

CHAPTER II

REVIEW OF RELATED

LITERATURE & RESEARCHES

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REVIEWS OF RELATED LITERATURE &
RESEARCHES

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

“The reviews of related literature promote a greater understanding of the problem and its crucial aspects & ensure the avoidance of necessary duplication.”

(John Best)

“ The student should find, analyze & evaluate critically every pertaining search report dealing with his chosen problem, anything less than this will be neither sensible nor scientific.”

(Whitney)

This part of research report provide a background for the development of the present study & bring the reader up to date since good research is based upon everything that is known about the problem, this part of the report gives evidence of investigator knowledge of the field. First find out everything everybody has done & then begins where they left off.

Objectives:

1. To identify the gap in area & avoid duplication of research.
2. To prevent researcher from repeating previous error or redoing the work that has already been done.
3. To search suitable research problems .

4. To get information about methodology & techniques for selected research problems.
5. To think on process of formation of hypothesis for a research a problem.
6. To get information about tools and conclusions comparatively (i.e. with previous researches).
7. To study reference material and contribute in knowledge.

Main Objective of review of literature

1. Cataloging variables significant for research :

When researcher makes a careful review of literature, he becomes aware of the significant and insignificant variables in the concerned area of research. A careful review also helps to researcher in selecting variables falling within the scope of researcher's interest in defining and operational variables falling and identifying variables, which are conceptually and virtually significant.

2. Avoidance of repetition :

A review of literature helps researcher in avoiding any duplication of work done earlier. A careful review always ends to understanding their efficiency for the intended. Thus a previous study serves as a string base for intended study. In some cases, the duplication or repetition of previous study become unavoidable. This is especially true when researchers has reviewed the lot of literature and got confused. In such situation, too, a careful review helps to researchers in getting familiar with the quantity and quality of researches related to the intended research whose validity is being reviewed always. Thus a literature

review forms a focused and carefully structured outline of what others have done in the area that has been studied and produced to set researches on their own research outline with a new aims and objectives.

3. Determining importance and relationship in relevant variables :

An evaluation of literature permits researchers in finding out significant variables. A perfect literature review contributes behind the stage of simple listing variables to offer an analytical study on the chosen area. No duplication should takes place otherwise not only researcher but also subject may get bad name. Every literature survey must be followed by following points

1. Title of Book/Journal/Report.
2. Authors name details of publication.
3. Aim and Objective.
4. Research question and answer.
5. Details of data collection.
6. Analysis and interpretation.
7. Results and conclusion.

Nature

A literature review is systematic and explicit and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by scholars. A literature review is a assessment of the range of material dealing with knowledge and understanding in given field. Any scientific investigation starts with a review of the literature, which enables research to place his work in the context of has already been searched and what has been

searched, exhibiting comparison as well as provides a frame work for future direction and further research.

A summary of writing a recognized authorities and of previous research provides evidence that researcher is familiar with what is already known and what is still unknown and untested. Because effective research is based on passed knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation, citing studies that shows substantial agreement and those that seems to present conflicting conclusion helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for the research project and make the reader aware of the status of issue. Parading a long list of annotated studies relating to the problem is effective and inappropriate. Only those studies that are plainly relevant, competently executed and clearly reported should be included.

In searching related literature the researcher should note certain important elements .

1. Reports of studies of closely related problems that have been investigated.
2. Design of study, including procedure employed & data gathering instruments used.
3. Populations that were sampled & sampling methods employed.
4. Variables that were defined .
5. Extraneous variables that could have affected the findings .
6. Fault that could have been avoided.
7. Recommendation for further research.

Related literature includes books, dissertations .PhD thesis, research reports, reference book, encyclopedia journals etc.

Importance of Review of Related literature

1. Researcher is able to know that this research is done before or not.
2. Researcher knows the related research procedure.
3. Researcher gets the information about related researches.
4. Researcher can get guidance for which tools and techniques he can use for his research.
5. It is helpful to know the limitation and assumptions.
6. Require less time and work.
7. Researcher can know how statistical techniques are useful for him.
8. Researcher can give support to research information.

