CHAPTER - III
REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to study proposed by a researcher. A careful review of the research journals, books, dissertations, theses and other sources of information’s of the problem to be investigated is one of the important steps in the planning of any research study.

3.2. PURPOSE OF REVIEW OF RELATED LITERATURE

Review of the related literature, besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purposes.

- The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The knowledge of related literature, brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely.

- By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those in which positive findings are very
likely result and his endeavors would be likely to add to the knowledge in a meaningful way.

- The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted.
- It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established.
- The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.
- It avoids duplication of the study.

3.3. STUDIES CONDUCTED ON SCHEDULED TRIBES

The present study confined itself to a special sub-group of the scheduled tribes in India. The scheduled tribe community historically has had its significance as reflected in the formulation of Government policies from time to time and also figuring in national level discussions and debates over the past several hundred years. India is a country of peasants in which masses from the scheduled tribe community have always predominated. It is a fact of history that the scheduled tribes have occupied a low status in the society.
3.4. RESEARCH ON SCHEDULED TRIBES

Research on education of the scheduled tribe children was brought under priority by National Council of Educational Research and Training in 1975 when a number of research problems were suggested to be subjected to investigation. These problems were:

1. Discovery of solution for the educational needs of the children from the poorer sections of the society.
2. Inter-disciplinary research aimed at finding out solution to problems existing in the field of education.
3. Research related to identification of talent and its development at all levels of education.
4. Research related to the fulfillment of constitutional directive of Article 45 providing for compulsory and free education for all children up to the age of 14.
5. Non-formal education.
6. Finding solutions to problems arising out of increased population.
7. Studies on education of the scheduled tribes children.
8. Relevance of education to socio-economic needs of the country.

Only two years back the National Council of Educational Research and Training issued a list of 30 specific problems of research and development on the education of the scheduled tribes.

Research on education of the scheduled tribe children has been very meager in the past. Out of 832 researchers conducted during 1972-78 and reported in the
Second Survey of Research in Education only 33 studies were on scheduled tribe children. The picture is found to be much more disappointing when the studies conducted during 1943-1973 and abstracted in the First Survey of Research in Education published in 1974 are reviewed. Out of 729 research studies reviewed and published in this survey only one study was on scheduled tribes children. Also some general, social and economical problems in the form of disabilities of the scheduled tribes have been studied either in sociology or in some Government surveys by the NCERT and the ICSSR, New Delhi. Similarly, only five studies of the total 536 abstracted in the Dissertation Abstracts and completed during 1973-1977 related to the problems of the scheduled tribe children. The Investigator reviewed the studies which were pertaining to the objectives of the present study. The studies were arranged in the chronological order from 1950 to 2011. The first objective of the present study Psychological Sex Role Orientation influenced by masculinity and femininity, conducted some of the relative studies by the following researchers. They are as follows: Whitley Bernard E (1983), Wai Shan Ku & Helen M. G. Watt (2009), Alan I Sugawara (1986), Joshua M. Gold, Lisa D. Hawley (2001), Dyanne M. Tracy (2006), LEUNG Wing – man Winnie (1994), Irene Glanakos and Linda Mezydlo Subich (1986), Barbara Et. al (1984), Olson & Elizabeth A (2006), Anita Sharma, Et al (2009), Johnson H Durell, Et al (2006), Edward Lonky Et al (2005), Owolabi Benjamin Ademola (2005), Evelyn Silten Bassoff (1984), Kyriakos S, Et al (1984), Bernard E. Whitely (1985) and Whitely Bernard E.,(1981).


Finally, the fifth objectives related to educational student Learning Orientation Profile consists of seven more variables were analyzed by a number of authors which were cited as follows: Ames, Carole; et al (1988), Laura I Rendon (1994), Yin Cheong Cheong (1994), Christopher A. Wolters, et al (1996), Valle A., et al (2003) and Ruth Deakin Crick et al (2004). The above reviewed studies are given in chronological order in the following page.
3.5. STUDIES RELATED TO SEX ROLE ORIENTATION

Donna Brogan and Nancy G. Kutner (1976) conducted a study of Measuring Sex-Role Orientation: This psychological and sociological literature indicated a need for an up-to-date scale focusing on normative conceptions of appropriate male and female behavior, or sex-role orientation (SRO).

The authors developed a 36-item Likert-type scale to measure SRO; the scale appears to be reliable and valid. For female undergraduates, several potential correlates of SRO were investigated: mother's education, employment, and attitudinal influence on the subject, and subject's career plans.

Dash (1980) pointed out that disadvantaged tribal children had a high level of boredom tolerance, remarkable vigilance and manual and drawing abilities, thus focusing our attention to some of the positive self connecting and self-regulating features of adverse life conditions.

Narinderbal, K (1981) conducted a study of certain Personality, and Demographic correlates of Sex Role Attitudes among college female students. It reveals that,

1. The more conservative the female students, the more they were traditional in sex role attitude.
2. The correlation between sex role attitude and anxiety was significant.
3. The females scoring high on ego strength were high on non-traditional sex role attitude.
4. The intention of females to go in for higher education had nothing to do with their sex role attitude.
Whitely Bernard E (1981) conducted a critical meta-analytical study of Sex Role Orientation and Self esteem.

The sample include three models the Congruence model, Androgyny model and masculinity model. The adequacy of this three model were tested by means of meta analysis of 34 studies of the relationship between Sex orientation and Self – esteem, the indicator of psychological well being most widely used in this study.

The major conclusions were

1. The most supportive of the masculinity model and the strength of observed relationship between Sex Role Orientation and Self – esteem varied the Sex Role measure and the type of self esteem measure used in this study.
2. The result indicates that a relationship exists between masculinity and self esteem in the both sexes.

He conducted in the other study of Sex Role Orientation and Psychological well being, has been guided by one of three models. The traditional Congruence model holds that Psychological well being will be posted only when one’s Sex Role Orientation is Congruent with one’s gender: the androgyny model proposes that well being will be maximized when one’s Sex Role Orientation incorporates a high degree of both masculinity and femininity regardless of one gender. The masculinity model posits that well being is a function of the extent to which one as a masculine Sex Role Orientation.

The major conclusion were the meta analysis provided the best support for the masculinity model, with masculinity having a moderately strong relationship to both high adjustment and lack of depression and with femininity having only a
small relationship to adjustment and no relationship to depression. No support was found for the Congruence model.

**Leanne K. Lamke (1983)** conducted a comparative study of adjustment and sex–role orientation in adolescence. The purpose of the present study was to reexamine the relationship between sex-role orientation and self-esteem in adolescence. One hundred and six senior high school students completed the Rosenberg self-esteem measure (Rosenberg, 1965) and two measures of sex-role orientation, the Bem Sex Role Inventory, Short Form (BSRI; Bem, 1981), and the Personal Attributes Questionnaire Short Form (PAQ; Spence et al., 1975). The relationship between sex-role orientation and self-esteem was found to vary depending on the sex-role measure employed.

The major findings were:

The Bem Sex Role Inventory revealed that androgynous individuals had higher levels of self-esteem than masculine, feminine, and undifferentiated adolescents. The Personal Attributes Questionnaire results indicated that androgynous individuals had higher levels of self-esteem than feminine and undifferentiated individuals. When the independent contributions of masculinity and femininity were assessed, both Bem Sex Role Inventory and Personal Attributes Questionnaire, masculinity and femininity significantly predicted self-esteem. Analyses also revealed that the effects of sex-role orientation on self-esteem varied by sex across both the Bem Sex Role Inventory and Personal Attributes Questionnaire.
Whitley, Bernard E. (1983) conducted a study of sex role orientation and self-esteem research on the relation between sex-role orientation and psychological well-being has been guided by 1 of 3 models. The traditional congruence model holds that psychological well-being is fostered only when one's sex-role orientation is congruent with one's gender; the androgyny model proposes that well-being is maximized when one's sex-role orientation incorporates a high degree of both masculinity and femininity regardless of one's gender; the masculinity model posits that well-being is a function of the extent to which one has a masculine sex-role orientation.

The major conclusions were

The most supportive of the masculinity model showed that the strength of observed relations between sex-role orientation and self-esteem varied as a function of both the sex-role measure and the type of self-esteem measure used in the studies.

