and girls differed significantly in respect of their mean score on social value, aesthetic value, knowledge value, power value and family prestige value. No significant differences were found in the mean self-concept scores between boys and girls, tribal and non tribal and also among the arts, science and commerce students.

Usha (1995) study on ‘Restructuring teacher education for value orientation’ suggested a syllabus for value education paper for the B.Ed. course. The syllabus comprised of 12 units covering the content and classification of values, values emphasized in world religious scriptures; values advocated by great religious and spiritual leaders with their implications for education, India’s common cultural values and the values enshrined in Indian constitution; values of modern India, peace international understanding and universal brotherhood; the need for value education to resolve value crisis; development and internalization of values; the role of family, society, religious organizations, voluntary organizations and mass media in inculcating values, curriculum, school practices, impact of teachers and peer group in inculcating
values, methods of teaching values, tools, methods and techniques; treatment and analysis of values in text books.

Dhand et al. (1996) studied value classification of undergraduate students. This study compared the effects of the implementation of the value Discussion Model, in terms of value classification and its dimension on Canadian and Indian undergraduate students. The sample consisted of 295 undergraduate students from India and 201 from Canada. The experimental group was treated through the value Discussion Model and the other two control groups followed their routine activities. The value classification scale (VCS) was used to collect the data. The data were analyzed through ANOVA followed by the t-test. The value discussion Model group was found to be superior to the control groups.

Srivastava (1997) studied culture and Human values, continuity and change in the Indian society. He revealed that honesty and hard work were two most derived values which parents, irrespective of their residential background and economic status wanted their children to develop. The socio-centric characteristics such as obedience and benevolence were the next highly preferred characteristics. Parents did not want their children to develop qualities such as laziness, greed, fearfulness, telling lies, quarrelness, stealing and arrogance.

Singh (1999) conducted a study on values in school based curricula. It was found that the hidden curricula as translated in the textual materials continue to emphasize authoritarian and hierarchical social value of the past. The revelation of democratic, egalitarian and secular values more objectively is yet
to happen. Teachers perceptions were limited to the face value of the written
texts and not their import. Evaluation of student’s performance was confined to
the memorization of information. It was also found that school environment
with traditional methods and activities remains non-participatory for individual
students.

Singh and Soni (1999) observed that the self respect was given very high value
preference by English medium students but valued quite low by Hindi medium
students. Groups segregated gender wise did not show much variation in
respect to this value. English medium students and male students preferred
wisdom and their female counterparts and Hindi medium students preferred
comfortable life a more ideal end state of existence. Only Hindi medium group
has preferred national security. Even at the lower end of preference, girls had
given it less value than the boys.

Mathur and Bhadoria (2001) in his study showed that individualistic value
orientation was greater among urban adolescents in comparison to rural and
tribal adolescents. Collectivistic value orientation was higher among tribal
adolescents in comparison to rural and urban adolescents. Male adolescents
were found more individualistic than female adolescents. Results of multiple
regression analysis also indicated residential background, in comparison to sex,
as more powerful and significant predictor of both individualistic and
collectivistic value orientation.

Silcock and Duncan (2001) observed that three proposals are made regarding
values acquisition in school. It is believed that: (a) optimal conditions for the
integration of values into school students lives will include student’s voluntary commitments; (b) values learning must lead to personally transformed relationship between students and topics considered worthwhile; (c) since values learning is, arguably the core of formal education there has to be some consistency between what is learned and the wider socio-political scene. It is argued that these conditions are hard to fulfill via the prescribed performance oriented curricula currently on offer in English school classrooms.

Gupta (2002) found that there was significant difference between Indian and British children with respect to moral values. Cultural diversity and universality were observed in the moral values of Indian children. Indian girls revealed greater moral values as compared to British girls and Indian boys, but British boys excelled more in moral values as compared to Indian boys.

Sah (2003) in his study on orientation of value patterns of the Santal tribal and non-Santal college students, observed that Santal tribals and non-Santals students did not differ significantly in terms of any of the behavioural value patterns, except that of the religious and political values, as also the total value pattern. It was also recorded that Santal tribals too had higher levels in all the behavioural value pattern, except political and economic values.

Hitlin (2003) in his study observed that values are a cohesive force within personal identity. Conceptualizing values as the core of one’s personal identity leads towards understanding the cohesion experienced among one’s various social identities. In the second empirical move, use measures of a key dimensions along which values are arrayed (self enhancement vs. self
transcendence) to illustrate how a values-based conception of personal identity influences the formation of a role identity. Specially, theoretically relevant values along the self enhancement/self-transcendence dimension are significant predictors of the volunteer identity, even when previous measures of the identity are controlled.