2.2 REVIEW OF RELATED LITERATURE

Revicki Dennis A (1982)

THE RELATIONSHIP BETWEEN SELF-CONCEPT & ACHIEVEMENT: AN INVESTIGATION OF RECIPROCAL EFFECT

The reciprocal relationship between self concept and academic achievement was investigated using a two-wave, two-variable, multiple-indicator design. The Self Observation Scales (SOS) and Stanford Achievement Test (SAT) were used to measure self concept and academic achievement, respectively. A sample of second grade children and their families were studied. Family socioeconomic status (SES) information was collected during semi-structured home interviews. Family environment information was collected in

the same manner. LISREL was used for covariance structural analysis. Reading and mathematics achievement scores were positively associated with self concept in the sample population. The relationship was stronger for reading, than for mathematics, achievement. Achievement performance appeared to influence self concept more strongly than self concept affected achievement. Self concept appeared to be connected to parental educational and occupational expectations. Parents influence their child's cognitive development and achievement performance through creation of an intellectually stimulating home environment, as well as through their interactions with, and expectations of, their child. (DWH)

Crano, Suellen L (1986)

SELF-CONCEPT AND ADJUSTMENT IN INTERNATIONAL EXCHANGE STUDENTS.

The important role that self-concept has in the educational process and its relation to academic success suggest that it might prove relevant to a study of cross-cultural adjustment. The focus of this investigation is the relationship between self-concept and the personal, social, and academic adjustment of high school-aged international exchange students in the United States. A Latin American sample of over 200 American Field Service students was chosen. These students came from five countries (Brazil, Ecuador, Paraguay, Uruguay, and Venezuela), and all were headed for a yearlong home stay in the United States. The findings of this study suggested that there was indeed a relationship between self-concept and subsequent personal, social, and academic adjustment. Students whose initial self-concept measures were high expressed fewer and less severe adjustment problems than those whose initial self-concepts were not so high.

Sheilam.P, Timothy.K, Stewartw.E (1986)

**IS THERE A CAUSAL RELATION BETWEEN SELF-CONCEPT
AND ACADEMIC ACHIEVEMENT?**

Abstract

The relation between self-concept and achievement has often been studied, but the causal relation between these two constructs is still unclear. The purpose of this study was to define better the causal relation between self- concept and academic achievement. Longitudinal data from a large, representative sample of high school students were analyzed using a cross-lagged panel correlation (CLPC) design. CLPC attempts to rule out plausible alternative explanations of a causal effect. The results suggest that there may not be a causal relation between self-concept and achievement, but that a third variable may be causally predominant over both self-concept and achievement.

Although much research has been conducted in the last 30 years (e.g., Bridge man & Shipman, 1978; Caslyn, 1974; Diesterhaft & Gerent, 1983; Rogers, Smith, & Coleman, 1978; Wattenberg & Clifford, 1964; Williams, 1973) concerning self-concept and academic achievement, the causal relation between these two constructs has yet to be clearly defined. Many persons, especially educators, have simply assumed that achievement is strongly related to self-regard (Wylie, 1979). Yet a recent meta-analysis (Hansford & Hattie, 1982) of research on self-concept and achievement found only a small positive average correlation between these two constructs (with only 4-7% of their variance explained). Still, if all of such a correlation were causal, it would represent an important influence in one direction or the other. However, several studies specifically designed to capture causality (Caslyn, 1974; Maruyama,

Rubin, & Kingsbury, 1981) have suggested that general self- concept and achievement may not be causally related (see, however, Shavelson & Bolus, 1982, for a different conclusion).

In a series of cross-lagged panel analyses, Caslyn (1974) found no causal relation between general self-concept & achievement but found evidence to suggest that achievement causes academic self-concept. Byrne (1984) has concluded that self-concept is a multidimensional construct, having one general factor and several specific facets, one of which is academic self-concept. Still, given the difficulties with definition and validation, support can be found for almost any proposal for the self-concept construct.