Barbara A. Winstead et al (1984) conducted a study of effects of Sex Role Orientation on behavioral Self disclosure. Male and female subjects were paired with male or female partners with whom they had just become acquainted and were asked to write self-descriptions of themselves for their partners. Sex Role Orientation was influential only for male subjects.
The main findings of the study were

1. Masculinity was negatively related to intimacy of disclosure of males to male partner.

2. Femininity was also related to males rating of expected disclosure intimacy for female partners,

3. Androgyny assessed using the M X F interaction was unrelated to self disclosure for all pairs.

Evelyn Silten Bassoff (1984) conducted a study about Relationships of Sex-role Characteristics and Psychological Adjustment in New Mothers.

A randomly selected group of 195 new mothers completed the Bem Sex-role Inventory, the SCL -90, and a demographic questionnaire.

A two-way analysis of variance tested the main effects of masculinity and femininity as well as the interaction effect of masculine and feminine sex roles and psychological adjustment.

Most analyses showed significant main effects for masculinity only, indicating that it is the functional sex-role variable distinguishing levels of psychological adjustment in new mothers. However, a nearly significant interaction between masculinity and femininity – with no significant main effects on the adjustment dimension of hostility gives tentative support for the notion that androgynous new mothers are less hostile than masculine, feminine, or undifferentiated ones.

Kyriakos S. Markides (1984) the effect of Sex Role Orientation on Psychological well being was investigated with data from a three generation study of Mexican-Americans. He examined the hypothesis that less traditional Sex Role
Orientation is positively related to psychological well being and that this relationship is stronger among the older than among young generations.

**The major findings were**

1. Traditional Sex Role Orientation was positively related to depression among older women, lending partial support to the hypothesis.

2. The traditional Sex Role Orientation was not related to well being in the older generations but was related to both depression and life satisfaction in the younger generation.

3. The interactive effects of marital status and retirement status with Sex Role Orientation there also examined but were not found to be significant.

**Rodney Cate & Alan I. Sugawara (1986)** conducted a study of Sex Role Orientation and dimension of Self esteem among middle adolescents.

A sample of 229 high school students examined the relationship between Sex Role Orientation and dimension of Self esteem.

**The major findings were**

1. Female perceived themselves to be significantly more socially competent than males.

2. Males perceived themselves to be more physically competent than females.

3. Adolescents high on masculinity perceived themselves to be significantly more socially competent, physically competent, and to have higher general self esteem than those low on masculinity.
4. Males and females high on masculinity perceived themselves to be
significantly more physically competent and to have higher general self –
esteem than females low on masculinity, although males low on masculinity
did not differ significantly from any of the other interaction groups.

Gwendolyn T. Sorell, (1993) conducted a study about Sex – Role Orientation and
Self – Esteem in Alcoholic and Non Alcoholic women. Theory and research on
alcoholism suggest that psychological masculinity and femininity and self-esteem
are related to drinking problems in women.

In a sample of 60 alcoholic and 60 nonalcoholic women, hypotheses
derived from contemporary sex-role theory were contrasted with predictions from
a coping styles perspective. Support was found only for the sex-role theory
hypotheses.

The major findings were:

- The two groups differed in levels of masculinity, femininity and self-esteem.
- Differences were reflected in the clustering of the low self-esteem, alcoholic
  women in the undifferentiated sex-role orientation category.
- The high self-esteem, nonalcoholic women were predominantly androgynous
  and masculine sex-typed.
- Psychological masculinity was the major factor distinguishing alcoholic from
  non-alcoholic women, as well as a better predictor of self-esteem than
  alcoholism.

Dawn R. Elm Ellen J. Kennedy Leigh Lawton (2001) conducted a study
of Moral reasoning sex role orientation, gender and academic factors.
The major findings were:

The sex role orientation is not related to moral reasoning level. Gender is related to moral reasoning in our study, women reasoning at higher levels than men. It found a positive relationship between education and moral reasoning level, and moral reasoning levels differed across academic institutions. The results also show business students have lower moral reasoning levels than students in other fields, although this result did not reach statistical significance.

Owolabi Benjamin Ademola (2005) experimentally examined the effect of gender-role orientation, sex of advert presenter and product type on advertising effectiveness.

A total of three hundred and twenty University undergraduates were used for the study. Two products were advertised: one masculine and one feminine with a manipulation of the sex of the advert presenter. Psychological instruments measuring gender-role orientation and advertising effectiveness were also administered.

Results shows that gender-role orientation does not a significant effect on advertising effectiveness but the result revealed an interaction effect of gender – role orientation.


The study developed and empirically tested an integrated model that examined the relationships between sex-role orientations and the two conceptually
related coping behaviors, namely, response styles and social problem-solving, using structural equation modeling.

A total of 181 (129 females and 52 males) undergraduate students from a large public university in the northeast United States completed the Bem-Sex Role Inventory, the Response Style Questionnaire and the Rational Problem Solving scale of the Social Problem-Solving Inventory- Revised.

The major conclusions were

The results showed that masculinity was related to social problem-solving. Sex-role orientations were not related to response styles. Both ruminative response style and distractive response style were positively related to rational problem-solving.


Entrepreneurial self-efficacy (ESE) is often included in entrepreneurial intentions models to explain why some individuals are more likely than others to become entrepreneurs. An unsettled question among researchers is whether ESE differs between men and women. While early studies seem to suggest that men have higher ESE than women, more recent studies are inconclusive. Lacking empirical support for gender differences in ESE compels researchers to look for other factors to explain variation in entrepreneurial self-efficacy.

The major conclusions were

There was basically no significant difference in ESE between men and women in a representative sample of MBA students. This finding leads to an
investigation of gender-role orientation as a possible determinant of differences in entrepreneurial self-efficacy.

It indicates that the relationship between gender-role orientation and entrepreneurial self-efficacy is complex and multifaceted.

Early in the venture creation process, the searching and planning tasks demand creativity and innovation where a strong mix of masculine and feminine traits (androgyny) improves performance. Later in the venture creation process, an individual (male or female) with a strong masculine orientation seems better suited for undertaking entrepreneurial tasks associated with persuading and leading others.

Sharma, Anita, Chander Prabha and Dilip Malhotra (2009), conducted a study of perceived sex–role and fear if success in depression of working women. It reveals that the fear of success is positively and significantly related to depression, the femininity, masculinity and androgyny are negatively related to depression and vice versa. Stepwise regression analysis revealed that low masculinity in women could contribute to depression due to lack of strength of mind and agentic orientation in a working situation and in a male dominated society.

She suggested that in order to combat depression in the present day world women should be encouraged to be independent and develop androgynous personality to deal effectively with problems and shift back and forth in terms of action required at home and at working environment.
3.6 STUDIES RELATED TO OCCUPATIONAL ASPIRATION

Pandey (1981) conducted a study on social aspects of academic achievement and aspirations of scheduled Tribe students,

The objective of the study were:

1. To analyse the socio cultural factors which determine the academic achievement of scheduled tribe students.

2. To find out their academic aspiration and analyse them in the context of socio cultural background.

3. To analyse their occupational aspiration in the light of their academic aspiration, achievement and social environment.

4. To identify teacher taught relationship and analyse it in the context of tribal student socio-cultural background, academic aspiration and achievement.

Out of 264 students 250 studying in High Schools, intermediate and graduate classes in the educational institutions of Mirzapur district, belonging to six scheduled tribes groups.

Major findings of the study were

1. The poor economic conditions of the tribal forced them to do manual labour. This was responsible for low achievement.

2. The analysis of occupational aspirations revealed that their selection area was becoming gradually more extended variegated and modernized.

3. From the findings of the study it is evident that there should be some special type of educational system to provide tribal students better educational opportunities and thus accelerate the process of socio economic development.
Srivastava, (1982) conducted a study of problems, aspirations, values and personality patterns of tribal students of Mirzapur.

**The main objectives of the study were**

1. To find out the problems value patterns and personality pattern of the tribal students studying in the high schools and higher secondary schools and the intermediate colleges of Mirzapur district.
2. To compare the problems, values and personality patterns of the tribal, the backward and the upper caste students of these schools.
3. To find out the occupational aspirations of the three groups of subjects and compare them.