Reddy (2004) study on attitude towards value oriented education in primary school teachers and revealed that there is significant difference between rural and urban primary school teachers. It was also found that there is no significant difference between government and private primary school teachers.

Reddy and Reddy (2004) Studied on life values of M.B.A students. His study revealed that there is no significant difference in mean importance ratings between any of the pairs of value domains. Investigator also found that there is significant difference in mean importance ratings between each value domain in first and second layer and with the value domain in the first layer having significantly higher importance ratings compared to the value domain in the second layer.

Pandey (2004) in his study showed that the male teachers have more social and cultural values than female teachers and primary teachers teaching in private school have more awareness of fundamental duties in comparison to teachers teaching in government and aided schools. Another finding is that the principals and teachers feel themselves responsible improvement of their status and conditions.
Nelson (2004) in his study found that there is no significant differences among Black and White students in terms of family values, perceived family social support, perceived stress and copy style. A significant difference was found in daily stress among Black and White students, with Black students reporting more daily stress. Only family values were associated with perceived stress for Black students. Finding suggested that Black students may place greater value on family values in the appraisal of certain types of situations where as white students perceived availability of social support may be greater value to them. Rathore et al. (2005) study of personal values of university teachers. The objective of this study was to investigate differences among the male and female teachers, physical education and Hindi and mixed subject teachers and mixed subject and physical education teachers on various personal values. The sample of this work consists of 150 teachers (male-80 female-70) and 50 each in the subject of physical education, Hindi and mixed subjects (science-13, arts-15 commerce-4, language-8, education-2, and miscellaneous-8) were selected on purposive sample basis. To collect the data the personal value Questionnaire (PVQ) by Sherry and Verma (1989) was administered. The t-ratio was applied for statistical treatment of the data. The result of the study revealed that male and female teachers differs significantly in religious, aesthetic and knowledge values, physical education and Hindi teachers differs in social, aesthetic, power and health values. Hindi teachers also differs to mixed subject teachers differs with physical education teacher in social.
aesthetic and family prestige values. In case of other values teachers did not differs significantly.

Rizvi (2007) found that economic value emerged the most important factor among under graduate female students followed by power value, social value, democratic value and the least preference given to family prestige value preceded by hedonistic value and religious value. He also observed that family prestige value emerged as the most important dimension of value orientation among post graduate female students followed by social value, aesthetic value, power value and religious value emerged the least important dimension of value orientation preceded by hedonistic value and knowledge value.

Maiti (2008) observe that among various dimensions of value social value emerged most dominant for teachers followed by theoretical value, economic value and aesthetic value whereas least referred value for teacher were religious value and political value. On the other hand effective and less-effective teachers differ significantly on social value. The effective teachers were significantly preferred more social value than less-effective teachers.

Saxena, et al. (2008) found that among various dimensions of value orientation secondary school teachers preferred social value as the most important value and democratic value. The least preferred value for them was religious value preceded by aesthetic value and health value. Further various comparison groups were form as government and private, male and female and married and unmarried teachers. The results of various comparison groups did not show significant difference in terms of value preferences.
2.2 Studies related to styles of learning

Nice (1975) pointed out that the learning style variables did not have a non-linear relationship to achievement. He found that distance between an instructor’s style and his/her student’s learning style was related with student achievement. This finding was supported by Tabler (1980), who found that there were no significant differences in levels of field dependence-independence, intelligence and achievement in Mathematics content areas for males and females.

Jellema (1976) took an investigation to measure the learning styles of students and to provide experimental research evidence of the effectiveness of matching the learning style of the students with instructional mode. He concluded that matching of learning style with mode of instruction yielded inconclusive results and that a variety of learning styles occurs in each of occupational area which can also be used in developing learning environment.

Darke (1977) designed a study in which he analyzed the effects of matching and mismatching learning styles and learning environments. He reached to the conclusion that self-perception as to learning style may only reflect perception of grading method and not learning method. He further found out that the factors contributing to success with a given environment differ from one environment to another.

Kaley (1977) reported that learning style rather than Intelligence Quotient (I.Q.) is a statistically stronger and more efficient predictor of high achievement. Since then many correlation studies have revealed learning style
profiles of ability and achievement groups. Experimental research has brought into the limelight significance of catering to individual differences in learning styles to enhance achievement.

Bayliss (1977) tried to investigate the differences in reading utilization and reading achievement when analyzed by learning style preferences and sex. It was concluded from the finding that there was no relationship between learning style preferences and the utilization of reading as knowledge source preference or reading achievement.