The recent upsurge in the research conducted on self- concept and achievement stems from the apparent belief that children's feelings about themselves are key factors in school achievement. The assumption of many theorists seems to be that the child's developmental needs, including positive self-concept, should be the basis for educational progress. Schreirer and Kraut (1979) suggested that early evidence relating self-concept to academic achievement and to race was one impetus for educators to attempt massive compensatory intervention programs in the 1960's. Federal funds were made available for nationwide programs such as Head Start for preschoolers, Follow Through in the primary grades, and Upward Bound for high school students.

Rubin, Dorle, and Sandidge (1977) noted, however, that it has not yet been demonstrated clearly that intervention programs have led to improved self-concept followed by higher academic achievement.

Many studies of self-concept and achievement have used designs that showed a single significant correlation between two variables.

This article is adapted from the first author's Ed. S. thesis in school psychology at the University of Iowa; she is now employed by the Heartland Area Education Agency, Des Moines, Iowa. We are grateful to the University of Iowa for computer and personnel support. Correspondence should be addressed to Timothy Z. Keith, N280 Lindquist Center, The University of Iowa, Iowa City, 52242.

Trusty Jerry Research on Self-Concept (1995)

MULTIDIMENSIONAL SELF-CONCEPTS OF FOURTH- THROUGH EIGHTH-GRADE STUDENTS.

Major findings:

1. For fourth-graders with low academic achievement and low socioeconomic status, social self-perceptions were more negative.
2. For fourth-graders with low achievement and high socioeconomic status, school-related self-perceptions were more negative.
3. For African American fourth- through eighth-graders, social dimensions of self-concept were more highly predictive of academic achievement than school-related dimensions. This finding highlights the importance of social maturity and social confidence to African American students' academic achievement.

4. With regard to family structure and self-concept of young children, we found that marriage transitions were negatively related to self-concept for White girls, and not for African American girls or for African American or White boys.

Erum Maqbool (2000)

RELATIONSHIP BETWEEN SELF-CONCEPT AND ACHIEVEMENT AMONG READING AND NON-READING DISABLED SCHOOL CHILDREN.

Abstract

The present study aimed at investigating the relationship between self-concept and achievement among reading and non-reading disabled school children. The effect of various other variables on self-concept was also studied, i.e., ability, aspiration level, gender, overall school achievement and adjustment.

The sample of the present study comprised of 703 students. The ages of the subject sample ranged between 12 years 0 months to 12 years 11 months and 30 days. Twelve hypotheses were formulated for investigation. The first seven hypotheses were based on the total sample. The last five hypotheses were formulated on limited data based on the discrepancy definition of reading disability. These four groups were a combination of students represented by two levels each of ability (high/low) and achievement (good/poor). Self concept was studied in relation to these four groups.

An adapted version of the Piers-Harris Children's Self Concept Scale, the Standard Progressive Matrices, the Wide Range Achievement Test-Revised Level-2, reading subtest, aspiration and adjustment level rating scales were

administered to the students. Statistical analysis of the data was done and means comparison t-tests were computed to assess the significance of difference between the self concept scores of the sexes, ability groups, achievement groups, teacher ratings of student's adjustment and the four ability/achievement combination groups. Pearson Product Moment Correlation Coefficient were computed on student's self concept scores and their overall school achievement scores as well as between teachers rating of student's adjustment and their self concept scores. Inter-correlations of the entire sample were computed to observe the effect of various variables on each other.

Chi-square test was performed to assess the association between aspiration level and subjects belonging to high and low self-concept groups. One-way ANOVA and Tukey's HSD tests were performed to test the mean difference in the self-concept of the four ability/achievement groups. Multiple linear regressions were formed to tap the predictors of self concept. Principal component analysis was performed to see how much of variance was explained by each of the variables

Results showed that overall school achievement and self concept are significantly and positively correlated. Significant and positive correlations were also found between teacher ratings of student adjustment and student's own self-concept. The good reading achievement group displayed significantly better self-concept than the poor reading achievement group. The difference between self-concept scores of the two genders and the two ability groups were found to be insignificant. The result of self concept differences between the four ability/achievement groups was mixed. Good readers differed significantly from poor readers with respect to their adjustment ratings. Findings inconsistent with

the hypothesized directions were discussed in the context of cultural issues.

