CHAPTER-III

REVIEW OF RELATED LITERATURE
AND HYPOTHESES

3.1. IMPORTANCE OF REVIEW OF RELATED LITERATURE

A review of related literature is an important pre­requisite to actual planning and the execution of any research work. Best et al. (1992) says, “...a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and what problems remained to be solved”. To make our research effective, adequate familiarity with all the works done upto the time in that field is very essential. The real purpose of the review of the related research is the fitness of a particular project into a broader scheme enabling one to see its importance and to relate it to many studies. The review of related literature helps the investigator:

- to define the limits of his field. It helps the researcher to delimit and define his problem.
- to avoid unfruitful and useless problem areas.
- to avoid unintentional duplication of well established findings.
- to know about the tools and instruments which proved to be useful and promising in the previous studies.
- to know about the recommendations of previous researchers for further research.
- To speculate useful hypotheses to provide helpful suggestions for significant investigation.

3.2. STUDIES RELATED TO SOCIAL INTELLIGENCE

Gangopadhyay (1975) in his study concluded that boys and girls do not differ significantly in their level of social intelligence.

Mihalyi and Larson (1984), concluded that when the dimension of cooperativeness and happiness of social intelligence is low then students are neither attentive nor happy in the classroom, and they absorb only a fraction of the information being presented.

George and Brief (1996) in their study found that fuel feelings weaken empathy and concern and the people in the bad moods give more negative appraisals. In other words low level of social intelligence give birth to negative feeling towards the other fellow beings.

Kaur (2000) in her study concluded no significant relationship between children of joint and nuclear families with respect to different dimensions of social intelligence.

Fiedler (2002) in his study concluded that less the social intelligence of the person, more intense the pressure, and less our performance and thinking will suffer.

Kakkar (2002) conducted a study entitled “social intelligence as a determinant of life satisfaction” and found significant relationship between life satisfaction and recognition of social environment, life satisfaction and sense
of human dimensions of social intelligence. However, insignificant relationship was found between, life satisfaction and cooperativeness, life satisfaction and tactfulness, life satisfaction and memory.

**Sam (2003)** reported that social intelligence helps the learner in the total involvement and full attention in the class and these moments may be rated as inspired.

**Mikulincer et al. (2005)** in his study reported when the level of social intelligence is low, individual do not think clearly, interest is lost in pursuing think clearly, interest is lost in pursuing even goals that are important to the individual.

**Cacioppo et al. (2005)** in his study found inverse relationship between social intelligence and anxiety as well as task difficulty. The more stress oscillates, the worse our mental and social efficiency as well as performance become.

**Singh (2007)** in his study on low creative and high creative boys and girls of class XIth studying in the senior secondary schools of Punjab state revealed insignificant difference in social intelligence between low creative and high creative adolescents, between high creative boys and high creative girls. But significant difference was found in the social intelligence of low creative boys and low creative girl adolescents.
3.3. STUDIES RELATED TO ACHIEVEMENT MOTIVATION

Ojha (1973) explored the relationship of achievement motivation, with parental behaviour and certain sociological variables – social class, birth order, mother’s age, parental separation, religion and caste. A random sample of 120 urban boys was drawn from first year arts classes of two constituent colleges of Bhagalpur University. It was found that sons of entrepreneur mothers, boys from nuclear families and sons of younger mothers had higher n-achievement than sons of bureaucrat fathers, boys from joint families and sons of middle aged and older mothers respectively. No significant difference existed between Hindu and Muslim boys and between upper and lower caste Hindu boys in n-achievement.

Mishra (1974) in his study determined the relationship, if any, between need for achievement and birth order, and explore the difference, if any, between male and female subjects. A random sample of 480 college students including postgraduate, students of Ranchi (310 males and 170 females) was drawn. There was no significant relationship between need for achievement and birth order. Sex and age, had some effects in determining level of n-achievement of students of different ordinal positions.