Davis (1979) study was on analysis of teacher instructional style with student’s learning style to determine whether developmental studies teacher’s with certain instructional style preferences enhance the academic performance of developmental studies student’s with certain learning style preferences. He found that for composite group a high Basic Skill Examination (BSE) score was associated with a high initial BSE score.

McAlpine (1979) found no statistical significant differences between teachers and student’s perception of learning styles, intellectual dependency and intellectual independency and originality.

The purpose of Messer’s (1979) study was to compare the scores obtained on the Edmonds learning style Identification Exercise (ELSIE) by male and female public school students. The hypotheses tested were (i) there is no significant difference between scores obtained on the ELSIE by male or female students over an age range of ten to Fourteen and (ii) there is no significant difference in the pattern of scores obtained on the ELSIE by male and female
students at each age from ten to fourteen years. Both the hypotheses were accepted at 0.5 level.

McCarthy (1979) also reached to the similar results. He wanted to measure the cognitive and affective progress of students whose learning style preferences were ‘matched’ to the special formats designed to enhance them and to compare the results with the progress of students who were ‘non-matched’. Statistical analysis revealed that the progress of matched students in cognitive variables was significantly better than the non-matched or neutrals.

White (1979) study attempts to ascertain if preferences for learning style differ by technical program area in selected two year technical college fields. He concluded that associate degree nursing, law enforcement and Secretarial Science students differ significantly in their preferences for learning styles.

Stewart (1979) conducted study to investigate the difference in preferred learning styles between gifted/talented students and students of the general population. He, further, examined the factors which influence learning style performance and relationship of some variable with learning style. Analysis of data showed that gifted students and students of general population differ most on four learning style variables (Lecture, Independent study, Discussion and Projects). Further analysis revealed that grade level, sex, locus of control, favourite subject and I.Q. significantly affect learning style preferences.

Cross (1980) designed a study to identify the learning styles of artistically talented students of High School. He revealed most preferred learning style by
total sample was the concrete sequential modality, independent study. peer
teaching, teaching games and discussion.

Jocobs (1980) studied the social behaviour of field Independent (FI) and Field
Dependent (PD) students with an expectation that FD’s differ from FI’s
because they process information differently. The result of the study showed
that the social behaviour of FD’s differ from that of FI’s in their frequency of
interaction with proctors and rating of interaction with other students.

Murray (1980) compare the learning styles of high and low achievers of
seventh and eight grades. Finding revealed that high reading achievers were
self motivated, responsible and preferred to learn alone. Low reading achievers
were less motivated, needed structure and preferred learning with an adult.

The purpose of White’s (1981) study was to investigate the relationship
between learning style and instructional methods. He also compared the sub-
scales of two instruments, responsibility and Persistence of Dunn, Dunn and
Price’s Learning style Inventory (LSI) and the Achievement via Conformance
(AC) and Achievement via Independence (AI) of the California Psychology
Inventory (CPI). The hypothesis of interaction between learning styles and
selected teaching methods was not supported by the findings. Students
identified as more Persistent and responsible scored significantly higher on the
test of specific behavioural objectives (achievement). A positive relationship
was evidence in the sub-scale of persistence and responsibility of the LSI and
AC sub-scale of the CPI.
Lesa (1981) identified the individual learning style of 66 students at the American Samoa Community College. Result revealed 'participation' as predominant learning style. He, however found no correlation between learning style and achievement.

Thayer (1987) in his study found that the significant correlationship of learning styles with study habits and achievement, successful students were motivated, responsible, preferred learning alone rather than being peer oriented, required varied instructional or learning patterns and preferred to learn tactfully.

Verma and Tiku (1990) studied on learning styles of High School Students: Effect of Socio-Economic Status and General Intelligence, and found that the main effect of socio-economic status was not found significant even at .05 level of confidence. Another finding of the study pertaining to the main effect of general intelligence on learning styles revealed no significant difference between high and low intelligence students on independent, dependent, participant, collaborative and competitive learning styles. Only in case of avoidance learning style did significant difference emerge due to variation in intelligence level. The low intelligent students showed greater means score on this style in comparison to the high intelligent students. Other findings that the interaction effect of socio-economic status and intelligence was not significant on any of the learning styles of the high school students.

Ahmad and Varghese (1991) observed that the Indian Managers were found to be more oriented towards the concrete/abstract and the active/reflective dimensions as compared to Kolb’s sample of their Western counterparts. It was
found that the functional areas within the field of Management were dominated by the people with the particular style profile demanded by the areas. Finally, significant relationship emerged between a match of learning style with the work area and job satisfaction.