The study was conducted with a normative survey design. The sample consisted of 306 students selected from this district.

**The main findings of the study were**

1. Very few students of the tribal populations (8%) were in high schools and intermediate colleges.
2. There was no significant difference in the problem faced by the scheduled tribe students and the upper class students.
3. There were no significant differences in the occupational aspirations of the scheduled tribe, the backward classes and the upper caste students.

David Mc Cracken. J. et al (1991) conducted a study of difference between rural and urban schools, student characteristics and student Aspirations in Ohio.
Major findings of the study were

1. To describe the relationship between school location (urban vs. rural) and students occupational and educational aspirations.
2. To explore the relationship between students background factors and location of schools.
3. To differ the urban and rural students on their background characteristics of ethnicity and average, curriculum of enrollment, students educational status and educational level of parents.


**Major findings of the study were:**

1. The Occupational Aspiration of boys and girls studying in senior secondary school are almost same.
2. No significant difference was found between Occupational Aspiration of boys and girls of all the schools taken together.
3. However the difference between Occupational Aspiration of boys and girls within each type of school was found to be significant.

**Annaraja and Ponnambala Thiagarajan (1992)** conducted a psycho – socio study of academic achievement of scheduled tribe adolescents in Salem district, Tamil Nadu.
The objectives of the study were

1. To study of the psychological factors (a) personality (b) occupational aspiration and (c) Intelligence of the scheduled tribe adolescents.
2. To study the sociological factors of (a) social attitude and (b) socio-economic status of the scheduled tribe adolescents and
3. To study the academic achievement of the scheduled tribe adolescents.

The sample was chosen from two high schools and two higher secondary schools in Salem educational district. All the scheduled tribe students studying in VIII, IX and X standards of the schools were included in the study.

Major findings of the study were

(a). PERSONALITY FACTORS

1. More non scheduled tribe adolescent boys and girls were extroverts than the scheduled tribe adolescents.
2. More scheduled tribe adolescent boys and girls had high level of self concept than their non scheduled tribe counterparts.
3. More scheduled tribe adolescents were highly independent than the non scheduled tribe adolescents.
4. More scheduled tribe adolescents both boys and girls showed good adjustments than the non scheduled tribe adolescents.
5. More scheduled tribe adolescents both boys and girls showed good temperament than the non scheduled tribe adolescents.
6. More scheduled tribe adolescent both boys and girls showed high level of anxiety than the non scheduled tribe adolescents.
(b). OCCUPATIONAL ASPIRATIONS:

1. More scheduled tribe adolescent boys and girls exhibited high level of occupational aspiration than their now scheduled tribe counterparts.

(C) INTELLIGENCE:

1. More non scheduled tribe adolescent’s boys and girls were having high intelligence than the scheduled tribe adolescents.

Khor Binn Yeou, Peter (1994) conducted a study of the occupational aspiration of Singapore students about the circumscription and compromise. A total of 1695 students including 863 male students and 832 female students responded to the student’s occupational aspiration questionnaire with the aid of the job list students nominated a rejected, ideal, expected and tolerable job, representing their circumscription and rejection performance decision.

The major findings of the study were:

1. To construct validity of circumscription and the zone of acceptable alternative were established.

2. Students rejected unacceptable occupations on the basis of inappropriate occupational sex type, unacceptable level of occupational status and lower career self – efficacy expectations.

Michelle Nilson Levisohn (1997) conducted the study about the youth career aspirations.
The major findings were

1. The children’s’ attitude towards learning achievement and career also affected by cultural values and practices.

2. Goals (such as career aspiration) and values can serve as a motivating force to help people self evaluates their action.

Ali Miburrza (2004) a survey study carried out on occupational aspiration of female secondary school students in Borno State, Nigeria. 600 senior secondary female students were constituted the sample. 8 female senior secondary school were selected using stratified random sampling technique. The instrumentation used for the study was the vocational interest inventory designed by Bakari (1997).

Wendy Patter, (2007) conducted the survey study of the relationship between career variables and occupational aspirations and expectations for Australian High school adolescents. This study included 925 Australian High school students enrolled in grade VIII through XII on measures of occupational aspirations, occupational expectations, career status occupations and career status expectations. The above variables tested the association with career maturity, career indecision, career decision-making self efficacy, career barriers.
Major findings of the study were

1. The students generally held higher occupational status aspiration than expectations.

2. Male students were more likely to choose professional occupations than were female students.

3. Age differences were found for status expectations but not for status aspirations.

Misra Lakshmi, D (2010) conducted a study of occupational aspiration and attitude towards modernization of female students studied in technical and non-technical institution. The relationship between social and educational structures emphasise the significance of the influences of other sub systems on the educational process.

In the study researchers had made an attempt to see how the technical and non-technical education affects the occupational aspiration and attitude towards modernization of female students.

300 female students (150 from technical and 150 from non technical) were opted for this comparative study.

Devroop Karendra (2012) conducted a study of the occupational aspiration and expectation of college student’s majority in Jazz.

The study was designed to investigate the occupational aspiration and occupational expectation of college student’s majority in Jazz studies in the United States. Occupational aspiration and occupational expectation were measured on the Jazz occupational prestige index.
Major findings of this study were

The students aspired to more prestigious occupation but expected to be employed in occupations less prestigious when considering the realities in the job markets.

3.7 STUDIES RELATED TO COOPERATION AND COMPETITION

Jeanne Gibbs, (1987) conducted a study of tribes cooperative learning. This comprehensive study on cooperative group learning social development and group process were synthesized for the cooperative learning model. The approach trained teachers to build long term small membership group tribes for peer support and responsibility to teach students essential democratic group skills and to integrate academic concept into cooperative learning.

Karen Swisher (1990) conducted a study of cooperative learning and the education of American Indian and Alaskan native students. Schools as institutions of learning in this country are set up to accommodate styles of teaching and learning which are incongruent with the traditional values and styles of learning that characterize many American Indian and Alaskan Native’ students.

The major findings of the study were:

Indian children are often schooled in an atmosphere of individualism and competition although the literature indicates that many Indian children are raised in an atmosphere that stresses cooperation and de-emphasizes competition.
Robert Slavin (1995), a leading exponent of cooperative learning, reports that cooperative learning produced significantly higher levels of achievement than did non-cooperative arrangements in sixty-three of ninety-nine studies.

**Major findings of the studies were:**

The Student Team Learning programs have been the most consistently positive. Of particular relevance to this chapter are the findings that students who cooperate in learning are more apt to list as friend’s peers from different ethnic groups and are better able to take the perspective of a classmate than are students who do not work in cooperative groups.

Zhining Qin David W. Johnson Roger T. Johnson (1999) conducted the study of cooperative versus competitive efforts and problem solving. The impacts of cooperative and competitive efforts on problem solving were compared. In order to resolve the controversy over whether cooperation promotes higher- or lower-quality individual problem solving than does competition, 46 studies, published between 1929 and 1993, were examined.

**The major findings were:**

These studies were classified in 4 categories according to the type of problem solving measured: linguistic (solved through written and oral language), non-linguistic (solved through symbols, math, motor activities, actions), well-defined (having clearly defined operations and solutions), and ill-defined (lacking clear definitions, operations, and solutions).

Cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education. Reviews of the research, however, have focused either on the entire literature which includes research conducted in non-educational settings or have included only a partial set of studies that may or may not validly represent the whole literature. There has never been a comprehensive review of the research on the effectiveness in increasing achievement of the methods of cooperative learning used in schools. An extensive search found 164 studies investigating eight cooperative learning methods. The studies yielded 194 independent effect sizes representing academic achievement.

All eight cooperative learning methods had a significant positive impact on student achievement. When the impact of cooperative learning was compared with competitive learning, Learning Together (LT) promoted the greatest effect, followed by Academic Controversy (AC), Student-Team-Achievement-Divisions (STAD), Teams-Games-Tournaments (TGT), Group Investigation (GI), Jigsaw, Teams-Assisted-Individualization (TAI), and finally Cooperative Integrated Reading and Composition (CIRC). When the impact of cooperative lessons was compared with individualistic learning, LT promotes the greatest effect, followed by AC, GI, TGT, TAI, STAD, Jigsaw, and CIRC. The consistency of the results and the diversity of the cooperative learning methods provide strong validation for its effectiveness.
Lynda Baloche, (2000) conducted a study of developing cooperative context for creativity. Research suggests what teacher might do each and every day to create a classroom contest that is more likely to encourage than to discourage, cooperation with creativity students need to be reminded of an expectation for cooperation, not competition.

