

Chapter II

Review of Related Literature

2.1 Studies of Classroom Environment

Ruddold moods measured the social environment of hospital wards, dormitories & college school classes, analyzed their common characteristics, & showed profiles of comparative information can be used, by leaders & group to improve aspects of group climate such as perceived task orientation & satisfaction.

Moo's (1979) presented a conceptual model of interaction between people & their environment & reported findings based upon the administration of environment scale to nationally representative samples of 10000 college students & over 10000 junior & senior high school students in more than 500 class rooms in the U.S. studies.

Frasers & his students (1981) have implemented a substantial programme of research in psychological environment in relation to psychological environment in relation to curriculum & instruction.

The most recent works are Frasers (1981) extensive review of learning environment research in curriculum evaluation published in "Evaluation in Education". An International Review Series". his collection of studies & reflections in "Studies in Educational Evaluation" & a meta analysis of classroom psychological environment in relation to learning.

Gyanani (1998) studied the Effect of Classroom climate teachers leadership behaviour and expectation on scholastic achievement of student teachers.

The sample consisting of 200 student teachers was selected from amongst the student enrolled for B.Ed. courses 16 teachers teacher teaching B.Ed classes at a Deemed University, Agra were also selected as sample of the study. The tools used were student perception about classroom climate test by Joshi and Patankar.

The major findings of the study were classroom climate significantly affected the academic achievement of the students, as the academic achievement of the student teachers of uncongenial climate is high in comparison to their counterpart.

Mittal (1989) investigated "Personality characteristics & observed classroom behaviour of senior secondary teachers".

The sample of the study consisted of 164 teachers from eight randomly chosen secondary institutions of Lucknow city. The modified observations category system of Flanders, Cattell's sixteen PF Questionnaire and Teachers Personalty Questionnaire TPQ of Gupta were used for collecting the data.

The findings of the study were teaching personality wise the disciplinarian type of teachers, were found to be most indirect in their teaching behaviour followed by the technologist, humanitarian, stylist & academic type teachers. Male teachers obtain a higher I/D ratio than female teachers.

Commonalities & Variations were found in classroom & pedagogical practices, among three types of school. Private schools had greater teacher student interaction as compared to government municipal schools. Above findings, were reported in a study undertaken by Clark, Prema & Fuller Bruce (1996) entitled "Life is Indian classrooms : The influences of culture & caste". 50 Classrooms of Madras city were selected by stratified sampling technique. All the classroom activities were video taped and analysed qualitatively & quantitatively.

Khader (1996) investigated classroom transaction; Evidence for strategic planning including a sample of 10 multigrade and 10 non multigrade primary schools from rural & urban areas of the DPEP districts in Haryana. Observation schedule was made to collect data. The study revealed that multigrade group both in rural & urban areas were weak in providing instruction for learner's achievement.

Santher Kumari (1998) studied the influence of classroom climate & approaches to study achievement in physics of senior secondary school 200 students of class X in Thrissar Palakkadu Kozhikode & Maleppuram district of Kerala. The main finding in the form of significant effect of classroom climate on achievement was reported covering both urban and rural sample.

Kerawalla and Gulistan (1995) studied students attitude towards the school in relation to their classroom climate & school type.

Four hundred and five boys & Three Hundred Five Girls of standard IX from II senior schools (3 aided, 3 unaided, 3 central and 2 municipal schools) with English as the medium of instruction was selected as sample of the study. It was recorded that student's attitude towards the school was influenced by their perception of the classroom climate.

Urban, Non-tribal and Male students perceived classroom environment better than rural, tribal & female students. The difference was significant only in case of sex and not in caste & locale. These were the findings of the study conducted by Mishra "Perception of classroom environment of Middle school Children".

The sample consists 200 middle school pupils from Bilaspur district. 100 tribal and 100 non tribal students in each group consisted of 50 urban & 50 rural students.

Classroom Environment scales (CES) originally developed by Moos & Trickett (1973) and Hindi version prepared by Upadhaya (1983) was used to gather the data from students.

2.2 Studies on Achievement Motivation

There has been a number of research studies on relationship of Achievement Motivation to achievement & attitude. Achievement Motivation closely related to attribution is the body of theory & research known as "Achievement Motivation". Mc Clelland et. al. (1953) initiated research into a motive called "need for achievement" that has blossomed into a complex & sophisticated movement covering a wide variety of issues (Fyans 1980).