Bali (1998) in her study entitled "A study into the learning styles of High achievers and low achievers at the secondary stage of Education". Found that 13 significant differences exist between learning styles preferences of high and low achievers. High achievers have shown preferences for mornings, visual mode of learnings, mobility and they can ignore noise around while learning more than their counter parts. They revealed preferences for motivation, parent and teacher motivation, persistence and responsibility, and learning alone than with peers more than low achievers. On the other hand, low achievers revealed preferences for late mornings and intake while learning, peer-orientation and presence of authority figures while learning more than high achievers.

Dangwal (1999) observed that students of third grade needed more attention than fourth and fifth graders. The concurrent validity between learning style inventory and Cattell's personality Questionnaire was significantly high and test was considered to be highly valid. Reliability of the test was observed to be high and consistence. The children enjoyed giving learning styles Inventory (L.S.I.) test rather than the conventional paper-pencil test. The learning style Inventory was also found helpful for the teachers not only to understand their class better but also to apply strategy to teach slow learners, children who get distracted easily.
Singh (2001) in his study revealed that high intelligent and average intelligent boys had individualistic and long attention span learning styles whereas high and average intelligent girls had non-individualistic and short attention span learning styles. Low intelligent boys and girls were not found different in their preferences. The boys from high and low socio-economic status preferred individualistic learning style, while boys from average socio-economic status preferred non-individualistic styles. The boys of high socio-economic status favoured long attention span learning style and low socio-economic status boys favoured short attention span learning style. The girls from high and average socio-economic status (S.E.S.) preferred non-individualistic, field-dependent and motivation-centred learning styles, while girls from low S.E.S. showed preferences for individualistic learning style. Extrovert boys and girls were not found different in their preferences. At average extrovert level, boys were found to be individualistic, whereas girls were not non-individualistic in their learning styles. The introvert boys were found to be more individualistic and less environment-oriented than the introvert girls. The introvert boys appeared to have long attention span and introvert girls reflected short attention span learning styles. At neurotic and average neurotic level, the boys were individualistic and girls were non-individualistic in learning styles. Stable girls found to have short attention span and stable boys have long attention span learning style. Stable girls also appeared higher in visual learning style than the stable boys.
Biswas (2001) in his study observed that, the age, gender and previous academic qualification even some disturbance at home during study have no effect on the academic performance of the distance learners of PGDDE programmes of IGNOU. Total hours spent on the studies, the reading techniques followed, notes taking, the quantum of units (content-covered), the number of activities attempted etc, have shown some effect on academic performance of the learners. Learning strategy followed by the individual learner is found to be the most important factor that has caused some important effect on the performance of distance learners. Academic counseling sessions of PGDDE have no effect on the overall performance of the learners.

Srivastava (2002) in his study found that as the self-concept level of the urban boys increased, they showed increasing preferences to flexible, non-individualistic, visual, field-independent, long-attention span, motivation-centred and environment-free learning styles. With the increasing self-concept the rural boys showed their increasing preferences towards flexible, non-individualistic, visual, field-dependent, long-attention span, motivation-centred and environment free learning styles.

Mayya and Rao (2004) found that the majority of the students appear to be visual learners and a small fraction of the student population was predominately tactile learners. A negative correlation was found between tactile preference score and the percentage mark in the University Examination. Shanmughads (2004) in his study showed that achievement in Social Science was modified by learning style in the sub samples girls, rural and private.
Achievement in Social Science was significantly related to approaches to studying of pupils. Achievement in Social Science also varied by classroom climate. There was significant combined influence of approaches to studying and classroom climate on achievement in Social Science in government school and it was not so in other categories of schools. The combined impact of learning style, approaches to studying and classroom climate was also significant on achievement in Social Science in government school only. Girls obtained higher mean scores than boys in learning style-physical style area. Approaches to studying, non-academic orientation, classroom climate and achievement in Social Sciences. Approaches to studying was found to be the best predictor variable of achievement in Social Science.

Brubaker (2004) in his study showed that there is a significant relationship between learning style and the technology-related needs, stages of adaptation, software expertise and competencies of teachers. The relationship between learning style and technology related needs was significant at .01 level. The relationship between learning style and technology related stages of adaptation, software expertise and technology competencies were significant at .05 level. Members of the abstract sequential (AS) learning style group reported having significantly fewer needs and significantly higher stages of adaptation, software expertise and more of the other learning style groups.