Sinha (1976) in his investigation studied the child rearing antecedents and some of the background variables of n-achievement. The sample initially included 300 male students of local college in Gaya. It was found that father appeared to be a dominant figure in fostering a high need for
achievement whereas the mother appeared to be associated with fear of failure development. Parental influence, strictness, reward, expectation, standard of excellence were characteristics antecedents of high achievement motivation persons.

Jerath (1979) conducted a study with the objective to find out the correlates of fantasy measures viz. n-affiliation, n-power, and fear of failure among male and females. Study was conducted on 217 males and 217 females. It was concluded that males scored higher than females on fantasy measures, n-achievement and intelligence.

Lalitha’s (1982) study had the objective of finding answers to the questions what kind of family background produces people with high n-achievement as opposed to those with low achievement motivation. The sample for the study comprised 300 tribal and 146 non-tribal students in the age range of 12 to 18 years studying in classes VIII, IX and X. There was no significant difference in the mean scores of tribal and non-tribal students in achievement motivation. There was no sex-differences in the mean n-achievement scores of boys and girl’s within tribal and non-tribal samples.

Khanna (1982) in his study tested the hypothesis – the high n-achievement (n – Ach) group as compared to the low n-ach group will give a higher Galvanic skin Response on the words and the statements of situation indicative of the achievement motive. It was found that n-Ach was significant
on all achievement related words. The main effect of n-Ach was significant on achievement related statements.

**Chatterji (1983)** conducted the study with the objectives to find and compare the personality, intelligence and achievement-motivation of students studying in different academic groups at the +2 stage and also to compare the achievement motivation scores of successful and unsuccessful students in different academic groups at the +2 stage. A sample of 700 male students studying in four academic groups, Arts (N = 190), Science (N = 180), Commerce (N = 190) and Agriculture (N = 200) of class XII was drawn from nine different recognized institutions of the Varanasi region by using the purposive incidental sampling method. Study revealed that science students were significantly higher in achievement motivation in comparison with those in agriculture and the arts groups. Students of commerce and agriculture attained a significantly higher mean achievement motive scores in comparison with those of arts.

**Jain (1983)** studied the relative interaction of verbal intelligence and achievement motivation on concept formation as a process and product. The sample of the study consisted of 405 students of grade X of ten Hindi medium higher secondary schools of Bilaspur town, selected out of 1644 pupils on the basis of their extreme scores on intelligence and achievement motivation tests. It was found that achievement motivation had a significant effect upon the concept formation.
ability of the students and highly motivated pupils showed a significantly superior ability in concept formation to those of low motivated pupils.

Reddy (1983) studied the n-achievement and intellectual capacity of high school students from different types of secondary schools. A sample of 360 students was selected from classes VI, VIII and X, each classes having high, middle and low school performance students. It was found that class X mean scores on n-achievement were significantly higher than class VII and Class VI mean scores. Students from Govt. aided private and central schools did not show significant difference.

Objectives of Bharathi (1984) study were to find the level of achievement motivation and various self-concept measures in different age groups, different sex-groups and different socio-economic status group. The sample for this study was obtained from the high schools and junior colleges of Hyderabad and Secundrabad stratified on the basis of age, sex and SES. The findings of the study were – the strength of achievement motivation increased significantly from twelve years to sixteen years. At different age levels, different self-concept measures were found to be related with n-achievement. In the ability – aspect of self-concept no sex-differences were obtained. Girls perceived themselves better adjusted than boys. Boys perceived themselves to be more personality oriented.
Chauhan (1984) studied the achievement motivation of scheduled tribe and schedules caste students of Himachal Pradesh in relation to their intelligence and socio-economic status. The study was conducted on 600 students (300 scheduled caste and 300 scheduled tribe) studying X class. The main findings of the study were — scheduled tribe and scheduled caste students did not differ significantly in relation to their achievement motivation. Boys and girls did not differ significantly in relation to their achievement motivation. Boys in both the communities had slightly higher achievement motivation than girls.

Gyanoni (1984) conducted a study with the objectives to find the relationship of need achievement, anxiety and age with the frustration reaction. The sample of the study consisted of 300 male students studying in various classes of different schools and colleges of Agra City. It was found that boys with a low level of achievement motivation were found to be more ego – defensive, obstacle dominant and impunitive in their behaviour.