Atkinson & Feather (1966) & Atkinson & Raynor (1974) from clear presentations of the expanded theory of Achievement Motivation. Achievement oriented behaviour is seen to be the function of a number of factor, including the motives to succeed the motive to avoid failure, the perceive probability of success the incentive value of alue of success.to Machr & Sjorgen (1971) who

practices as ability grouping programmed instruction & independent study, Achievement Motivation suggests "a variety of insight" but it can provide only limited advice for the practitioner wants from a theory of motivation at this stage of theory of development.

Weiner (1972) has argued that a bettyer understanding of Achievement Motivation can be obtained by interpreting it through the structure of attribution theory. As he put it "casual attribution influence the likelihood of understanding achievement activities, the intensity of work at these activities the intensity of work at these activities & the degree of persistence in the face of failure".

Achievement Motivation refers to a pattern of action & feelings connected to striving to achieve some internalized standard of excellence in performance. Renable & Michaels (1976) of the internal tendency postulates but research has not been carried out to verify this observation.

Bridgeman & Shipagun (1978) have shown in a longitudinal study of disadvantage children than achievement motivation scores, as mean used by the Gumpgoolues test is the year prior of entering first grade contributed significantly to predictions of achievement is third grade. In mathematics the scores accounted for 30-35 of the variance.

Halperin & Abrams (1978) studies under graduates and found support for the attribution model of achievement expectations previous performance.

The question of the theoretical interpretation is important, how well does the Mc Clelland Theory help us to find & control the dynamics of classrooms (Samuel, 1982).

Minnal (1997) searched students achievement in Zoology in relation to anxiety, achievement motivation and self concept on 900 student of standard IX in Wallore district. The test of Achievement Motivation prepared by Rao was applied.

The results of the study showed a significant difference between boys & girls on achievement scores, achievement motivation but not on anxiety or self concept. The rural & urban student did not differ on their achievement, but on anxiety, achievement motivation & self concept they differed significantly.

Dutt (1991) Achievement motivation and parental behaviour: A critique of researches. The study was based on the review of researches related to the above topic. Fourteen foreign and eight Indian studies have been received, they have shown various trends.

Most of the studies conducted in this area are correlational. The studies conducted in this area are correlational. The studies conducted on the sociological dimension of achievement motivation are very few. These studies appeared to have ignored some of the misleading interactional variables such as parent child interactions and practices & patterns followed by the parents in rearing and socialising their children.

Kunwar (1989) studied socialisation practices at home and school and development of personal achievement motivation among secondary school pupils in Assam. The study was confined to class IX pupils of some selected secondary and higher secondary schools of Assam, with a representative sample of 460. The tools used included a set of Six Thematic Appreciation Test (TAT) pictures adopted by Mehta.

The major findings of the study should there was no significant difference in the levels of personal achievement motivation (n-Ach) of boys & girls of tribals and non-tribals. There were significant difference in mean npach scores of Urban & Rural residents and of many of the different caste/tribal groups (U>R).

Badola (1991) tested locus of control Achievement Motivation & Anxiety on standard XI students & XII students garwaha region. The tools used verbal test of creative thinking by Bager Mehdi, Rotters locus of Control adopted by Kumar and Shrivastava in Hindi, Achievement Motive Test by Bhargava & Sinha's Comprehensive test of anxiety developed by Sinha and Sinha.

No significant relationship between creativity & ach motivation is respect of creative students is general was reported.

Bhaskaran (1991) investigated achievement motivation attitude towards problem solving and achievement in maths of standard X students is Devakottai educational district.

The sample consists of 5 urban & 5 rural school were selected randomly 20 students randomly from each school including 5 top scorers 5 low scorers & 10 average. Among 200 students 100 boys & 100 girls. The researcher prepare the tools itself.

The major findings were positive relationship between the attitude towards problem solving and achievement in maths. Urban & rural student did not differ in their (a) achievement motivation (b) attitude towards maths. No difference between achievement motivation of boys & girls.

The correlation between achievement motivation and scholastic achievement of urban student was at a higher level than that of rural student was the result of the research conducted by Gowande E.N. (1988). The data were collected from six junior colleges attached to school in Amravati district of Maharashtra & tool used was Rao's achievement Motivation test.

Madu Bala (1990) searched classroom learning behaviour of student of different intelligence levels & their problems related to achievement in economic at 10+2 stage.