Miles (2004) in his study revealed that students did not demonstrate a significant change in their academic self-efficacy from the onset to the end of the first semester of college. Finding also indicated that first generation
students did not differ significantly from their non-first counterparts for academic self-efficacy. Academic major affected both pre-test and post-test College Academic Self-Efficacy Scale (CASES) scores. Productivity Environmental Preferences Survey (PEPS) results indicated that students preferred structure, afternoon and were peer-oriented. Statistical analysis failed to detect significant differences in academic self-efficacy scores for participants with specific learning style preferences. Finding indicated on effect of major on the learning style preference of auditory. Also significant correlations were found between learning style preferences of motivated and responsible and pre-test/post-test CASES scores.

Durham-Thompson (2004) in his study revealed that the nine areas of significant differences among the 21 learning style elements for gender at the .05 level. These nine areas were: Design; Motivation; Persistence; Responsibility; Learning in several ways; Auditory; Tactile; Parent Motivated; and Teacher Motivated. Sound was the only significant difference found for achievement. Another finding is the learning styles of students with discipline problems and those without discipline problems. Students with behavioural problems frequently preferred low light, an informal design and they were not persistent.

Agrawal and Chawla (2005) studied on influence of cooperative learning on academic achievement. The study revealed that the Cooperative Learning Strategy Based and Material (CLSBIM) were significantly effective in enhancing the level of academic achievement.
Deshields (2005) found that the collective group of nurses and teachers statistically significant differences with small effect sizes were found in relation to age, gender, educational level and professional longevity. The results also indicated that the learning styles of the teachers were related to all four independent variables whereas, only two variables-age and gender, were related to the nurses learning styles.

Yeh, Wein-Pin (2005) in his study revealed that the Cisco certified Network Academy CCNA's instruction was more interactive in nature than non-interactive. All nineteen instructional strategies identified in this Computer-Based Technical Training Program were liked by all four learning styles of respondents. The instructional strategies were especially appealing to accommodators, females respondents who were 25 years old or younger, respondent with a college degree or below, minority respondents and respondents in the first semester of the C.C.N.A. Based on the data, participants preferred instructional strategies such as simulation exercises or guided learning activities that allowed them to be actively engaged in the learning. Non-interactive learning strategies such as the audio feature and drag and drop activities were least favourably appearing to the respondents. However contrary to adult learning theory adults did not prefer the interactive learning strategies much more than the non-interactive strategies.

Kratzig and Arbuthnott (2006) in his study tested whether learning style preferences correlated with memory performance in each of 3 sensory modalities: visual, auditory and kinesthetic. In study 1st, participants completed
objective measures of pictorial, auditory, and tactile learning and learning style self-assessments. The results indicate that objective test performance did not correlate with learning style preference. In study 2nd, the author examined in more detail the information participants used to answer the learning style self-assessment. The findings indicate that participant answered the inventory using general memories and beliefs rather than specific examples of learning in a different modalities.

Singh (2007) observe that urban and rural pupils showed higher preferences to motivation centred, flexible, non-individualistic learning styles and low preferences to non-flexible, aural and non-motivation centred learning styles. Both the group of pupils showed equal degree of preference to visual vs. aural learning style.

2.3 Studies related to Social Behaviour

Pal and Misra (1991) study found that the social behaviour did not distinguish significantly between boys and girls. The ecological deprivation did not affect tolerance and concern for others; compared to students from semi-deprived ecologies, those from deprived ecologies exhibited more aggressive, socially passive, power asserting, dependence, complying and social conversation behaviours.

Singh (1992) study reflected the effectiveness of jurisprudential inquiry model of teaching. It draws upon that value preferences and social behaviour, which are the important determinants of behaviour pattern of every individual. Therefore of necessity, teachers, educators, parents and students in fact all have
to adopt the methods like jurisprudential inquiry procedure in teaching, discourses and general dealings in order to build well integrated value oriented citizens and pave the way for value-based society, which is so crucial for the survival of the world community.

Pushkar, et al. (2000) investigated social behaviour in older adults with varying levels of off-target verbosity (OTV). After screening 455 adults in phase-I, 198 individuals were selected to participate in both a get-acquired conversation and an experimental cues situation and to complete social and cognitive measure. Higher OTV participants had lower cognitive inhibitory scores talked more were less interested in their partners, focused more on themselves. Their conversational partners were less satisfied. Age and cognitive functioning were not related to OTV scores or conversational style on low and mid range participants. Although high OTV individuals talked less when exposed to social cues signaling boredom, they spoke more relative to other participants. Self reported social behaviour had little relation with OTV and conversational style, but higher OTV individuals were less accurate in judging video tape social interaction.