1. Vanessa A. Green, Ruth Rechis (2006) Conducted a study of Children's cooperative and competitive interactions in limited resource situations. The ability to balance cooperative and competitive behaviors has important implications for a child's overall development. While socially competent children appear to learn highly successful strategies for entering peer groups and negotiating access to limited resources, the development of this level of social competence can be challenging for preschool-aged children. Early childhood educators may therefore have to intervene to develop the child's social competence and promote the use of negotiation and effective conflict management strategies.

Major findings of the study were:

A variety of individual and social-contextual factors might influence a child's development of socially competent behavior. The review highlights the importance of teaching children to negotiate effectively with peers.

Mark Van Vugt, et al (2007) conducted a study of general differences in cooperation and competition. Evolutionary scientists argue that humans’ cooperation is the product of a long history of competition among rival groups. There are various reasons to believe that is logic applies particularly to men. In
three experiments, using a step level public goods task, it found that men contributed more to their group if their group was competing with other groups than if there was no intergroup competition.

**Major findings of the study were**

Female cooperation was relatively unaffected intergroup completion. This findings suggests that men responding more strongly than women to intergroup threats.

### 3.8 STUDIES RELATED TO CULTURAL DETERMINATION

**Horse, Perry Gene (1982)** conducted a study of tribal cultural educational concepts in American Indian community college curricula. This study was undertaken to assess and describe a unique aspect of liberal studies in the curricular of American Indian community colleges. The emergent curricula genre, designated as tribal studies, deals with subjects specific to the ethos of a particular tribal group and is derived from the indigenous culture of the tribe or nation involved. Data were obtained from Indian college practitioners and from organic documents of seventeen tribally-chartered institutions located in seven states.

Research questions were formulated to address (1) the nature and status of tribal studies curricula, (2) principal problems and issues, (3) curricular innovations, (4) current trends, (5) the incorporation of tribal ethos in formal academic programs, and (6) attendant research needs.
Major findings of the study were

The findings were derived from a descriptive analysis of the data with respect to each research question. Tribal studies curricula were found to be in a formative stage on certain theoretical and normative levels. Innovations were perceived as such owing mainly to their introductory and contextual application rather than any particularly unique methods or approach outside of existing curriculum development practices. The lack of an applicable taxonomic program classification structure hindered the systematic examination of tribal studies curricula, but it was evident that the current trend is toward the teaching of courses dealing with the history, language, philosophy, and literature of a particular tribe.

The data indicated very strong support among those surveyed for the idea of inculcating tribal ethos into curricular programs, but the process by which this is done was not clearly articulated. Two principal problems emerged (1) the accreditation of tribal studies, and (2) the dearth of applicable curriculum development research activities. While such curricula have strong philosophical and emotional appeal among Indian college professionals, tribal studies remain somewhat underdeveloped compared with other academic programs. Inasmuch as the academic dimension of the tribal socio cultural milieu was not well elucidated in the data, the specifically Indian, or tribal, content of such curricula eluded precise definition. Tribal studies represent meaning and significance to Indian college practitioners in their own environments, but their evolving role with respect to the cultural/educational processes occurring in contemporary Indian life is subject to further exploration.
Dr. Zoann K. Snyder-joy (1994) conducted a study of self-determination in American-Indian education: educators’ perspectives on grant, contract, and bi-administered schools. This study examines federal Indian education policies and the request of American Indian Leaders for greater control over the administration of schools in Indian communities. The primary focus is whether self-determination and local control exist and to what degree they are present within Indian schools. The data collection combined in-depth interviews and survey questionnaires of educator’s perceptions of self-determination and local control in their schools.

The major findings of the study

The findings indicate that American Indian educators at locally controlled schools perceive that they have greater self-determination in policy design and implementation than do educators at Bureau of Indian Affairs schools.

Dereck Woodrow (1997) conducted a study of cultural determination of curricula, theories and practice. This article looks at the differences in learning assumptions and principles that are evident between societies, both internationally and intra-nationally. The underlying value systems which are embedded in the ways in which societies and subgroups of societies view the nature of learning make international exchange on the one hand and social equity on the other problematic. Differential valuation of cultural capital create differential power. Comparisons are however valuable in raising awareness about the underlying principles and implicit discrimination present in school curricula and methods of teaching.
The major findings of the study

This has clear significance not just for international cooperation but for the equality of treatment and access to learning for the different subgroups within English society.

No education is without values and whilst those values should be recognized they should not be universally imposed.

Susan Anders Mazzoni, Linda B. Gambrell, Riita-Liisa Korkeamaki (1999) conducted a study of a cross-cultural perspective of early literacy motivation. This study examines changes in first- and second-graders’ reading motivation across the course of a school year in two countries, the United States and Finland, in order to explore possible developmental patterns in early reading motivation that operate universally across cultural contexts.

The most significant finding was that in both countries, first-graders’ reading motivation increased significantly across the course of the school year while second-graders’ reading motivation did not.

This finding is particularly interesting since children begin elementary school at age 6 in the United States and age 7 in Finland. Thus, gains in reading motivation occurred during the first year of schooling for both countries, regardless of age and cultural differences. This finding sheds new light on the relationship between the initial acquisition of reading skills and reading motivation.
in that learning to read during the first year of school, in itself, may be a powerful motivator.

**Bryan McKinley Jones (2006)** conducted a study of Toward a Tribal Critical Race Theory in Education. In this study the central tenets of an emerging theory that I call Tribal Critical Race Theory (Tribal Crit) to more completely address the issues of Indigenous Peoples in the United States. Tribal Crit has its roots in Critical Race Theory, Anthropology, Political/Legal Theory, Political Science, American Indian Literatures, Education, and American Indian Studies.

**Major findings of the study were:**

The complicated relationship between American Indians and the United States federal government and begin to make sense of American Indians’ liminality as both racial and legal/political groups and individuals.

**Denise L. Uehara, et al (2006)** conducted an exploratory study about navigating the cultural landscape towards self-determination in American Samoa. It reveals to better understand how state agencies deliver services and how disability is perceived by agency staff and consumers in American Samoa.

Initially it was envisioned as needs – sensing study that used surveys and targeted database reviews to systematically capture client needs, the study transformed to a largely qualitative preliminary investigation that was dependent on personal interviews.
The major findings revealed how contextual, linguistic, and cultural factors play a hugely important role when researching western-based ideals and concepts within indigenous communities.

**David Leake & Rosalie Boone (2007)** conducted a study of multicultural perspectives on self-Determination from youth, parent and teacher focus group. Numerous curricula and programs have been developed to foster the self-determination of youth with disabilities. Virtually all are rooted in mainstream U.S. values, leading to questions of their relevance and efficacy for culturally and linguistically diverse (CLD) youth who hold different values. To help fill a research gap on cultural influences on self-determination, a focus group methodology was used to explore the perceptions of a diverse range of youth with emotional and/or behavioral disorders, parents, and teachers, totaling 122 participants in Hawaii and Washington, DC.

**Major findings of the study were:**

Transcript analysis identified a variety of cultural themes. However, individual variability within ethnic groups underlines the need to adhere to the principle of individualization when promoting self-determination.

**Bryan McKinley Jones Brayboy (2009)** conducted a study of Self-determination through self-education: culturally responsive schooling for Indigenous students in the USA.
In this study reveals the outline culturally responsive schooling (CRS) for Indigenous youth and situate this concept within a larger history of US federal and community-based efforts to educate Indigenous youth in the USA. It examine what it know from the research literature about the impacts of CRS among US Indigenous youth. In exploring the research, rely on national data sets of Indigenous youth’s achievement on standardized tests, qualitative approaches to examining CRS in schools serving Indigenous youth in the USA, and case studies of successful efforts at CRS. It pay special, though not exclusive, attention to the evidence regarding Indigenous students’ reading and literacy skills since this is an area that is particularly revealing of what happens when CRS is not engaged.