Objectives of Tiwari (1984) study was to find out the differential level of achievement motivation and intelligence of the deprived students and to compare them with the advantaged class. The sample of the study comprised 600 students of grades IX and X studying in different higher secondary schools of Raipur city, identified as priviledged and deprived by a panel of five experts. It was found that priviledged students scored significantly higher in
achievement motivation than deprived ones. Privileged children displayed significantly higher general mental ability than the deprived students.

Ahluwalia (1985) in his investigation, studied the effect of sex, age, academic achievement, parents education, parents occupation, and parents economic status on achievement motivation; effect of type of school, management of school, organizational climate and rural–urban differences on the achievement motivation of students. The study was conducted on a sample of 200 children of 8 to 12 years of age. Intelligence of the students was controlled. It was revealed that sex of the child had no effect on achievement motivation. Age was significantly and positively related to achievement motivation. Academic performance was positively and significantly related with achievement motivation. Children of co-educational schools, had more achievement motivation than children of boy school, but no significant difference was recorded in children of co-educational schools and girls school, those of boys schools and girls schools. Children from central schools were most achievement motivated, next in order were public and than government schools.

Raghava (1985) in his study found the effect of achievement motivation development training on the n-achievement. The sample of the study was drawn from class IX students of cooperative secondary schools. The major findings were the Achievement Motivation Development Course improved the n-achievement of the students. However,
the SC/ST students did not gain in their performance as a result of the course.

**Tripathi (1986)** studied the correlates of achievement motivation of high school students of East U.P. The study was confined to East UP including nine districts namely- Asamgarh, Basti, Deoria, Gorakhpur, Balia, Ghazipur, Varanasi, Jaunpur, Mirzapur, placed in two divisions – Gorakhpur and Varanasi. In all, 500 high school students (300 boys and 300 girls) were selected for sample. The study revealed that average level of boys and girls appeared to be low. Urban science girls generally secured better scores on the intelligence test.

**Mansari (1986)** compared the achievement motivation level of pupils of classes V, VI and VII. The achievement motivation scale was standardized. It was concluded that grade was an effective variable on achievement motivation. The differences among means of grades V, VI and VII were significant and in favour of successive grade. The students of high SES were found significantly higher in achievement motivation than low SES students.

The primary objective of **Sinha (1986)** study was to assess the role of personality disposition and achievement motivation in prejudice. A sample of 400 college freshman (200 males and 200 females) studying in plus two of the intermediate course was selected from colleges of Gaya. It was found that high prejudiced females were slightly tense and had high achievement motivation.
Chell (1990) examined the problems of under achievement in compulsory mathematics subject in mathiyamic examination of west Bangal. He found that under achievement reasons were gaps in knowledge of concept, difficulty in understanding and solving verbal problems, interpretation of mathematics results, low level of achievement motivation, fear and anxiety on the part of students.

Pandya (1996) attempts to study the adjustment, achievement motivation and anxiety level of working and non-working mother’s children. The sample comprised of 1300 working and non-working mothers. It was found that achievement motivation of working mother’s sons was higher than non-working mother’s son.

Meenakshi (2003) in a NCERT sponsored project concluded that as a result of development in achievement motivation, the pupils gained achievement scores in examination to the extent of 50 percent marks.

Kaur (2007) conducted her study on 400 students of XI class studying in senior secondary schools in Jallandhar city (Punjab). Study revealed significant difference in the level of educational aspiration of high stress students and low stress students.

3.4 STUDIES RELATED TO STUDY HABITS

Chapman (1959) compared under achievers and over achievers and found that former differed significantly from
the latter with regard to the academic interests and study habits.

Srivastava (1965) in his study revealed that high achievers were having efficient study habits whereas low achievers were poor in their study habits.

Sinha (1970) found that high achievers have good study habits but the difference between the two groups was not found to be statistical significant.