Downs and Smith (2004) study on emotional understanding cooperation and social behaviour in high functioning children with autism and the result indicated that high functioning children with autism can develop cooperative social behaviour and advanced mind abilities, but continue to show deficits in identifying emotions and displaying socially appropriate behaviour.
Blair, et al. (2004) in their study found the contributions of temperamental styles and emotional coping strategies to the development of preschoolers social competence and behaviour problems. The ability to cope with emotion was found to be more important than temperament alone in the development of prosocial behaviour. The results indicated that the use of passive coping strategies may play a significant role in the development of maladaptive behaviours in young.

McKevitt, and Elliott (2005) study was based on observations and ratings of pre-school children’s social behaviour: Issues of representativeness and validity. Data were gathered from videotaped recording of two pre-school children engaged in unstructured free play over 12 days. Each observer coded behaviour from the video tapes and completed a behaviour rating scale for each child after every two observation sessions, teachers also completed two observation sessions. This was required to reliably represent a child’s overall behaviour. Moderate correlations were obtained when observations were compared with teachers and observers own ratings, indicating the behaviour rating scale did an adequate job of reflecting actual observed behaviour.

Tse and Bond (2005) studied to evaluate the ability of the harm avoidance (HA) and cooperativeness (C) dimensions of the temperament and character inventory (TCI) to predict general social adaptation as measured by the social adaptation self evaluation scale and specific social behaviours during a dyadic social interaction. A sample of 58 healthy volunteers participated in a social interaction with confederates. Social adaptation was negatively associated with
harm avoidance (HA) scores ($\beta = -49$) but positively associated with cooperativeness (C) scores ($\beta = .46$). Eye contact pattern were predicted by cooperativeness scores based on general linear modeling (G.L.M.) analysis. The results suggested that temperament and character inventory (TCI) should be included for the evaluation of treatment effects on social functioning.

Reitman, et al. (2005) study revealed that many children diagnosed with Attention Deficit Hyper Activity Disorder (ADHD) experience difficulties in social relations. While psychosocial approaches based on a combination of skills training and contingency management approaches also appear to improve social behaviour evidence that these benefits generalize and persist following training has been limited. The researchers described a social skill training programme designed to help parents promote the display of appropriate social behaviour and better athletic performance in sports setting. The programs consists of standard aural parent training, parent mediated social and sports skills coaching and generalization and maintenance programming. The goals of this interaction of child in team sports and facilitate friendship acquisition training parents to coach their children effectively in sports related social skills may prove useful in promoting the maintenance and generalization of skill as well as preventing some of the negative effects of social isolation that frequently accompany attention deficit hyperactivity disorder diagnosis.

Karrass and Walden (2005) examined the effects of unfamiliar adult’s warm responsive interactions and cold aloof irresponsive interaction on child’s emotion and subsequent social initiatives to second adult participants.
Nurturing responsive care giving and non-nurturing unresponsive care giving were experimentally manipulated by experimenter which consisted of facial and vocal affective expression positive versus negative statements to the child and contingency of responding to the child's behaviour. The effects of nurturance were examined on child emotions and social initiative to another adult. Non-nurturing care giving produced less expressed happiness and fewer subsequent social initiatives.

Miles and Stipek (2006) study revealed consistent association between social skills and literacy achievement in the first, third and fifth grades, but the patterns of the associations were different for aggression and prosocial behaviour. While the strength of the associations between aggression and literacy achievement increased over the elementary grades, the association between prosocial behaviour and literacy achievement decreased. In addition path analysis revealed that poor literacy achievement in the first and third grades predicted relatively high aggressive behaviour in the third and fifth grades respectively.

Fox and Boulton (2006) study found that submissive/non assertive social behaviour predicted an increase in social exclusion only. In examining the other direction of the relationship, it was found that only social exclusion predicted changes in submissive/non-assertive social behaviour over time. The finding advance our understanding of the social skills deficits that put children at risk for peer victimization and of the implications of victimization for the development of submissive/non-assertive social skills problem.
Roopnarine, et al. (2006) study revealed that father’s authoritative parenting style was negatively associated with and father’s school contact was positively associated with receptive skills. Fathers authoritative parenting style and father child academic interaction of home were positively related to children’s social behaviours. Analysis indicated that father’s parenting carried the weight of influence over mothers parenting for skills of social behaviours.

Copello, et al. (2006) study reports on the implementation and preliminary evaluation of social behaviours and network therapy (SBNT) within drug treatment services. SBNT was initially developed and evaluated as part of a trial for alcohol treatment and for application with drug users. Therapists (N =20) from community during services, in Brimingham, U.K., were trained to deliver the intervention. Training methods were supported by a treatment manual and included a two-day workshop followed by video supervision and monitoring. Following training therapists were asked to implement the treatment within the services in which they worked. Twelve of the therapists that were trained delivered SBNT to 24 clients within the study period 8 months baseline and 3 months follow-up measures were administered using both quantitative and qualitative method. Results suggest that it was feasible to train a number of therapists to deliver SBNT and preliminary outcome results are encouraging.

