

CHAPTER TWO

Review of Related Literature

- 2.1 Introduction
- 2.2 Purpose of the Review
- 2.3 Review of Related Literature
- 2.4 Summary

2.1 Introduction

Research takes advantage of the knowledge which has accumulated in the past as a constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

2.2 Purpose of the Review

Review of the related literature, besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purposes:

- The review of related literature enables the researcher to define the limits of his field.
- By reviewing the related literature the researcher can avoid unfruitful and useless problem areas.
- Through the review of related literature the researcher can avoid unintentional duplication of well established findings.

- The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study to be conducted.
- The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.

2.3 Review of Related Literature

Stelger (1960) studied that in high achievement of students there is an important place of environment. If the environment is favourable then achievement is high and if environment is unfavourable then there is adverse effect on achievement.

Roseman (1962) did the research work on socially backward students which was published under the title of "Culturally Deprived Child" and the conclusion was drawn that achievement is affected by environment.

Lawrenz Francis (1975) studied the relationship between science teacher's characteristics, students' achievement and attitudes. Data were obtained from 236 secondary science teachers. The investigation showed that selected teacher's characteristics viz. formality, self improvement, goal directedness, years of experience, democratic outlook etc. and science students' achievement and attitude were significantly related.

Hirunval.A. (1980) studied the classroom climate and academic performance. One of the major objectives of the investigation was to measure the levels of academic motivation, self concept, classroom climate and academic performance of pupils. The sample consisted of 1,031 pupils of class IX of the central schools, missionary schools and private aided schools located in 10 cities of Gujarat. One of the major findings was that pupils' academic performance and classroom climate were positively related.

Taking into consideration the climate in the institution as one of the variables in the study and working on the sample of scheduled caste students, Rani (1980) and Shashidhar (1981) concluded that academic achievement was influenced among other things, by institutional factors. The first investigator measured pupils' perception of institutional characteristics on an environment assessment inventory developed for the purpose while the second measured school organizational climate using the organizational climate questionnaire (Halpin and Croft).

Reddy (1981) studied the interrelationship between organizational climate, socio economic status, students' perception of rewarding behaviour and the academic achievement of a random stratified sample of 1,607 students from 103 schools of Telangana area in Andhra Pradesh. The study found that academic achievement level of schools is affected by classroom climate.

Subrahmanyam's (1981) study highlighted the importance of conditions at school vis a vis pupils' achievement. Multiple regression analysis of the data showed that personal characteristics of the children contributed to a large extent to their reading achievement and between the two factors namely school condition and home condition, an increase in school condition was likely to lead to better achievement. In yet another study Srinivasa Rao and Subrahmanyam (1982) reported similar results.

H.R. Gayathri (1983) studied educational orientations and related factors affecting the academic achievement of university students. One of the major findings was that the academic achievement of students was related to the discrepancy between a students' perception of his academic environment and his orientation.

The sample consisted of 1100 students (418 boys and 682 girls) selected from a number of colleges affiliated to the Bangalore University. Correlation was computed between the discrepancy and academic satisfaction of students. One of the major findings was that students perceived the academic environment in different ways. There were significant variations in students' perception of environment by boys and girls. The academic achievement of the student was significantly influenced by the discrepancy between the expressed educational orientations and the perceived academic environment.

Doctor Z.N. (1984) investigated classroom climate and the psyche of pupils and their achievement. One of the major objectives was to study the profiles of the classrooms of high and low climate. 30 classes which covered 1279 pupils from all types of schools were selected. The major findings were classroom climate had consistency with academic achievement. Academic achievement was dependent on teachers' behaviour, pupils' behaviour, pupils' psyche and classroom climate.

Richard Schumuck and Patricia Schumuck (1975) studied classroom climate in terms of interpersonal and group processes. They identified following 6 group processes that when interacting each other produce a positive classroom climate. These are as follows

- (1) Expectation
- (2) Leadership
- (3) Attraction
- (4) Norms
- (5) Communication
- (6) Cohesiveness

Muhhopadhyaya Dilip Kumar (1988) did the research work on identification of school climate and its effect on the scholastic achievement and development of certain personality characteristic on students of secondary schools. The objective of the study was to examine the effect of

school climate on scholastic achievement of students. Six distinct organizational climate types were identified on the basis of nine determinants close supervision by the headmaster, teacher-student relationship, teacher-teacher relationship, dutifulness and punctuality of teachers and student relationship were not found to be statistically significant.

R.N. Dubey (1989) studied the effect of school environment and approval motive on memory and achievement. The aim of the study was to examine the relationship between school environment, approval motive and achievement. The main effects of all the three treatments i.e. school location, school environment and approval motive were found to be significant on academic achievements of arts students.

Mittal (1989) investigated, "Personality achievement and classroom behaviour of senior secondary teachers" The findings of the study were teaching personality wise the disciplinarian type of teachers, were found to be most indirect in their teaching behaviour.

J.S. Padhi (1991) studied the effects of creativity and classroom environment on pupil academic, self concept and academic achievement. This study relates to the effects of psychological characteristics of classroom environment and creative ability of the students on their subject wise academic self concept and academic achievement. The correlation found

between classroom environment and academic achievement was not significant.

Kulshrestha's (1992) study was focused around the role of school environment on adjustment, study habits and achievement. Different groups were formed on the basis of cognitive encouragement, acceptance and rejection. These groups differed significantly in their achievement.

Santher Kumari (1998) studied the influence of classroom climate and approaches to study achievement in physics of senior secondary school. 200 students of class 10 were selected from districts of Kerala. The main finding in the form of significant effect of classroom climate on achievement was reported covering both urban and rural samples.

Gyanani (1998) studied the effect of classroom climate teacher's leadership behaviour and expectation on scholastic achievement of student teachers. The sample consisting of 200 teachers was selected from amongst the students enrolled for B.Ed. courses. 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.

2.4 Summary

After reviewing above literature researcher finally came across the conclusion that there is need to study the correlation of scholastic achievement in science with classroom environment because the ultimate aim of teaching learning environment in classroom is to improve achievement of young mind.