Sharma (1971) compared the study habits of 65 Gurukula and 65 non-Gurukula students. The difference between study habits of 65 Gurukula and 65 non-Gurukula students were not significant at any level of significance.

Dhaliwal and Saini (1978) investigated the prevalence of academic under achievement among high school students. The results showed significant relationship between study habits and level of achievement.

Chinna (1985) conducted a study on ‘study habits’ in relation to over and under achievement in English. It was concluded that over achievers in English had significantly better study habits as compared to under achievers in English.

Kasat (1991) has made an indepth study of the causes of failures in mathematics in S.S.C. examination of Marathi medium school students in Palghat Tehsil. He examined two hundred boys and girls who had failed and found that most of them had poor intelligence, poor numerical ability, poor
comprehension and recall ability, no interest in mathematics, poor study habits, lack of help from parents and teachers and difficulties in certain topics.

**Rajyaguru (1997)** took a sample of 183 students of standard VIII from Bhavnagar district and revealed that locus of control was a better predictor of mathematical achievement than study habits of students.

**Gelat (1999)** conducted a study on a sample of 576 boys and 464 girls studying in secondary schools with a view to find out the effect of efficient study habits on the academic achievement of students. Study revealed significant difference in the academic achievement of students with good study habits and poor study habits.

**Kaur (2001)** investigated the research problem “the impact of study habits and achievement motivation on the academic achievement of BA/BSc I students in relation to sex and area”. Study revealed positive significant relationship between study habits and academic achievement. The students who achieved high on academic achievement had good study habits; boys had good study habits than girls; urban students had better study habits than rural students.

**Dinesh (2003)** in his investigation on a sample of 300 students (science stream = 86, arts stream = 125 and commerce stream = 89) of XI class selected randomly from government and private senior secondary schools of Chandigarh concluded significant difference in the study habits of students belonging to science and arts stream.
However no significant differences were found between the study habits of students of science and commerce group as well as arts and commerce group.

**Bhanot (2004)** studied the effect of remedial teaching on study habits and performance of the IX class students in mathematics. It was found that study habits changed with remedial teaching and remedial teaching had significant effect on the mathematical achievement of students.

**Kaur (2005)** investigated the study habits of male and female adolescents belonging to arts and science stream study revealed insignificant difference in the study habits of students belonging to urban and rural areas. However, significant difference was found in the study habits of male and female adolescents; between adolescents studying in art and science stream.

**Bala (2006)** conducted a study on a sample of 756 students of 10+1 class studying in senior secondary schools in the state of Punjab. Study revealed insignificant difference in the study habits of male and female students. Also it was revealed that insignificant difference exist between art and science groups on the variable of study habits.

**Singla (2007)** conducted her study on a sample of 200 boys and girls studying in 10+1 class in the senior secondary schools of Chandigarh in order to compare their study habits. Study Habit Inventory by mukhopadhayay and Sansanwal (1992) was used to assess the study habits of students. Insignificant difference was found in the study habits of
students studying in Art and Commerce stream. Similarly insignificant differences was found in the study habits of boys and girls.

3.5 STUDIES RELATED TO SELF CONCEPT

Bhasin (1968) found disparity between self-concept of male and female students, while the boys showed a higher mean positive score in the area of dealing with intelligence and emotional maturity, the girls showed higher positive scores in the area of making social relations, aptitude and talent.

Lahri (1977) tried to find out the difference in the personality patterns of normal, vagabond and delinquent children (12 to 16 years). The sample included 300 male children (100 normal, 100 vagabond and 100 delinquent). It was found that adolescent normal, adolescent vagabonds, delinquents differ more in personality patterns than pre-adolescents belonging to similar group.

Bhogayata (1986) in his study found insignificant difference in the self-concept of boys and girls.

Khan (1989) found educationally backward to be more reserved, detached and aloof, emotionally unstable, excitable, more aggressive, more insecure, worrying, guilt and group dependent. Girls were found to be little warmer, more participating and more emotional than boys.