750 students of class XI of economics subjecmics subject w for study. The following tools were used to collect the data. Cattelles fair test of general intelligent classroom learning behaviour observation system, Achievement test development by researcher.

The major findings of study shows that different classroom behaviour of student like listening attentively discussing points accepting help & teacher behaviour responding to students question and management of teacher directed activities were positively related to the achievement of the student.

Studies showing the relationship between C.E., Attitude & achievement. These has been a number of research studies on relationship of attitude & achievement. The related studies of above variables are given below.

Major Banks (1976) tested school attitudes cognitive ability & academic achievement of 450, 12 years old children. Result showed that increased in attitude scores in general are related to increase in achievement. At each attitude level increase in cognitive ability was related to increase is academic achievement.

Patterson (1979) studied interactive effects of students anxiety, achievement orientation & teacher behaviour. He found that certain student who had achieve most in a particular treatment tended to have the formable attitude in that teaching treatment.

Sin Onson's (1977) studied on attitude & achievement revealed that subject who expressed positive attitude towards the instructional activity on the first day of classes achieved significantly better then subject who expressed more negative attitudes.

Manav (1981) conducted a study a attitudes self concept & values of professional & non-professional college student & relationship between students attitude & achievement.

Gray (1982) investigated self concept & attitude toward school of seventh grade student in three different vertical grade org. A group of 393 student copersmith self esteem inventory & lahaderaa's student opinion poll II & a questionnaire were administrated significant positive correlation was found between student attitude towards school of graded point average for the lost grading period.



Sudhir S. (1987) studied on 349 students of colleges showed the result revealed significant sex difference in scholastic achievement & scholastic attitude. Age and parental were found inversely related to students achievement in science in school students from rural background were found to be superior than their urban counterpart.

2.3 Studies of Attitude

Maitra, Krishna & Alka (1977) studied the attitude towards laboratory and other related practical work in science.

The sample consisting 296 student of classes IX & X, 20 teachers teaching classes IX & X & 5 other professionals.

The main findings were that rural girls of class of Tenth had very high & positive attitude towards science. Boys who showed a more positive attitude towards science as compared to the girls were unable to reflect the same in their performance.

Lalit A.K. (1996) conducted a study on attitude of primary school teacher towards mathematics on 200 primary teachers from 30 schools of Bharatpur district. Attitude towards mathematics questionnaire developed by lalit kumar. The study revealed that less than one fifth of the primary school teachers possess high favourable attitude towards mathematics. Nearly half the teachers have low scores on the attitude measure.

Naik & Pathy (1997) conducted a study of on the attitude of secondary school science teachers towards teaching of science including 20 male & female urban & rural secondary school science teachers of Bolangir district in W. Orrisa. The main findings of the study reveals urban secondary science teachers.

Langu & Thomas (1995) in a studies carried on 300 students of IX standard of Aizawal, revealed that no significant no difference in attitude towards mathematics between the two sexes & between the groups of students coming from the schools governed by different type of management but there is significantly difference is achievement.

Stella, Antony and Purushotaman (1995) invested maths study attitude of the under achievers. The sample includes 30 underachiever from each 10 category, high, average & low students studying in class XI of Tamil Nadu. The tools applied intelligence test by R.B. Catell and Maths attitude scale by Sundry and Srinivasan.

A significant difference between the maths study attitudes of high & low achieving underachievers of high & low ach rural & low acrieving underachievers rural & urban students was recorded high & low IQ groups but not difference significantly genderwise.

Singh (1992) studied mathematics as a function of intelligence sex & age. A study of attitude of high school students.

The sample consists 220 students (140 male & 80 female) studying in IXth class of different high school Bhilai.

The major findings of the study were the students of the high intelligences group have more favourable attitude towards maths.

Rosalyn (1992) investigated the relationship between attitude of students towards mathematics & achievement.

The sample comprised of 200 student of class X in eight high schools in Dindigal Town.

The result of the study were that Urban student have more positive attitude towards mathematics than rural students.

Shashi Mohan (1991) studies the role of aptitude attitude and motivation in English in acquisition consisting 233 students from 3 public school and 313 students from six government schools. The major findings reveals a few aspects of attitude & motivation showed a significant correlation to some aspects of English learning. It was generally noted that, attitudenals variables facted to have a significant explanatory varience in achievement in English.