Gottlieb, Rosemary J; Rogers, Janet (2002)

**ACADEMIC SELF-CONCEPT, ACADEMIC ACHIEVEMENT
AND LEADERSHIP IN UNIVERSITY STUDENTS, STUDYING IN A
PHYSICAL THERAPY PROGRAM.**

Students enrolled in a selected admissions program, in which there are a limited number of student positions available, were assessed for academic self-concept using the Dimensions of Self-Concept upon entry into the program. This study was performed to explore whether academic self-concept scores could predict successful completion of an academic program and the impact of self-concept scores on academic achievement and professional leadership. *J Allied Health*. 2002 .

Academic measures such as grade point average (GPA), high school rank, and admissions test scores traditionally have been used to make decisions for college admission. An increasing body of evidence.

Hall, William M., Jr.; Valine, Warren J.(2003)

**THE RELATIONSHIP BETWEEN SELF CONCEPT AND
MARITAL ADJUSTMENT..**

Abstract

The purpose of this study was to investigate the relationship between self concept and marital adjustment for married students and their spouses in a commuter college setting. The sample consisted of a random selection of 50

"both spouses commuting" couples, 50 "husband only commuting" couples, and 50 "wife only commuting" couples

(300 subjects). A significant relationship between self concept and marital adjustment was found for the total sample of married commuter college students. There was a significant relationship for males in marriages where both spouses were commuting to college, and where the wife only was commuting. Females in "wife only commuting" marriages were also found to have a significant relationship between self concept and marital adjustment.

The major implications of the study were that apparently self concept and marital adjustment do have a bearing on one another, and that student personnel staff members need to offer marital counseling to couples who have an arrangement of wife in college and husband working. (Author) plies causation is a well-known error in such methodology. However, designs that employ a simple analysis of variance are not generally much better (cf., Kerlinger, press, chapt. 19). Since neither self-concept nor achievement is generally under experimental control, any significant effect found could simply be the by-product of other uncontrolled influences. In addition, neither of these methods (correlation or simple ANOVA) offers any information about the direction of possible causation: From self-concept to achievement or from achievement to self-concept?

Furthermore, the sample sizes in many studies are simply too small to provide a powerful test. Finally, the possibility still exists that the entire notion suggesting that self-concept is a viable mechanism for enhancing academic achievement is erroneous. The purpose of this study was to determine if self-concept and achievement are causally related, and if so, the direction of causation.

Sameer Babu.M (2005)

EMOTIONAL INTELLIGENCE & SELF-CONCEPT AMONG SECONDARY SCHOOL STUDENT.

This paper is attempted to bring out the relationship between Emotional intelligence & self-concept among secondary school student of Alappuzha District. The sample consists of 54 secondary school student. Even though self-concept is an ingredient of Emotional intelligence. The present study intends to analyze the extent of relationship between Emotional intelligence & self-concept. "Self-esteem is appreciating my own worth & importance & having a character to be accountable for myself & to act responsibly to others". Podesta (2001)

The objectives of the study are

1. To measure Emotional intelligence & self-concept among secondary school student for the whole sample for the relevant sub sample.
2. To find the relationship between Emotional intelligence & self-concept for the whole sample for the relevant sub sample.
3. To compare student based on gender & local in their Emotional intelligence & self-concept.

The results show that there is a significant relationship between Emotional intelligence & self-concept. There is no significant difference in girls & boys & student from coastal & non coastal areas in their Emotional intelligence & self-concept. The study focuses on the need of developing a strategy to increase the self-esteem & emotional intelligence of students, especially students from the coastal belt of Alappuzha District. Relationship between Emotional intelligence & self-concept.

REVIEW OF RELATED RESEARCHES.