Findings show that a growing body of literature points to the fact that community- and culture-based education best meets the educational needs of Indigenous children.

**Karrie A. Shogren (2011)** conducted a study of culture and self determination. The Self-determination has received significant attention in the special education field, but scholars’ knowledge of how culturally and linguistically diverse learners and their families perceive interventions to promote self-determination remains limited. Understanding how the construct is perceived in diverse cultures is critically important given the growing diversity of society. This article reviewed existing research and scholarship examining the relation between culture and self-determination in students with disabilities. In all, 10
theoretical, review, and research articles that specifically addressed this topic were identified.

**Major findings of this study were**

The self-determination construct could have universal value if a flexible framework that considers cultural and systems-level variables is utilized to develop individualized interventions.

### 3.9 STUDIES RELATED TO STUDENTS LEARNING ORIENTATION

*Ames, Carole; Archer, Jennifer (1988)* conducted a study of Achievement goals in the classroom: Students’ learning strategies and motivation processes. This study suggests that how specific motivational processes are related to the salience of mastery and performance goals in actual classroom settings.

One hundred seventy-six students attending a junior high/high school for academically advanced students were randomly selected from one of their classes and responded to a questionnaire on their perceptions of the classroom goal orientation, use of effective learning strategies, task choices, attitudes, and causal attributions. Students who perceived an emphasis on mastery goals in the classroom reported using more effective strategies, preferred challenging tasks, had a more positive attitude toward the class, and had a stronger belief that success follows from one’s effort. Students who perceived performance goals as salient tended to focus on their ability, evaluating their ability negatively and attributing failure to lack of ability.
The pattern and strength of the findings suggest that the classroom goal orientation may facilitate the maintenance of adaptive motivation patterns when mastery goals are salient and are adopted by students.

Laura I. Rendon (1994) conducted a study of Validating culturally diverse students: toward a new model of learning and student developing. This study demonstrated that nontraditional students, no matter how fragile, can be transformed into full members of the college academic and social community.

**Major findings of the study were**

To transform these students is for faculty, administrators, and counselors to fully engage in the validation of students and to recognize that not all students can be expected to learn or to get involved in institutional life in the same way. Diversity in nature is strength. So is diversity among college students. The challenge is how to harness that strength, and how to unleash the creativity and exuberance for learning that is present in all students who feel free to learn, free to be who they are, and validated for what they know and believe.

Yin Cheong Cheng (1994) conducted the study of Classroom Environment and Student Affective Performance: An Effective Profile In this study, the relationship between student affective performance and classroom physical environment, social climate, and management style were investigated in a sample of classes in Hong Kong primary schools.
Major findings were

The results of Pearson and canonical correlation analyses indicated that among the measures of classroom environment, perceived quality of physical environment and class master’s expert power, personal power, and coercive power were the strongest predictors of affective performance.

This finding supports the importance of class master’s management style in the classroom environment. Students’ attitudes toward school and teachers appeared to be most sensitive to variation in the classroom environment, and self-concept was the least sensitive among the seven student affective measures.

Students’ self-efficacy of learning and intention to drop out were moderately sensitive to classroom environment. Profiles of effective and ineffective classroom environments were also mapped. In effective classrooms, class masters care for students, pay attention to teaching, do not use force or punishment but do create a good classroom climate with their professional knowledge, personal morality, and personality. Physical environment and psychological environment are both important; a good classroom environment is highly correlated with student affective performance.

Christopher A. Wolters, et al (1996) conducted a study of The relations between three goal orientations and students’ motivational beliefs and self-regulated learning were examined in a correlation study of 434 seventh and eighth grade students.
Data were collected over two time points (fall and spring) within one school year with self-report questionnaires. Regression analyses revealed that adopting a learning goal orientation and a relative ability goal orientation resulted in a generally positive pattern of motivational beliefs including adaptive levels of task value, self-efficacy, and test anxiety, as well as cognition including higher levels of cognitive strategy use, self-regulation, and academic performance.

**Major findings of the study were**

Results showed that adopting an extrinsic goal orientation led to more maladaptive motivational and cognitive outcomes. These findings were replicated across three different academic subject areas of English, math, and social studies. Results are discussed in terms of the implications for goal theory.

Jean A. Dobos (1996) conducted a study of Collaborative learning: Effects of student expectations and communication apprehension on student motivation. This study examines the effects of students’ communication expectations and communication apprehension on the development of student motivation in collaborative learning (CL) group activities. The central question addressed here concerns the ways in which such communication predispositions promote or detract from individual students’ motivation relative to their groups. Upper-division undergraduates (N = 96) worked in small groups on three CL tasks in sessions which featured different communication modalities (group discussion, writing/peer commentary, and interactive computer conferencing).
Major findings were

Measures of pre-session expectancies and channel-specific apprehension were combined to classify students into four categories of optimal challenge predispositions.

Post-session measures of emergent motivation or intrinsic rewards included: (a) expectancy fulfillment; (b) state anxiety; (c) communicative activity; and (d) satisfaction with the CL interaction. Results showed distinctive patterns of emergent motivation for students in each of the four optimal challenge categories for each of the CL learning modalities. Instructional implications for the use of collaborative learning are discussed.

Paul R Pintrich (1999) conducted a study of The role of motivation in promoting and sustaining self-regulated learning. A general framework is presented to help understand the relationship between motivation and self-regulated learning. According to the framework, self-regulated learning can be facilitated by the adoption of mastery and relative ability goals and hindered by the adoption of extrinsic goals. In addition, positive self-efficacy and task value beliefs can promote self-regulated behavior.

Major findings of the study were

Self-regulated learning is defined as the strategies that students use to regulate their cognition (i.e., use of various cognitive and meta-cognitive strategies) as well as the use of resource management strategies that students use to control.
Valle, A., et al (2003) conducted a study of multiple goals, motivation and academic learning. The principal aim of this study is to determine the academic goals pursued by university students and to analyze the differences in several very significant variables related to motivation and academic learning. Participants were 609 university students (74% women and 26% men) who filled in several questionnaires about the variables under study.

Major findings of the study were:

Groups multiple goals and Learning Goals attributed their success more to ability, they had higher perceived ability, they took task characteristics into account when planning which strategies to use in the learning process, they showed higher persistence, and used more deep learning strategies than did the students with predominance of Performance Goals (Group PG). On the other hand, Groups Multiple Goals and Performance Goals took the evaluation criteria more into account when deciding which strategies to use in order to learn, and they attributed their failures more to luck than did Group Learning Goals. Students from Group Multiple Goals attributed their success more to effort than did the other two groups and they attained higher achievement than Group Performance Goals. Group Learning Goals tended to attribute their failures more to lack of effort than did the other two groups.

Ruth Deakin Crick, et al (2004) conducted study of Developing an Effective Lifelong Learning Inventory: the ELLI Project. It is anticipated that the components of this capacity would include a complex mix of dispositions, lived
experiences, social relations, values, attitudes and beliefs and that these various factors would coalesce to shape the nature of an individual’s engagement with any particular learning opportunity. The instrument that was developed—the Evaluating Lifelong Learning Inventory—was trialled with pupils across a range of ages and subject to factor analytic study.

**Major findings were**

The data have proved robust over successive factor analytic studies, allowing the identification of seven dimensions of learning power and reliable scales to assess these. These dimensions appear to be capable of differentiating between efficacious, engaged and energized learners and passive, dependent and fragile learners.

Whilst further, larger scale field trials will be necessary to confirm these early results, the findings would appear to have significant implications for conventional models of curriculum design and classroom practice.

### 3.10. STUDIES RELATED TO EDUCATIONAL ACHIEVEMENT

Agarwal (1983) made a study on reading ability in relation to certain cognitive and non-cognitive factors. A sample of 200 males and 200 female students of XI grade were randomly selected from high schools in Bihar, India. The subjects completed a battery of reading ability tests, study habits inventory, general intelligence and non-verbal intelligence tests, anxiety, Eysenck personality inventory and youth adjustment inventory.
Major findings of the study were

Males had a greater predisposition to better study habits, neuroticism, extroversion, favorable parental attitude and a better ideal self than females. However, females showed a higher reading ability and academic achievement than males. There were significant and positive correlations in both males and females between reading ability and their study habits.