2.4 Studies related to Academic achievement

Rani and Ramkumar (1983) conducted a study on relationship between attendance at school and academic achievement of adolescents. The result of
the study showed positive and significant relationships between the variables like age, sex, religion studied. Economic status of the family, certain demographic variables and size of family have been identified as factors in increasing academic achievement and school attendance.

Sundaram (1983) conducted an investigation into the factors relating to academic achievement among undergraduate students. The factors were study habits, intelligence, achievement motivation, sex etc. The following were the conclusions:

(i) High achievers had better study habits, higher intelligence and higher achievement motivation than low achievers.

(ii) Urban students were more intelligent, had better study habits and performed better academically than semi-urban and rural students.

(iii) Women students had higher intelligence, greater achievement motivation, better study habits and they also performed academically better than men students.

Bhogayata (1989) studied on locus of control and academic achievement. His study revealed the mean correlation between locus of control and academic achievement of the students was 0.251, which indicated that locus of control measures on an average accounted for 6.30% of Variance in achievement.

Han Pearl (1990) investigated the problem of differential achievement among Japanese-American students. Results of the analysis indicated that high achievement group members were significantly different from low group members concerning study related skills, motivation to learn and time spent
engaged in study activities. His findings revealed that high group members were more competent in study skills, more frequently engaged in grade -

Cherian (1990) studied the relationship between punishment of pupils and their academic achievement. The study revealed that there was a significant relationship between the frequency of punishment experienced by pupils and their academic achievement.

Arora (1992) in his study observed that high creative/high intelligence group was significantly highest in emotional stability than the remaining three creative/intelligence groups. All the high intelligence groups performed better than the low ones.

Patel (1996) found that the achievement scores of the pupils having high and low general ability (G.A.) were significantly different. Those pupils who had good study habits did get significantly more achievement scores than those who had poor study habits. It was also found that sex and study habits interacted significantly in explaining achievement scores.

Maikhuri and Pande (1997) conducted an investigation on self-concept of adolescents in relation to their academic achievement. They found that academic achievement and self-concept are not significantly related though significant difference was observed between the academic achievements of high and low self-concept adolescents.

Ramana (1997) investigated the effect of classroom learning environment on academic achievement of the pupils. The study found that the relationship
between student's opinion and marks, and teachers' opinion and marks were positively correlated. The performance of students depended upon the classroom learning environment.

Srivastava and Verma (1998) conducted an investigation on academic achievement, anxiety and self-confidence among best athletes of Vidya Bharti. The findings of the study were: (i) Top athletes of Vidya Bharti School were also high academic achievers. (ii) Girl athletes were found more superior in academic achievement than boys. (iii) In general the athletes showed higher anxiety as compared to the standardization sample. Anxiety rate among girls was significantly higher than that of boys. (iv) The level of self-confidence was found superior in Vidya Bharti athletes as compared to standardization mean. (v) All the three variables i.e. academic achievement, anxiety and self-confidence were found positively related.

Agarwal and Kapoor (1998) found that the parents giving direction and guidance at appropriate time contribute towards the better performance of their children in school. Intrusiveness in parents participation in their academic activities does not significantly in influence children’s academic achievement. Parent’s neglect and ignoring children’s academic activities in relation to their achievement is not conducive for better performance.

Ali (1998) in his study revealed that the academic achievement correlated significantly and positively to socio-economic status, knowledge value and occupational aspirations and negatively with power value. In the case of Arts and Science groups, academic achievement correlated significantly with socio-
economic status but in the case of Commerce group these variables were found to be uncorrelated.

Mohan (1998) in his study observed that the difference between academic achievement of boys and girls was marginal and not statistically significant. Hindu and Christian had a higher proportion of students in high academic achiever category as compared to Muslims. More English medium students were high academic achiever than Malayam medium students. Socio-economic status appeared to be the best predictor of academic achievement.

Jain and Mishra (1998) in his study revealed that the parental responsiveness was the only factor which significantly and positively contributed to academic achievement.

Verma and Sheikh (1998) studied personality traits and needs as correlates of academic achievement. They stated that three personality traits i.e. less intelligent vs. more intelligent, disregards rules vs. conscientious and sociably group dependent vs. self sufficient and two personality needs, n-achievement and n-aggression appeared to have significant association with academic achievement.