Gupta. B .D (1980)

INTELLIGENCE ADJUSTMENT & PERSONALITY NEEDS OF ALL EFFECTIVE TEACHER IN SCIENCE & ART

objectives

1. To correlate teacher effective with intelligence, adjustment & personality needs .
2. To analysis difference adjustment score of the following groups of effective teacher of science & arts (2) male and female.

Findings

1. Science and art teacher did not differ significantly with respect to adjustment and academic environment of institution.
2. Effective art teacher were significantly better adjusted socially physiologically & physically that science teacher.
3. So for as total adjustment was concern effective art teacher are significantly superior to effective science teacher.

Bharati (1984)

A STUDY OF SELF CONCEPT AND ACADEMIC ACHIEVEMENT MOTIVATION OF EARLY ADOLESCENT.

Objectives of studies are

1. To study the aspect of self-concept real, ideal and perceived.

2. To study the achievement motivation and various self-concept measures in different age groups, sex groups, socio-economic status group.

The major findings are,

1. No age differences were found in self concept with respect to adjustment.
2. Self-concept ability was not affected by socio-economic status.
3. At different age level different self-concept measure were found to be related with achievement.

Goswami (1988)

A STUDY OF SELF CONCEPT OF ADOLESCENT AND ITS RELATIONSHIP WITH SCHOOL ACHIEVEMENT AND ADJUSTMENT.

The major findings are

1. Self-concept is personality trait that is usually distributed in population.
2. There is positive relationship between self-concept and achievement.
3. There is tended to be gender difference in self-concept .male adolescent have higher self-concept than female.

Nayal shanty (1989)

A study of self-concept & adjustment of adolescent in relation to their sex, school discipline & academic achievement

Objectives are

1. To compare self-concept and adjustment of male & female adolescent .

3. To study the relationship between each five facts (social, intellectual, physical emotional, general) of self-concept of competence & mental ill health.
4. To make a comparative study of three groups of student, the commerce group, science group and combined group.

Major findings:

1. Real self concept & ideal self concept were highly correlated.
2. Student with high real self concept scores showed lower discrepancy score.
3. Discrepancy between real & ideal self concept was associated with mental ill health.
4. Academic achievement is positively associated with perceived intellectual competence but not with self.
5. Ideal self concept regarding their competence did not seem to affect academic achievement score.
6. Discrepancy between real & ideal self concept did not affect the academic achievement of commerce group but in the science group these two were positively related.

6. Mukhopadhyaya Swapan (1991)

A STUDY OF ATTITUDE TOWARDS SCHOOL IN RELATION TO INTEREST PATTERN, SELF-CONCEPT, ADJUSTMENT AND SCHOLASTIC ACHIEVEMENT

16093

Objectives

1. To find out relationship between attitude towards school & variables like interest pattern ,self-concept ,adjustment and scholastic achievement .

Findings

1. There was significant relationship between interest pattern, self-concept, adjustment and scholastic achievement & attitude towards school student.
2. The four variables - interest pattern, self-concept, adjustment and scholastic achievement combined together served as good predictor of attitude towards school.

Vijayalaxmi (1997)

RELATIONSHIPS BETWEEN SELF-CONCEPT PERSONALITY &ADJUSTMENT OF FAMILY REARED & INSTITUTIONAL REARED CHILDREN.

Objectives

1. To assess the self-concept of family reared & institutional reared children.
2. To assess the level of personality adjustment.
3. To find out the relationship between self-concept & personality adjustment of family reared & institutional reared children.

Findings

1. family reared & institutional reared children were similar to their self-concept.
2. family reared & institutional reared children were same their personality adjustment.
3. self-concept of these children were related to their personality adjustment.

Dixit Santosh Kumar (1998)

EFFECT ON PERSONALITY FACTOR & SELF-CONCEPT ON EDUCATIONAL ACHIEVEMENT.

The objectives

1. To study the effect of personality factor on educational achievement.
2. To study the effect of self-concept on educational achievement.
3. To study the interaction of intelligence & self-concept on educational Achievement.
4. To study the interaction pattern of personality factor intelligence & self-Concept on educational achievement .

The major findings

1. Personality factor significantly influenced to educational achievement.
2. Self-concept was not related to achievement.

