Review of

Related

Literature

CHAPTER - II

REVIEW OF RELATED LITERATURE

Research has advantages of knowledge, which has accumulated in the past as a result of constant human endeavor. It can never be taken in the isolation of the work that has already been done on the problems, which are directly, or indirectly related to the study proposed by the researcher. Careful review of related literature is one of the most important steps in the planning of any research study precede any well-planned study.

In the words of **Good (1972),**

"The key to the vast store house of published literature may open doors to success of significant problems and explanations, hypotheses, and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively":

Hence, review of literature is an important component of any research work. It helps in building a social foundation on which any research is based. Review of the related literature allows the researcher to acquaint himself with current knowledge in the field in which he is going to conduct hi. research. It enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. It brings

the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely. By reviewing related literature, the researcher can avoid unfruitful and useless problem areas can avoid unintentional duplication of well-established findings. It gives the researcher an understanding of the research methodology. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers.

Studies related to Self-concept and Anxiety

Gupta (1982), investigated the impact of anxiety and achievement motivation on self-concept of high school students. The sample of the study was 150 students of class X from 5 high schools of Karnal district (Haryana). Investigator taking class section as cluster used cluster random sampling technique. Results revealed that there does not exist any significant difference in the self-concept of high school students at various levels of anxiety. There does not exist any significant difference in the self-concept scores of high school students belonging to different levels of achievement motivation i.e. there is no significant effect of achievement motivation on self-concept of the high school students.

Swami (1989) conducted a study of adjustment, anxiety, self-concept and intelligence of orphan students living in orphanage as compared to normal students. The sample of the study were1082 from class VIII, IX and X. In it , 541 sample were orphan students . The main objective of the study was to find out the adjustment, anxiety, self-concept and intelligence of orphan students in comparison with those of normal students. The tools used in the study were adjustment inventory,

manifest anxiety scale, self-concept scale, and Bhatt group intelligence scale.

The major findings of the study were:

1. The self-concept of normal students was better than the self-concept of orphan students.

2. Sex and grade had no effect on the difference in intelligence of orphan /normal students.

3. Orphan students are more anxious than normal students.

Kumar and Shankhdhar (1995) investigated self-concept and modes of frustration in urban and rural scheduled caste female adolescents. The objectives of the study were to compare the self-concept of scheduled castes female students studying in urban schools and to determine the relationship between self-concept and frustration of schedule caste rural female adolescent students. The sample of the study was 262 rural schedule caste Female adolescents, 140 urban samples from Muradabad and Rampur district of U.P. The tools used in the study were self-concept scale by Sarswat, Reaction to frustration scale of Dixit and Shrivastava. Results revealed that rural schedule caste female adolescents possessed significantly better self -concept than urban schedule caste girls. Both groups were highly frustrated and marginally different from each other but the difference was not found statistically significant. Ultimately, it was found that in all the different modes of self-concept and frust. ition both the groups differ with each other either significantly or insignificantly.

Dhar and Katyal (1995) studied the impact of intelligence, test anxiety and self-concept on academic achievement. The objectives of the study-

1. To determine influence of self-concept and test anxiety of high and low academic achievers.

2. To study the difference in intelligence, self-concept and test anxiety of high and low academic achievers.

The samples of the study were 50 high and 50 low achievers of XIth class from Government senior secondary school of Chhandigarh. The sample was selected randomly. The tools used in the study were Group intelligence test by Mathur, Self-concept by R.K. Saraswat and Test anxiety by Sarason.

The major findings were-

1. The major conclusion of this study was that high academic achievers and low academic achievers differ significantly in their intelligence test anxiety.

2. Hence the test anxiety level in high academic achievers as they are well prepared before hand. In case of low academic achievers, low intelligence level and poor study habits lead to fear of examination.

3. They anticipate failure before the examination, has even taken place and this enhances their anxiety levels and dampens their spirits. Their attitudes related clearly in the academic performance of students.

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Studies related to Self-concept and Achievement

Shah (1978) investigated the relationship between self-concept and academic achievement of secondary school students. The main objective of the study was to find out the relationship between self-concept and academic achievement. The sample of the study were 718 students of class IX and X from schools of Bhavnagar. Tools used for the study were a test of self-concept by the researcher and for academic achievement marks obtained at the final examination from schools. To test the significance of academic achievement 't'- test was used.

The major finding of this study was that the relationship between self-concept and academic achievement was significantly positive and linear. This study also revealed that there was no significant difference in self-concept between the students of class IX and X. From the findings it is implied that the girls did not indicate higher positive self-concept.

Maikhuri and Pande (1997) assessed self-concept of adolescents in relation to their academic achievement. The main objective of this study was to investigate the self-concept of adolescents in relation to their academic achievement. The sample comprised of 100 boys and 100 girls from intermediate college of Kotdwara city. The investigator used random sampling technique. The tool used for data collection included self-concept inventory by Pratibha Rao. The collected data was treated with mean, S.D., t –test. The major findings of the study were –

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1.   academic achievement and self-concept were not significantly related ,

2.   significant relationship was observed with academic achievement of adolescents having high and low self-concept ,and

3.   no significant difference was found between academic achievement of adolescents belonging to high and low self-concept.

