



CHAPTER – II

**REVIEW OF RELATED
LITERATURE**

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The review of the literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in the physical nature or social sciences.

The review of the literature in educational research provides us with the means of getting the frontier in our particular field of knowledge. Until we learn what others have done and what remains still to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. Thus the literature in any field forms the foundation upon which all future work must be built. If we fail to build this foundation upon which all future work must be built. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and will often duplicate work that has already been done better by someone else.

Although the importance of thorough review of literature is obvious to everyone, this task is more frequently signed than any other phase of research. We must always be tempted to let a sketchy review of the literature suffice so that we can get started sooner on our research project. We, however, should make every effort to complete a thorough review before starting our research because the insights and knowledge gained by the review almost inevitably lead to be a better designed project and greatly improve the chances of obtaining important and sufficient results.

2.1 Studies Related to Anxiety and Academic Achievement

Natesan and Bharathi, (2007). "Management of anxiety in destitute children through positive therapy". 30 girls were assessed using M.A.I. (Manifest Anxiety Inventory). Most of the subjects had very high / high anxiety. Positive therapy was given to subjects on alternative days for one hour, over a period of 2 weeks were reassessed using M.A.I. Mean, SD and C.R. were used. Positive therapy helped to enhance the academic achievement of the sample and helped to bring down the anxiety to low level.

Patel, (1997) assessed the impact to test anxiety and test defensiveness on the achievement in mathematics. The sample of the study was 393 students of class IX from Kheda district of Gujarat. The investigator used cluster sampling technique. The tools used in the study were anxiety scale by Wallace and defensiveness scale by Wallace. The collected data was treated with mean, S.D. and ANOVA. It was found that low test anxiety group showed better performance in mathematics than high anxiety group. The boys did better in achievement than the girls in mathematics.

Murthy and Kulshreshtha, (1999), investigated influence of academic anxiety on academic achievement. The sample of the study was 199 pupils covering 100 boys and 99 girls studying in class IX belonging to govt. and public schools of south Delhi who were drawn randomly. The Academic Anxiety Scale of A.K. Sinha was used. The collected data were analyzed, statistically using mean, standard deviation, one way ANOVA and Duncans multiple range. Academic anxiety was found to correlate negatively and significantly with academic achievement.

Students belonging to different levels of academic anxiety differed significantly on their academic achievement.

Trivedi, (1995). "Anxiety level and academic achievement of undergraduate students." The sample of the study comprised 270 students selected randomly from five colleges of Kutch district. They were categorized on the basis of sex and stream of study. The tool used to collect data included the comprehensive Anxiety Test constructed and standardized by Sinha. The collected data were treated with mean, SD, correlation and C.R. (critical ratio). No significant difference existed between the means of boys and girls.

Namrata, (1992). "The relationship of personality traits, situational stress and anxiety factors to student achievement". The sample for this study consisted of 201 boys and 201 girls randomly selected from 4 boys and 4 girls institution in Lucknow. The tools used were 16 PF questionnaire, Sarason's General Anxiety Scale, Self constructed Scale measuring stress. High School examination marks were taken as a measure of academic achievement. The mean, SD and CR were computed to treat the data. There was an inverse relationship between academic achievement and level of stress as a whole. The students having lower level of anxiety tended to score higher in examination.

Thilagavathi, (1990). "Academic achievement in relation to intelligence, creativity and anxiety." Sample comprised 400 first year, higher secondary boys and girls who were selected from a population of 2871 students. Tools used were Ahuja's Group Test of Intelligence, Mehdi's verbal test of creative thinking, Mehdi's non-verbal test and Spielberger, Garsuch and Lushen's state Anxiety test. Techniques used were mean, SD, t-test, f-index correction and multiple regression. The high achievers belong to the low-level anxiety group and low achievers

belonged to the high level anxiety group. Anxiety had only a negative influence on academic achievement.

Saxena and Vandana, (1988). "A study of the impact of family relationship on adjustment anxiety, achievement motivation, self concept and academic achievement of high school students." The sample comprised 300 boys and 300 girls of class XI of Agra city. Tools used were Parental Acceptance rejection questionnaire of Jai Prakash and Bhargava, Adjustment Inventory, Sarason's general anxiety scale by A. Kumar, Achievement motivation test of R.P. Bhatnagar, self-concept test by R.P. Bhatnagar and academic achievement was considered using high school marks. Anxiety and achievement was not significantly influenced by family relationship. Girls were more anxious than boys.