Christian (1983) studied need achievement and study habits of the pupils of standard 10 in relation to sex, study habits inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field.

Singh (1987) investigated into the Study habits of scheduled caste adolescents in relation to their intelligence and achievement motivation. The random sample consisted of 100 boys and 100 girls of 9th standard at high and senior secondary schools of Bilaspur, Kangra and Simla districts of Himachal Pradesh in India. Study habits Inventory and general mental ability test and TAT were used for the study. General mental ability test above the mean score were considered as high group and below the mean scores as low group.
Major findings of the study were

The results reported that the main effect of intelligence (F=9.03*** on study habits was very highly significant. High intelligent group had better study habits than the low intelligent group.

Sudharsan C. Panigrahi, et al (1987) conducted a ecological perspective study about the Education of Tribal women. Though limited in scope to only two villages, the study does bring out that the socio – ecological setting determines the education of women. In this particular setting, the tribal economy becomes the paramount factor affecting the tribal woman’s education.

Major findings of the study were

The problems of tribal economy have their roots in the larger society, inclusive of geographical location and resources available, the politico-ideological climate, the welfare programmes, proliferation of mass media and the presence of exploitative elements in the society.

The other major issue is the passive acceptance by the tribal of their age old life styles. It seems to continue in a cyclic way from generation to generation, not only for individuals, but also for the entire group.

Formal schooling and its curriculum, as it exists at present has hardly any relevance to the tribal woman and her life. Neither does it provide the tribal woman with any alternatives to improve herself economically nor socially. Of course, the major steps would be to bring about qualitative changes in the life-style of the tribal. Since a change from within the group is a remote possibility, it is
necessary to induct or bring about changes by external inputs, simultaneously curbing the exploitative forces operating in their setting.

**Dr. S. S. Pawar et al (1988)** conducted a study of tribal education in the west zone of Madhya Pradesh. Education helps an all-round development of the mind, body, culture, and ultimately it leads to the welfare of the individuals and society through which people can enjoy the economic fruits of their efforts. Now a day’s emphasis is laid on environmental sanitation. The tribal poor are ignorant about their hygiene and sanitation. Various programmes for their economic development and health have been launched to Special Community. Development Blocks have been opened in which special emphasis is laid on the promotion of tribal crafts and education along with better methods of sanitation and health.

**Major findings of the study were**

Education will help them improve their sanitation facilities, keeping their huts and environments clean. The need of daily bath and washing of clothes should be emphasized.

**Mehta et al. (1989-90)** studied the psychological correlates of academic achievement at school level. The sample comprised of 300 students of 9th and 10th class. Total marks obtained in 8 and 9 annual examination were used as measures of academic achievement. Survey of study habits and attitudes by Brown and Holtzman (Form C., 1964) was used to measure study habits.
Major findings of the study were

The study reported a positive and significant correlation between study habits and academic achievement

Singh (1989-90) made an investigation into the Study habits of scheduled caste adolescents in relation to their sex and achievement motivation. The study was conducted on 150 boys and 150 girls belonging to scheduled caste from 9th classes in Himachal Pradesh, India. The ‘F’ value of 5.16 for the main effect of sex on the study habits was significant at 5 percent level. It indicated that the study habits of boys and girls differed significantly.

Major findings of the study were

Boys had significantly better study habits than girls.

Ramaswamy (1990) studied the relationship between study habits and academic achievement in high and low achieving boys and girls of 11 standards in Madurai district, Tamil Nadu, India. The study habit inventory of Patel (1976) was used to measure the study habits. Product moment correlation was used to find out the relationship between study habits and academic achievement.

Major findings of the study were

The correlation analysis revealed significant relationship between the study habits and academic achievement variables.

E. Karuppaiyan, K. Jothy (1991) conducted a study at educational facilities for the tribal of Tamilnadu. The educational status of the tribal, both male and female, in Tamilnadu is very low despite governmental efforts through various developmental programmes in post-independence India. This is
particularly true of the higher districts with higher tribal concentration and areas inhabited by the primitive tribes. The reasons for the low educational status were the low economic level of the tribal, lack of infrastructure and proper administration in schools.

**Major findings of the study were**

A number of schools to be started in rural areas within walkable distances and proper facilities be provided therein. Strict supervision and monitoring the functioning of the school was also essential.

**Misra (1992)** conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement. The study was conducted on a sample of 88 Oriya male students of 9 and 10 classes in three schools of Bhubaneshwar and Orissa, India. To determine study habits of subjects Wrenn’s (1941) study habits inventory was used and total marks obtained in annual examination was used to know the relationship between the independent and dependent variables.

**Major findings of the study were**

It revealed significant and positive correlation between study habits and academic achievement.

**Tymms and Libbon (1992)** examined the relationship between time spent on homework and exam grades among approximately 3000 students from schools and colleges in Northeast England. Average time spent was 5 hrs per week. Girls reported spending approximately 30 minutes/week more than boys.
Major findings of the study were

The study revealed that students who marked for long hours gained slightly better grades than those who worked for modest periods.

Panda (1992) investigated study habits of disadvantaged and non-disadvantaged adolescents in relation to sex and academic achievement. The sample of the study consisted of 50 disadvantaged boys and 50 non-disadvantaged girls of 9th and 10th classes in Orissa, India. The subjects were selected randomly and matched with age, sex, area of living and birth order. Patel’s (1976) study habit Inventory was used in the study. The data was analyzed by applying ANOVA. The ‘F’ value for sex indicated significant difference.

Major findings of the study were

From the mean values, it was revealed that boys had significantly better study habits than girls.

Kulwinder Singh and Renu Ohri (1993) conducted a study of Educational backwardness among tribal women of Himachal Pradesh. Gender differences in the literacy status of tribal population of Himachal Pradesh over the period 1971 to 1991 have been studied and educational backwardness among tribal women has been found to continue. The tribal heads of household and the teachers working in the tribal areas mention different socio-cultural reasons.

For the non-enrollment of the girl child for Universalisation of Elementary Education and of adult population for literacy classes.
Major findings of the study were

On the basis of their views, it is suggested that the educational programmes in the development schemata under the tribal Sub-plans need to be oriented more towards people’s participation. Awareness Campaigns need to be launched to make the tribal population gain from literacy and become sensitized to the cause of education of the girl child.

Thus, women education need not to be identified separately but should be taken as an integral part of the educational programmes. The educational programmes, therefore, need to be productive in terms of increasing scientific knowledge, use of Science and technology for better physical quality of life along with improvisation of Skills. It was only through awareness among the masses by making effective use of mass-media and print media for the development of the society in general with special reference to the disadvantaged sections to transform the scenario of educational backwardness among tribal communities in the hill state of Himachal Pradesh.

Meera Jayaswal (1993) conducted a study about the minimum levels of learning in tribal school students of Ranchi district. The data of the present paper has been collected from Bero block of Ranchi District. The achievement levels of 250 tribal school students of classes 1-5 in Relation to competencies of Minimum Levels of Learning (MLL) in Language and Mathematics were measured by specially prepared MLL tests. The achievement Levels of students in all the five classes were lower than the National Level, by 50-67 percent points in Language and 70-79 percent points in Mathematics.
Major findings of the study were

The reasons of the low achievement level are lack of competency-based curriculum and teaching. In order to improve the present low level of achievement, intervention materials are being prepared. The reasons of the low achievement levels are lack of competency-based curriculum and competency-based teaching in the Classroom. In order to improve the present low level of competency at the Primary Stage, Intervention Material i.e., competency-based Curriculum and Training Materials for teachers are urgently needed. The Curriculum is under preparation and the Training Manual has already been prepared by the State Council for Education Research and Training (1993).

Mehta and Malhotra (1993) carried out a study to find out the predictors of academic achievement among 300 arts students. Stepwise regression analysis revealed that study habits and study attitudes were the important predictors of academic achievement.

Stella and Purushothaman (1993) carried out a study on study habits of underachievers. The sample selected through randomized block design consisted of students of Standard IX from there state board schools of Tamil Nadu, India. One rural and two urban areas were selected. IQ score was taken as a blocking variable. There were 30 under achievers from each IQ category high, average and low. Culture Fair Intelligence test scale-2 form 3 designed by Cattell and Cattell (1961) edition and study habits Inventory by Patel (1976) were used as tools of the study. Major findings of the study were. The ‘t’ test revealed significant difference between study habits of high and low IQ underachievers (t=3.76:
P<0.05). High IQ high achievers had better study habits than low; IQ underachievers.

