

CHAPTER - II

**VI — T — RE — AT —
LIT — TU — E**

Chapter - 2

Review of the Related Literature

The study of 'self', 'self-evaluation', 'self awareness' or 'self concept' has attracted the attention of psychologists and educators for quite some time past now. The concept of 'self' has a long past history but this field in educational research has not yet been extensively and intensively explored by the researchers or even psychologists. Very few studies have been found mainly in the field of self-evaluation skill in relation to academic achievement. Some of the studies which are directly or indirectly related to the present study are summarized as below :-

Saraswat, R. in 1982, "A study of Self concept in relation to adjustment, values, academic achievement, socio-economic status and sex of high school students of Delhi ". The main objective of the study was to examine the relationship of self concept measures with adjustment, values, academic achievement of boys and girls.

The tools like self- concept Inventory developed by researcher and Vyaktitva Parākh Prashnavali by M.S.L. Saxena, were used to collect the data academic achievement was measured by obtaining annual examination marks of previous class.

Major findings of the study were :-

1. Intellectual self concept was positively and significantly related to academic achievement in both the sexes.
2. Boys and girls differed significantly on total self concept and its physical, social and moral dimension.
3. Girls were found to be higher on all these dimensions.

In the study of **Pathani, R. S.(1985)** " Psychosocial developmental stage,

self evaluation (self concept) and needs (self actualizations) as prediction of academic achievement (actual and perceived) ". The investigation was designed to study the effect of identity vs role confusion, self evaluation, and need (self-actualization) on academic achievement of adolescents.

The major findings of his study were -

- 1- Self-evaluation (self-concept) was a significant predecator of academic achievement (actual or perceived).
- 2- The effectiveness of three predicators jointly in accounting for the variance of academic achievement (actual) was higher in case of male students as compared with female students, whereas, for academic achievement (perceived) it was higher in case of female students as compared with male.

Patel S. (1986), conducted a study -" A psychological study of high achievers ", which was proposed to find out whether there was any relationship (positive or negative) between high achievement of students and study habits, intelligence, anxiety, neuroticis and socio-economic status and others.

The major findings of the study were

- 1- The better and greater the number of good study habits, the higher was the academic achievements.
- 2- More time being allotted to a difficult subject did influence the passing or failing of the students in that subject.

Ramaswamy, R. (1988), in his study - " An inquiry into the correlates of achievements " aimed at analysing the factors that are responsible for the scholistic performance of Class X students.

The main objectives of the study were -

- 1- To investigate the relationship between academic achievement motivation, self-evaluation, study habits and socio-economic status in high achievers and low achievers.
- 2- To investigate the significance of difference between high and low achievers with regard to the above 6 factors.

The major findings of the study were :-

- 1- Academic achievement was found positively related to personality achievement motivation, self-evaluation and study habits among high and low achievers.
- 2- Significant difference was found between high and low achievers in personality, achievement motivation, self-concept, self-evaluation and study habits.

Dixit, S. (1989), in his study - " The effect of Personality factors and self-concept on educational achievement " formulated the objectives as -

- 1- To study the effect of Personality factors on educational achievement.
- 2- To study the effect of self-concept on educational achievement.

The tools used for study were self-concept test by Dixit and Srivastava and Cattell's 16 PF questionnaire. He found that self concept was not related to educational achievement.

The study of **Awasthi, Suneeta. (1989)**, in her study - " A comparative study of self-evaluation and development skill among first generations learners and others ", investigated for following main objectives out of eight objectives.

- 1- To compare self-evaluation and development skills of first generation learners and others.
- 2- To study the self-evaluation and development skills of boys and girls.

She used a self made self-evaluation and development skills test for measuring the self- evaluation and development skills among VIII and IX Class students.

The major findings of the study were -

- 1- First generation learners scored lesser than others with regard to their self-evaluation and development skills test scores.
- 2- There was no significant difference between the boys and girls students with regard to their self-evaluation skills scores.

Some more studies have also been found, such as -

In experimental study of **Gupta, S.K.** (1990) " A study of the impact of training in career awareness and career decision making skills upon occupational aspirations, vocational attitude and guidance needs of secondary school students" , included self - evaluation and development skills for the purpose of his study. He found that, career planning skill material has been effective in improving the level of occupational inspirations of the pupil in which self-evaluation skill plays an important role.

Vasantha (1972), While studying the relation between self-concept and academic achievement found that a positive relationship existed between self concept and intelligence and self concept and achievement. High and low achievers differentiated on their self- concept score, they could also be differentiated when drawn from the sub-samples as boys and girls, urbans and rural students, small and big size families etc.

Sharma (1979), While studying the role of self- concept in academic achievement found that there is no significant relationship between the

various elements of self concept and academic achievement based on examination marks and the mean scores on academic achievements of the high self-concept groups are slightly higher than the mean scores of low self-concept groups.

Sundaram (1981), While studying academic achievement in relations to motivation and self-concept found that there is no effect of self-concept upon the student's performance.

Apart from these Indian studies, some foreign studies were also found which were aimed at self evaluation skill among the children.

Stipek etal (1981), stated that young children do not distinguish among such criteria as good performance, efforts or good work habits, which teachers use in giving praise or criticism. Thus teacher praise in any of these areas seems to contribute to maintaining children's positive perceptions that may not always reflect the children's level of success.

Rubal etal (1980), stated that children of ages 5 to 8 year's for example, make less use of social comparison and self-evaluation skill with peer performance in assessing their own ability at tasks.

Nicholles (1978), found that with increasing age, however, children estimations of their own abilities reflect more clearly the feedback resulting from their own performances and from comparisons with peers. Thus, peoples perception of their own abilities progressively approximate more closely to teacher's rating of their abilities and become more closely related also to their level of persistence on difficult task.

Kunn (1977), stated that younger children employ what has been termed a " halo - schema " in considering how ability and effort contribute to task

outcomes. They tend to see high ability and high effort as going together in determining success while failure is seen as resulting from low ability and low effort. Only at 10 & 11 year's of age are more complex relationships between ability and effort recognised.

Zeigler (1974), in his study found that self-concept has relationship with vocational choice. He stated that " To achieve affective occupational guidance, the teacher need to be aware of how the individual student see him/herself ".

It is clear from all above mentioned studies that there are not enough studies which can clear the picture of self-evaluation skill and academic achievement among elementary school children. Further more, the contradiction in the results of the studies increases the importance of the present study to investigate the relationship between self evaluation skill and academic achievement of the students.