Sabapathy, (1986). "A study of the relationship of manifest anxiety emotional maturity and social maturity of standard X students to their academic achievement". Sample of 574 boys and 531 girls based on stratified proportionate random sampling technique. Independent variable were measured by Sinha's Manifest Anxiety scale, Emotional maturity scale, Rao's social maturity scale and Kappuswamy's SES scale. For the criterion variable (academic achievement), the SSLC examination marks were taken. The data were analyzed using zero order correlation, chi-square test, multiple correlation, multiple regression and two-way ANOVA. Manifest anxiety was negatively and significantly related to achievement in mathematics, achievement in general science and total achievement.

Mehrotra, (1986) has worked on a study of the relationship between intelligence, SES, anxiety personality adjustment and academic achievement of high school student. Sample was randomly selected from

high school Kappuswamy SES scale, anxiety scale of Wallace, High school examination marks for academic achievement, Ahuja's Group test of intelligence were used. Both for boys and girls there was inverse relationship between level of anxiety and academic achievement, there was positive relationship between intelligence and academic achievement.

Gupta, (1978), investigated anxiety and achievement motivation in relation to academic achievement, sex and economic status. The sample of study was 360 students of class IX and X through random sampling. The tools used were personality inventory by Dutta, sentence completion test by Mukherjee. Students having higher academic achievement showed lower level of anxiety. Correlation between anxiety and achievement motivation in the case of all the groups having low academic achievement was negative irrespective of SES.

2.2 Studies Pertaining to Anxiety, Academic Achievement and Self-confidence

Tiwari and Sinha, (2008). The study aimed the self-confidence analysis of Hindu & Muslim female, the sample finally consisted of 100 females i.e. 50 Hindu and 50 Muslim female in the age group of 18 to 25 yrs. Rekha Agnihotri's Self-confidence Inventory (ASCI) were used in completion of study. Mean, SD and t-value were used. The result indicated that Muslim females have low self-confidence on comparison to Hindu females.

Devi, (2008). "Study of anxiety level of tribal and non-tribal undergraduate students". Sample consisted of 200 (100 boys and 100 girls) undergraduate students by employing random sampling technique. Manifest Anxiety Scale (M.A.S.) by Dr. Shrivastava and Dr. Tiwari was

used to measure the anxiety level of the subject. Mean, SD and 't' test were used. The result showed that there is significant difference in anxiety level between tribal and non-tribal students. Significant difference was also observed between boys and girls.

Tiwari and Sinha, (2008). "A study of anxiety related to Hindu and Muslim female". The sample consisted of 100 females of Hindu and Muslim religion between the age ranges of 18-25 yrs. CAT prepared by Sharma, Bhargava and Bhardwaj was used. SD, F-value were calculated the finding of the research related that Hindu females have low anxiety in comparison to Muslim on other hand Muslim have more anxiety towards family, education, society etc.

Janki, (2008). "Stress among students and their academic achievement". The sample consisted of 318 students of a CBSE school in Chennai city. Multi-dimensional questionnaire of Mishra and Pandey (1987) was used. ANOVA and 't' test were used. The result showed that there is no significant relationship between stress dimensions and academic achievement.

Pandey, (2007). "Academic achievement as related to achievement motivation and parental background". The study was conducted on 92 Higher Secondary students of Mizo tribes, both male and female. Achievement motivation scale by Beena Shah was used and achievement scores from school record were made used of in the study. Mean, SD, 't' test and 'r' were used. It was found that there is positive correlation between academic achievement and achievement motivation of Mizo students. Working of parents does show significant effect on academic achievement and achievement motivation.

Kaur and Kaur, (2007). "The analytical measurement of anxiety". The study was conducted on total of 600 persons belonging to rural and urban areas of Ludhiana district. The questionnaire designed and developed by psychology.com services named Trait Anxiety Test (STAT) was used for the purpose. T-test was applied to measure the significant difference of mean. The analysis showed that males working in private sector and working women are living under the state of high anxiety due to multidimensional responsibilities.

Jain and Jain, (2007). "Academic anxiety among adolescents :- role of coaching and parental encouragement". A large sample of 400 (200 coaching attending and 200 self studying) adolescents from the age range of 16-18 years. Tools used were verbal scale developed by Sharma (1988), and for academic anxiety scale developed by Lal, Mishra and Pandey (1985) was used. Mean & 'f' test were used. The adolescents with greater perceived parental encouragement had lesser academic anxiety. Interaction of type of Study, gender and parental encouragement also had significant effect on academic anxiety.

Vazalwar and Yadav, (2005). "Tracing out the relationship of reading comprehension in English with respect to anxiety, socio-economic status and school environment". The study was conducted on a sample of 547 boys and 413 girls drawn from higher secondary schools of Bilaspur and Chamba district through random sampling. The tools used were Sinha's Comprehension Anxiety Test (SCAT), Socio-Economic Status Scale (SESS) by Beena Shah, School Environment Inventory (SEI) by B.V. Patel, there was significant joint effect of anxiety, SES and school environment on reading comprehension in English.