Stella and Purushothaman (1993) examined the study habits of underachievers. 90 underachievers from rural and urban schools in Tamil Nadu, India were selected by using randomized block design.

Patel’s (1976) Study Habit Inventory was used for the study. The ‘t’test indicated significant difference between urban and rural students in respect of study habits.

Major findings of the study were

The mean value showed that urban students had better study habits than rural students. But no significant difference was found between boys and girls.

Loranger (1994) compared the study strategies of six 16-18 year old successful and unsuccessful learners to determine if successful learners would differ in the quality of their information processing from unsuccessful learners. Each subject read and studied on article and participated in an interview.

Major findings of the study were

Results showed that successful students tended to be more motivated to succeed and more likely to be active, purposeful & flexible in their strategy use while less successful students perceived themselves as successful, & they lacked self- knowledge of inefficient strategy use.

Verma (1996) studied the effect of study habits on academic achievement among 500 students of X class. The sample was selected from schools in Delhi by using random cluster sampling technique. Two way analysis of variance was
applied to know the main and interaction effects. The ‘F’ values of 13.43, 6.84 and
5.59 which were significant at 1 percent level revealed significant independent
effect of study habits on performance in Hindi, English and Social Studies.

Major findings of the study were

This result further revealed that students possessing good study habits scored
higher than students possessing poor study habits in these courses.

Patel (1997) investigated the causes of under achievement in mathematics
of eight grade students having high numerical ability. A sample of 35 high
achievers and 40 low achievers was selected from schools in Gandhinagar,
Gujarat, India, based on their marks in mathematics.

Major findings of the study were

The chi-square analysis revealed that Study habits have tremendous effect
on the achievement. High discussing important concepts / aspects of mathematics
with teachers / peers and finding out solutions to their difficulties etc.

Sampath and Selvarajgnanaguru (1997) studied the Study habits of
higher secondary commerce students. 428 higher secondary second year
commerce studying in Chidambaram taluk in Tamil Nadu were selected by using
cluster sampling technique. Study Habit Inventory of Mukopadhyay and
Sansanwal (1983) was used as a tool of the study.

Major findings of the study were

The ‘t’ test indicated that there was no significant difference between study
habits of boys and girls. Midatala Rani (2000) conducted the study of tribal
languages and tribal education many impediments are to removed if a clear perspective is to emerge in relation to tribal language and tribal education.

Firstly, there is a need to explore the Commonness in structure and culture in terms of material production and in reaching and learning between tribal and non-tribal language (vocabulary, grammar and Pragmatics).

Secondly, adult literacy among the tribal needs to be improved though Bilingual instruction. The teaching manuals must include contents relevant to the socio, cultural, economic, and political and communication needs of the tribes.

Thirdly, there is an imperative need for introduction of bi-lingual education. Mother tongue should be the medium of instruction at primary school level. Tribal languages must find their due place in the language formula. Fourthly, the content of the primers is very important experience, perceptions, ethnicity needs and value systems are to be accommodated in instructional materials. Lastly, oral literature must form part and parcel of instruction materials.

**Major findings were**

Tribal children’s own words and stories are to be used as the basis for primers. Further the Language teachers are to be trained and acquainted with tribal languages.

**Raja Mohan Rao (2000)** conducted a study about the status of tribal education in Tamil Nadu. In India there are 257 tribes according to the 1991 census, out of which thirty six are found in Tamil Nadu. The total population of TN is 5.59 crore. Out of this 5.74 lakhs belong to Scheduled Tribes. They are concentrated mostly in the hilly areas. The Nilgiris mountain is called as a tribal
museum of Tamil Nadu. In order to make use of the human resource potential of the tribal for nation building a systematic action plan is necessary for which the following steps are to be taken with fullest commitment on the part of the planners, Administrators and political leaders.

**Major findings of the study were**

- In view of the unique geographical location of the tribal areas and the low educational participation the usual norms for opening schools cannot be strictly adhered to, particularly, for achieving universal primary education.

- Parents, particularly the mothers should be properly guided for entry, retention and completion, success and quality of education to their children especially to their daughters.

- The teachers should be given proper orientation to encourage and motivate the tribal children for their educational attainments by way of audio-visual equipments.

- Confidence should be developed among the tribal children, so that they can compete with others in all educational activities

**Prof. K. Sujatha, (2000),** conducted a study about the education among the schedule d tribes in India. The paper examines the educational progress among tribal with reference to primary education. The first section deals with the literacy status of tribal population in the country focusing on spatial and gender disparities. The next section examines the issue of provision of schooling facilities followed by an analysis of enrollment, retention and attainment levels of students. The last part is devoted to a discussion of innovations and special initiatives implemented.
in tribal areas in recent years as well as issues confronting the planners in ensuring education for all tribal children.

**Major findings of the study were**

- Emphasis should be on quality and equity rather than quantity as it has been done during the past. The prime focus should be on provision of quality education that makes the tribal communities economically effective and independent.

- Looking at the tribal context it is of absolute necessity that the school schedule be prepared as per the local requirement rather than following a directive from the State. It has been found that vacations and holidays are planned without taking into cognizance, local contexts and thereby unnecessarily antagonizing tribal communities and keeping them out of school.

- Environment building is of immense importance in the context of educational development among tribal communities. Community awareness and community mobilization which are the core elements in should receive adequate importance and attention.

- Decentralization of education management is another aspect that needs special consideration in the context of tribal areas. In fact, considering the geographical terrain and communication problems in tribal areas, it is crucial to restructure the existing system of educational management structures such as school complexes and VECs to the tribal areas need careful consideration.

- Skill development, competency building and motivating the teachers also need to be strengthened for sustaining educational development. Teacher should be made
the center of educational transformation and therefore, must remain as the primary facilitator.

Aluede and Onolemhemhen (2001) studied the effect of study habit counseling on the academic performance of secondary schools students in English language. The 108 senior secondary school class and two students of lumen Christ secondary school, Uromi, Edo state, Nigeria was targeted. The multi-stage stratified sampling method was used. The study habit inventory (Bakare, 1977) was taken.

**Major findings of the study were**

The findings of the study were counseling students on good study habits can bring about improvement in the students’ academic performance.

Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The total sample of the study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. Malin’s intelligence scale for Indian children, study habit inventory, multi-dimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory.

Sirohi (2004) conducted a study of under achievement in relation to study habits and attitudes. A sample of 1000 elementary grade students were taken from X composite schools of South District, Delhi. Tools used were general mental
ability test by Jalota, teachers made achievement tests and test of study habits and attitudes by Mathur.

**Major findings of the study were**

The results found that guidance program shall lead to better results, improving the achievement of the students and thus their potentialities be maximally utilized.


Major findings of the study were

Tribal children, who never attended school in the remote areas of the East Indian state of Orissa, have done so for the first time. An Indian development organization has changed the prevalent attitude among tribal that sending children to schools is no good. Parents now value education and send their children to schools. An educational support centre started in the slums of New Delhi not only helps differently–abled children, but also allows regular school-going children from poor families to find a foot–hold in society. Fort the first time since independence, three states—Kerala, Mizoram and Himachal Pradesh --have told the Government of India that they did not need any more primary School buildings. This is welcome knock in the field of education.

**Sud and Sujata (2006)** conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. The
scale used were self- handi capped questionaire (Sujata, 2003) test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989) and academic performance (school marks were considered).

**Major findings of the study were**

The results revealed that boys were poorer in study habits than girls.

Yenagi (2006) conducted a study on study habits a function of self-perception among intellectually gifted and non-gifted students. A sample of 1020 pre university college students was randomly selected from colleges in and around Hubli and Dharwad cities of Karnataka state. Study habit inventory by Patel (1976) and self-perception inventory Soars and Soars (1976) were considered for data collection.

**Major findings of the study were**

The results revealed that the overall study habit was significantly differed from gifted and non-gifted groups. General habits and attitudes, planning of subjects, reading and note taking habits, habits of concentration were also found to be significant.