Panchanatham (1999) in his study observed that the experimental group, who underwent auto-counseling programme through a psychologist, faced well in their University Examination than the control group. The results emphasized the need and the role of psychologist in maintaining emotional balance among the youth and preparing them for optimistic and progressive careers.
Shanti (1999) in her study indicated that sex differences were significant in future-time perspective, cognitive efficiency, academic performance and trait anxiety.

Basantia and Mukhopadhyaya (2000) stated that the boys and girls did not differ in terms of Psycho-social constraints. The degree of psycho-social constraint differed between high achievers and low achievers. High achievers had low levels of psycho-social constraints. It was also revealed that psycho-social constraints and academic achievement are negatively correlated with each other.

Manjulata (2001) studied academic achievements of the tribal and non-tribal pupils of Ranchi city (Bihar). The study revealed that, over 56 percent tribal students preferred Hindi while 43-52 percent non-tribals preferred Hindi. 57 percent non-tribals preferred Mathematics while 54 percent tribal students preferred social studies. There was statistically significant variation between male and female students of tribal group with respect to performance in Hindi, Social Studies, Chemistry, Physics and Geography. Significant differences were observed between non-tribal male and female in the subjects like English, mathematics, E.P.H. and History. No gender difference was found in the performance in Hindi and Chemistry. In all the subjects taught to High School the non-tribal students have shown better performance than their tribal counterparts.

Borbora (2001) in his study revealed that the children of literate parents showed better academic achievement than the children of illiterate parents. The
academic achievement of first generation learners was found to be the lowest. Academic achievement of the girls was comparatively better than that of boys. It was also found that first generation learner's parents were not aware of their children’s education due to busy work schedule. Parents illiteracy and lack of facilities were found to be the cause behind low academic achievement. The overall academic achievement was found very low i.e. only 16.9 percent.

Agarwal (2002) studied some correlates of academic achievement. His study revealed that (i) Significant positive relationship was found between academic achievement and intelligence for both the groups. (ii) Academic achievement of students was found positively related with their socio-economic status. (iii) It was found that there was significant negative relationship between academic achievement and family size of students. (iv) Significant negative relationship also found between academic achievement and birth order of students.

Kanchana and Kaliappan (2002) in their study revealed that all three experimental groups i.e. Relaxation, Systematic desensitization and Transcendental Meditation significantly reduced test anxiety, improved study skills and academic achievement. Control group showed no improvement. Reduction of test anxiety and improvement of study skills increased academic achievement.

Ahuja and Soni (2004) conducted a study of academic achievement of adolescents in relation to parental involvement and aspirations. They revealed that high parental involvement result into higher achievement of +2 students and low parental involvement leads to lower achievement scores. High parental
educational aspirations group was found significantly superior on achievement scores as compared to low aspiration group and average aspiration group. Average group was lowest superior on achievement scores than the low aspiration group. High parental involvement group yielded higher achievement scores than low parental involvement group. There was a significant interaction between parental involvement and parental occupational aspirations to yield significantly different achievement scores.

Lan, Chiu - Hui (2004) observed in his study that socio-economic status has a significant and positive effect on nurturant parenting and on adolescents academic achievement. MANOVA results showed a gender effect for academic achievement and a grade effect for parenting. Multiple regression results found a significant effect of parental education on adolescent’s academic achievement.

Agrawal and Chawla (2005) studied influence of cooperative learning on academic achievement. They found that cooperative learning strategy based instructional material was significantly effective in enhancing the level of academic achievement.

Bradford (2005) investigated African American academic achievement at suburban high school. The result of the study revealed that African American students were demonstrating academic progress. Overall, gender socio-economic status and product or transfer status did not have an impact on academic progress among African American students. However, ethnicity did
have an impact upon academic progress. Caucasian students demonstrated more academic progress than Hispanic and African American students.

Shouppe (2005) in his study found no statistically significant relationship between school climate and student academic achievement. A statistically significant difference between teachers perceptions of teacher principal openness and years of teaching experience and ethnicity was found. This study found no difference in perceptions related to gender.

Pearson (2005) in his study observed that school ability and learning behaviours both have significant direct effects on academic achievement. School ability and social skills were found to have significant direct effects on learning behaviours. However, the addition of social skills and gender to a model comprised of learning behaviours and school ability did not increase the model’s ability to predict academic achievement.

Sinha and Ahmad (2007) conducted a comparative study of academic achievement, motivation of aided and private higher secondary students. They found that there is no significant difference in academic achievement, motivation between aided and private higher secondary school students. There is significant difference in academic achievement motivation between aided and private higher secondary school boys and girls.

Agarwal and Singh (2007) examined the relationship between family climate and academic achievement of deaf and dumb students. On the basis of statistical analysis, they are found that there is a significant relationship between family climate and academic achievement of deaf and dumb students.