Saraswat (1998)

A STUDY OF SELF-CONCEPT IN RELATION TO ADJUSTMENT VALUES, ACADEMIC ACHIEVEMENT, SOCIO-ECONOMIC, STATUS & SEX OF HIGH SCHOOL STUDENT OF DELHI

Objectives are

1. To Examine the relationship of self-concept measures with adjustment value , academic achievement ,socio-economic, status of boys & girls.

Quota random sampling of 840 students.

Findings

1. The boys self-concept was positively & significantly related to social adjustment while girls self-concept was positively & related to social significantly related to home ,health ,social emotional as well as total adjustment .
2. The boy's self-concept was positively & related to social significantly related to political & religious value while girl's self-concept was not related to any of these values only intellectual self-concept was positively & significantly related to academic achievement in both sexes' boys & girls differ significantly on total self-concept & its physical, social, moral dimension. Girls were found to be higher on all these dimension.

From these reviews it is concluded that the researches & literature reviews shows that there are so many personality variables related with self-concept.

Sharma (1998)

COMPARED SELF-CONCEPT OF TWELVE HIGH ACHIEVEMENT AND INTELLIGENT GROUPS OF STUDENT OF URBAN SECONDARY SCHOOL OF BAREILLY.

Findings

1. Intelligence showed strongest relationship with achievement but relationship between intelligence and self-concept was not significant in extreme intelligence groups .
2. Student having high intelligent also had low self-concept, achievement and socio-economic status.
3. Boys were found to be superior group to girls in all areas of self-concept.
4. Relationship between intelligence and self-concept was not significant in extreme intelligent group.

Shrivastav.N. (1998)

A STUDY OF AGGRESSION IN ADOLESCENT BOYS & GIRLS IN RELATIONS TO THEIR SELF-CONCEPT, ACHIEVEMENT AND PERFORMANCE.

Objectives:

1. To find out the relationship of aggression with selected variables via self-concept, achievement, academic & non academic performance.

2. To compare male subject with female subject on self-concept, achievement performance.
3. To study the effect of achievement & self-concept on aggression.

Findings:

1. There was no correlation of aggression with self-concept achievement, performance.
2. Boys were high aggression than girls.

Sohani Madhu (1998)

THE EFFECT OF SELF-CONCEPT ON ADOLESCENT IN RELATION TO THEIR ACADEMIC ACHIEVEMENT.

The major findings are:

1. There exists no significance difference between self-concept of male and female and as adolescent towards their academic achievement.
2. There exists no significance difference between self-concept of urban and rural adolescent towards their academic achievement.

Gange and Berliner (1999)

The research on relationship between self-concept and school achievement suggests that measures of general or even academic self-concept are not significant related to school achievement. It is at the level of very specific subject (e.g., mathematics, science) that there is relationship between self-concept and academic success.

Byrne (2000)

Showed that academic self-concept was more effective than was academic achievement in differentiating between low-track and high-track student.

Marsh (2003)

Showed that the relationship of self-concept to of self-concept are not related to academic work; general academic achievement measures are related moderately to academic success. Specific measures of subject related self-concept are highly related to in that content area.

Seligman's (2004)

Work on explanatory style suggests that the intervening variable connecting self esteem and achievement is the student level of "optimism" or the tendency to see the world as benevolent (good thing will probably happen) or malevolent (bad things probably happen)

Hamcheck (2006)

Also assert that self-concept and school achievement are related .The major issue is direction of relationship: does self-concept produced achievement or does achievement produce self-concept?

3.4 UNIQUENESS OF RESEARCH

From above review of related literature & research, researcher gets a brief idea about present research. Present research is done on Science & Mathematics' methodology student teacher of B.Ed colleges, most of above researches is found to be on school level & also University student but no one has done research especially on Science & Mathematics' methodology student teacher considering as sample. So the present research is new & unique. In above review different tools & techniques are used it include inventory, questionnaire & in present research researcher used Palsane adjustment inventory, Sarswat's checklist cum rating scale as the tools for data collections.