Dwivedi, Neeta and Gunthey, (2005). "Influence of Medium of Instruction on level of Academic anxiety among school students." Samples of the study consisted of students of different schools from Jodhpur divided into 2 categories i.e. 150 boys and 150 girls from English medium. The tool used for the study was Academic Anxiety Scale for Children (AASC), the findings of the study revealed that academic anxiety level of English medium students was significantly greater than that of the students of Hindi medium.

Dwivedi, (2005). "Influence of school environment and approval motive on academic achievement of students." Sample consisted of 400 class X students duration randomly from sixteen different institutions. The tools used for collection of the data were – School Environment Scale, Approval Motive scale by Tripathi and Tripathi, Group Test of Mental Ability by Jalota and Socio-economic status by Kulshreshta. The data were analysed using F-ratio. Academic achievements of Urban students was significantly higher than that of students of rural schools.

Borbora, (2001). "Influence of Parental literacy on the academic achievement of children belonging to the backward classes". 154 samples were collected from five different schools of Sonapur area. Inquiry form, interview schedule and observation were used for data collection. Normative survey method was used chi-square test was used as statistic. It has been found that the children of illiterate parents. Besides this, the academic achievement of the girls is comparatively better than that of boys.

Shrivastava and Verma, (1998), investigated academic achievement, anxiety and self-confidence among best athletes of Vidya Bharti. The sample were 404 athletes. In statistical procedure, mean, SD,

T-test and Pearson's coefficient of correlation were employed to analyze data. Top athletes were high academic achievement achiever, girl athletes were found more superior in academic achievement than boys. Athletes should showed higher anxiety as compared to non-athletes.

Verma, (1990). "Sex related difference in risk taking, self-confidence and anxiety among adolescents learners". Sample consisted of 200 adolescents with equal number of male and female of class X selected randomly. The data were collected using risk-taking questionnaire by Sinha and Arora, Self confidence Inventory by Basavanna and Dutt, Personality inventory. Mean, SD and 't' test were used to treat the data. Male adolescent learners possessed significantly higher self-confidence than female adolescents. Female adolescents learner had significantly more anxiety than male adolescent learner.

Verma, (1985), conducted a study on factors affecting academic achievement. A cross cultural study of tribal and non-tribal students at Junior High School Level in Uttar Pradesh. The Kuppuswamy's Socio-economic status scale, the Raven's standard progressive matrices for intelligence, aggregate marks in pervious class for academic achievement were used as tools in the study. The mean achievement of SC students was significantly lower than that of STs and students from other caste.

Deka and Choudhary, (1984). The study has been undertaken to compare the academic performance of male and female students appearing in the High School Learning Certificate (HSLC) examination and identification of distribution followed by the compulsory subjects. A sample of 4940 students had been selected at random from Assam. Among these, 2190 were males and 2750 were males. The overall mean

total marks of male students are higher than the mean total marks of female students.

Bharathi, (1980). "Anxiety in elementary school children : a study of some selected Antecedent and consequent behavioural correlates." A sample of 150 children (boys and girls) in the age group of 5 to 7 yrs. was randomly chosen using multistage systematic sampling procedure. CMAS, Socio-economic Status Scale, family structure tension balance questionnaire, parental attitude Research Instrument (PARTI) dream checklist were used. Anxiety depended upon the combined influence of both demographic variables and social class.

2.3 Study Related to SOS Children's Village

Gupta, (1978). "Self concept, dependency and adjustment pattern of abandoned institutionalized preadolescents".

The sample consisted of 400 preadolescents aged 10-13 years. The experimental group (n=300) was subdivided into home managed orphans and home managed either parent alive abandoned, and SOS village managed, each of 100 children. A control group of 100 children of normal family set-up was taken. Tools used were L.P. Lipsitt's self concept scale, a shortened version of Minnesota multiphasic personality inventory, Preadolescent Adjustment Scale. The collected data were treated with t-test, Mahalanobis D^2 and product moment $-r$. Self concept and adjustment were +vely correlated and they had negative correlation with anxiety.

2.4 Emerging Trends

In the process of reviewing the literature related to the study, the researcher came across quite a number of researches conducted on variables like anxiety, academic achievement and self-confidence that lead the researcher to conclude that not much work has been done on SOS children's village. Not only that few studies were found where anxiety and self-confidence was studied. A clear cut gap had emerged in this area, so there is need to compare self-confidence as well as academic achievement of children having low and high anxiety of SOS village. Not only this, there is a need to study the relationship of self-confidence and academic achievement of children belonging to low anxiety and high anxiety to improve achievement and living standard of young life.