Biswal (1992) investigated a comparative study of intelligence, Self-concept, academic achievement and socio-economic status of the students joining vocational and academic stream at +2 stage in Himachal Pradesh. The objective of the present study is to differ in intelligence, self-concept, achievement and socio-economic status among the students joining vocational and academic stream at +2 stream in Himachal Prsdesh. The sample comprised 440 male / female students of + 2 stage of Shimala, Solan, Bilaspur, Haminpur, Kangra of Himachal Pradesh. The sample drawn randomly. The tools used in the study were Self-concept by Mohasin and Socio-economic status by Koul.

The major findings were-

1.   Vocational and academic stream do not differ in their intelligence and self-concept.

2.   Vocational and academic stream students differ significantly in their academic achievement and Socio-economic status.

Rangappa (1994), investigated effect of self-concept on achievement in mathematics. The sample comprised of 1000 students in class VII, which was selected from the students of Banglore urban and rural districts. The sample consisted of 600 students of urban schools and 400 students of rural schools, covering 587 boys and 413 girls. The tools used to collect data included achievement test and self-concept inventory. The collected data was treated with mean, S.D., and t-test.

The major findings of the study were –

1. There was a significant difference in the achievement of the students of class VII in mathematics belonging to high, normal and low self-concept groups.

2. The students of class VII belonging to high self-concept group performed better in mathematics than the students belonging to normal self-concept group.

3. There was a significant difference in achievement between high and low self-concept groups. Students of class VII belonging to high self-concept group and low self-concept group performed better in mathematics than the students belonging to low self-concept group.

Sarswat (1992) conducted a study of self-concept in relation to adjustment, values, academic achievement, SES and sex of high school students of Delhi. The sample of this study was 840 students of class IX from 14 schools of Delhi. The tools used in the study were self-concept

scale developed by the researcher, values test by K.K. Ojha, and SES scale by S. P. Kulshreshtha. For analysis of data the investigator used product moment correlation, t-test, stepwise multiple regression analysis and coefficient of determination.

The major findings of the study was that, only intellectual self-concept was positively and significantly related to academic achievement in both sexes, boys and girls and both sexes gifted significantly on total self-concept and its physical, social and moral dimensions.

Studies related to Anxiety and Achievement

Gupta (1978) investigated the anxiety and achievement motivation in relation to academic achievement, sex and economic status. The main objective of the study was to explore the realms of anxiety and achievement motivation and to find out the relationship between them with respect sex, academic achievement and economic status. The sample of the study was 360 students of class IX and X .The random sample procedure was used. The tools used were Personality inventory by Dutta , Sentence completion test by Mukherjee for collecting data . The major findings were –

1. The low anxiety group had higher mean achievement motivation than the high anxiety group.

2. Girls were significantly more anxious than boys.

3. students from higher SES showed lower level of anxiety

4. Correlation between anxiety and achievement motivation in the case of all the groups having low academic achievement was negative irrespective of SES.

5. Students having higher academic achievement showed lower level of anxiety.

Gupta (1992), studied the relationship between locus of control, anxiety, level of aspiration and academic achievement of secondary students. The main objective of the study was to determine the contribution of locus of control, anxiety, level of aspiration and SES to the variance in the prediction of academic achievement separately and jointly. The sample of the study was 670 students from class XI of Hindi medium schools of Allahabad city. The sample consisted of 180 boys from arts, 240 boys from science, 180 girls from arts and 70 girls from science. Random, proportionate and cluster sampling techniques were used. The major findings of the study were-

1. Locus of control has been found to correlate negatively and significantly with academic achievement for the total sample.

2. Anxiety has been found to have a significant negative correlation with academic achievement for the total sample.

3. SES has been found to have a significant positive correlation with academic achievement for the total sample.

Patel (1997), assessed the impact to test anxiety and test defensiveness on the achievement in mathematics. The major objective of the study was to study the effect of test anxiety on the achievement in mathematics of secondary school students, and to study the gender difference on the achievement in mathematics of secondary school students. The sample of the study was 393 students of class IX from Kheda district in Gujrat. 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.

The major findings of the study were –

1.   It was found that low-test anxiety group showed better performance in mathematics than high anxiety group.

2.   There was no significant interaction effect of test anxiety, test defensiveness and gender on the achievement in math emetics.

3.   The boys did better in achievement than the girls in mathematics.

Shrivastava and Verma (1998), investigated academic achievement, anxiety and self confidence among best athletes of Vidya Bharti . The main objective of the study was to find out the relationship among anxiety, self confidence and academic achievement among the athletes of Vidya Bharti school competing in the tenth All India Meet organized by Vidya Bharti The sample were 404 athletes. In statistical procedure,

mean, S.D., t-test and Pearson's coefficient of correlation were employed to analyze data. The major findings of the study were-

1. Top athletes of Vidya Bharati School were also high academic achievement achievers.

2. Girl athletes were found more superior in academic achievement than boys.

3. In general the athletes showed higher anxiety as compared to the standardization sample. Anxiety rate among girls was significantly higher than the boys.