Das, B.C. (2006) conducted a study of DPEP Intervention in Tribal Education at Primary Stage and its effectiveness in Orissa. 18 tribal concentrated villages from 3 tribal districts of Orissa, 18 Primary schools operating therein, 57 education functionaries, 34 teachers, 180 parents, 36 community leaders and 100 children are as sample. Data were analyzed qualitatively using content analysis, growth rate and trend and cohort analysis techniques.
Major findings of the study were

The DPEP has been successfully providing new primary schools as well as infrastructure developments of existing school along with provision of free text books, appointment of teachers and hostel facility for girls. The community participation has been found to be encouraging through organization of enrolment campaigns, participation of village education committee members in school management. In-service teacher training programme has been a key feature for the empowerment of teachers. However teacher absenteeism and their lack of acquaintance with tribal culture and language were found as major barriers of Schooling.

Purbasha Kar, (2007) conducted a study on creative talents of Tribal Children in relation to their academic achievement. A sample of 480 standard III tribal children has been drawn randomly for the study, 120 from each of the four tribes, Namely, Santal, Kolha, Bhumij and Bhuyan.

Passi’s Test of Creativity has been compatibly employed for measuring Creativity, whereas, for academic achievement, the School Half yearly Exam marks was used.

Data Analysis

Mean, SD, t-value, and Pearson’s Product Moment Correlation have been suitably computed to analyze data.
Major findings of the study were

1. To find whether relationship between academic achievement and creativity is significant.

2. To compare the relationship between creativity and academic achievement in boys with that of girls.

3. To find whether r between academic achievement and creativity in Santals is significant.

4. To find whether r between academic achievement and creativity in Kolhas is significant.

5. To find whether r between academic achievement and creativity in Bhumijs is significant.

6. To find whether r between academic achievement and creativity in Bhuyans is significant. Research Type The correlational study design under descriptive method has been suitably employed for the Study.

Major findings of the study were

The relationship between creativity and academic achievement is significant and positive. The relationship between creativity and academic achievement of males is significant and positive. The relationship between creativity and academic achievement of females is significant and positive.
3.11. SOME OTHER RELATED STUDIES

Dr. P. A. Guruswamy (1986) conducted a study about Irula tribal of Nellithorai. Social participation being very low, the tribal need to be mobilised by organizations like Mahila Mandals and Youth Clubs. The Irula tribes living in Nellithorai village are the study. The study was made in a bunch of 3 settlement in Nellithorai village, near Mettupalayam in Karamadai Panchayat Union of Coimbatore district. Besides studying the socio-economic conditions of the selected households, an attempt has also been made to analyze the impact of the various developmental programmes on the Irula tribes.

Major findings of the study were

It has been found that a great majority of the tribal children in the school-going age had never attended school which means formal education has not yet reached the Tribal children to any appreciate scale.

M. S. Prakasam (1988) conducted the study of the social world of uralies. Uralies still follow their own distinctive customs of marriage and puberty and Death rites. The author describes the food habits, cultivators, marriage customs, puberty period of the girls, pregnant ladies and death rites. Uralies are mainly found in the dense forests of hill tops not easily accessible for the people of the plains. Uralies women remove their ornaments during menstruation and delivery. Widows and divorced women do not wear marriage badge (Tali). They cultivate paddy and tapioca on dry land. They also cultivate colocasia, Yams and elephant foot yams. During puberty period, a girl has to live in the seclusion shed for seven days. On the eighth day she is getting a purificatory bath. An Urali marriage can
materialize only through exchange of sisters. A man without a sister will never get a wife.

**Major findings of the study were**

Social reformers are also working against child marriage and polygamy with success. The death-rites of Uralis are similar to those prevalent in the plains.

**S. Mahalingam (1988)** conducted the study of Malayali tribal of Tamil Nadu. The tribal situation in India presents a varied picture because some areas have high tribal concentration, while some other areas have no tribal population at all.

At present there are about 105 languages and 225 subsidiary languages in our Country. Socio-Economic Profile of the Malayali tribal are a fine manly race. A man generally reaches an average height of 5’5”. He has a strong and sturdy Physique, yet he is as refreshing as the forest in which he lives. He is extremely mild and simple. He is well built and strong. He is so active even after his fifties.

**Amar Kumar Singh (1993)** conducted a study about Status of the Tribal in India.

**Main Findings of the study were**

A review of the health, education and income status of the tribal in post-Independence India is saddening. This shameful situation is mainly a consequence of the pride and arrogance of the non-tribal in considering the tribal uncivilized the western civilization, and also the westernized Indians, have now come to realize with the folly of not learning from the tribal heritage. This cultural heritage is
being destroyed by coal mining by the Central Coalfield Limited and the Australian White Industries to enable the National Capital Region to have near zero power cuts and serve ice-cream and cable television non-stop to their nine million citizens and distinguished foreign guests.

Jose George and S. S. Sreekumar (1993) conducted a study of conceptual framework for tribal development. Elaborating on the concepts of tribe and development, the author discusses a conceptual framework for tribal development.

The major findings of the study were

(a) Development is a process of generating self-sustained growth of a community.

(b) Development means the development of man in his totality on the basis of the satisfaction of his basic needs;

(c) It also means making one aware of himself, self-reliant, and self-respecting and giving freedom from exploitation;

(d) It involves active participation of the people in the process of making social, political and economic decisions; and

(e) It also requires action for preparing a planned programme of development which can be implemented effectively by the available instruments of administration.

The formulation of policy, programming and executing programmes at the operational level for the uplift of these downtrodden communities on par with the general mass of the country is the process of tribal development. Neeti Mahanti (1994) a non-conventional study was conducted on the issues of Tribal.
Major findings of the study were

The first article describes the general notion of the tribe, its distribution, concentration, racial affinities, languages, history, struggle, Government Acts for their protection, constitutional safeguards, tribal unrests, exploitation, and possible remedial measures.

The second article deals with the traditional health care system amongst the tribal which is eco-prudent and time-tested. The tribal people live very close to Nature and their therapeutic treatments derive from the immediate forest Environment and consist of plants and other naturally occurring substances “supported by a touch of mysticism, supernatural and magic, often resulting in specific magico-religious rites”.

In the third article the author proposes to utilize the traditional institutions for tribal education and suggests the medium of instruction should be the specific Tribal language in addition to the state language.

The fourth article deals with the care and development of tribal women and children. The tribal children constitute about fifteen per cent of the total tribal population in India and number about ten million.

Godfrey D’Lima (1996) conducted the study of quest for rural, tribal education.

One of the greatest difficulties experienced in education is the relative silence of the majority of tribal as to what education should be and how it could be worked out; even as they most politely agree with the animator that everyone should have education. The greatest difficulty experienced in education is the
relative silence of the majority of tribal as to what education should be and how it could be worked out. The ill-functioning of educational programmes in tribal areas results in a waste of scarce resources and the endangering of egalitarian development.

Education as being propagated by the State of NGOs seems helpless to reformulate content and method except for adding more information to the burden of memory. Government, NGOs along with the Tribal Community itself, must together study The silent option of the tribal more seriously. Research and experimentation must be undertaken for maybe intensified) so that more people-centered educational models are developed. The tribal abilities to educate indigenously should be recognized and incorporated in the educational system. Efforts made in the field to structure more participation of tribal in educational programmes should be researched and successes highlighted.

**Major findings of the study were**

An alliance of media communicators, social animators, experts in various educational disciplines and tribal community representatives may blaze a more relevant trial if they succeed in accepting the challenge of tribal education as an enterprise that needs them all.

**G. Ravindran Nair (2002)** conducted a study about tribal in Kerala - refugees in their own land. The Tropical Botanic Garden and Research Institute (TBGRI) was very much in the news when it recognized the contribution of the Kani tribal in unveiling the miraculous properties of a rare plant called
“Arogyapacha” which was used to develop an anti-fatigue herbal drug for the global market.

**Major findings were**

The TGBRI Director has said that the tribal people would be trained in the extraction of aromatics and vegetable dyes from several varieties of lemon grass, votive and ginger. Tribal in Kerala and other parts of the country can contribute to the rich heritage of India. To secure this objective, we should put an end to the chronic exploitation they have been subjected to.

The ensuring chapter deals with Chapter –IV  methodology.