Avanija (1995) in his study investigated the self concept of govt and private school children. Study revealed
that self concept of Navadaya school students was for better than govt school students.

Nadeem and Malik (1996) in their study on 75 physically handicapped adolescents and 75 normal children of District Anantnag of J & K state found significant difference in the ‘perceived self’ and ‘ideal-self’ of handicapped and normal adolescents.

Gyanani (1999) in his study attempted to find the self concept of adolescents in relation to sex, caste and religion. A sample of 230 students (107 girls, 123 boys) of XIth class was selected from eight intermediate colleges of Agra city. It was found that global self concept of males and females did not differ significantly but there were gender differences on various dimensions of self concept.

Ghosh (2003) in his study reported children with high EQ are more confident, are better learners, have higher self-esteem, have behavioural problems, are more optimistic and happier and handle their emotions well.

Katyal (2003) conducted a study on ‘self confidence as related to emotional maturity and concluded that their exists no significant relationship between self confidence and emotional maturity.

Singh (2004) conducted a study on 708 hostler and non hostler adolescents and found significant difference in the self-concept of hostlers and non-hostlers. Results were in favour of hostlers.
Lekhi (2005) in her study on a sample of 939 male and female adolescents of Xth class revealed that variable of self concept was found to be a good predictor of predicting the self concept of male and female adolescents.

Arora (2005) conducted a study on 1600 male and female students of Xth class studying in secondary urban and rural schools of Kathua, Udhampur and Rajouri districts of J & K state. Study revealed that students belonging to urban area were possessing favourable self-concept for factors ‘behaviour’ and ‘intellectual, as compared to the students belonging to rural area.

Singh (2007) in his study on high and low creative adolescents studying in eleventh class in senior secondary schools of Punjab revealed that high and low creative adolescents differ significantly on four personality factors out of fourteen personality factors.

3.6 HYPOTHESES

1. There will be no significant difference in the social intelligence of students of Arts and Science stream.

   In order to test this hypothesis following sub-hypotheses were framed.

1a. There will be no significant difference in the patience of students of Arts and Science stream.

1b. There will be no significant difference in the cooperation of students of Arts and Science stream.
1c. There will be no significant difference in the confidence level of students of Arts and Science stream.

1d. There will be no significant difference in the sensitivity of students of Arts and Science stream.

1e. There will be no significant difference in the recognition of social environment of students of Arts and Science stream.

1f. There will be no significant difference in the tactfulness of students of Arts and Science stream.

1h. There will be no significant difference in the memory of students of Arts and Science stream.

2. There will be no significant difference in the Achievement Motivation of students of Arts and Science stream.

3. There will be no significant difference in the study habits of students Arts and Science stream.

In order to test this hypothesis following sub hypotheses were formulated.

3a. There will be no significant difference in the comprehension of students Arts and Science stream.

3b. There will be no significant difference in the concentration of students Arts and Science stream.

3c. There will be no significant difference in the task orientation of students Arts and Science stream.

3d. There will be no significant difference in the sets of students Arts and Science stream.

3e. There will be no significant difference in the interaction of students Arts and Science stream.
3f. There will be no significant difference in the drilling of students Arts and Science stream.

3g. There will be no significant difference in the support of students Arts and Science stream.

3h. There will be no significant difference in the recording habits of students Arts and Science stream.

3i. There will be no significant difference in the language capability of students Arts and Science stream.

4. There will be no significant difference in the self-concept of students of Arts and Science stream.

In order to test this hypothesis following sub-hypotheses were formulated.

4a. There will be no significant difference in the physical dimension of self-concept of students of Arts and Science stream.

4b. There will be no significant difference in the social dimension of self-concept of students of Arts and Science stream.

4c. There will be no significant difference in the temperamental dimension of self-concept of students of Arts and Science stream.

4d. There will be no significant difference in the educational dimension of self-concept of students of Arts and Science stream.
4e. There will be no significant difference in the moral dimension of self-concept of students of Arts and Science stream.

4f. There will be no significant difference in the intellectual dimension of self-concept of students of Arts and Science stream.