REVIEW OF LITERATURE

Dalal, M. Singh (1990) found high anxiety both are worrying conditions; it may affect personality of students, it also affects the self-concept of individuals well as adjustment. He has concluded on study on the adjustment problems of professional and non-professional students in relation to their self-concept and anxiety and concluded that professional students have better adjustment than non-professional students whereas anxiety of professional students is higher than non-professional students. Again adjustment of professional male student is better than non-professional male students and adjustment of professional female students are better than non-professional female students. Anxiety of professional female students is lower than non-professional female students. He also concluded that anxiety of professional male student is higher than non-professional male student.

It has been proved by his finding that adjustment and anxiety of all students are correlated with each other. Again, he also concluded that the anxiety and self-concept of all students are correlated with each other. Thus, the change in adjustment also affects the anxiety but the changes appear to be around. Adjustment and anxiety of all male students are correlated with each other. Thus the changes in adjustment also affect the anxiety but the changes appear to be around. Adjustment and anxiety of all female students are correlated with each other. Thus the change in anxiety also affects the anxiety also, but the changes appear to be around. Anxiety and self-concept of all students are correlated with each other. Thus the change in adjustment also affects the anxiety but the changes appear to be around 60%.

Araki, Noriyaki (1992) has done a Japanese study insisted over the tact that test anxiety has a negative effect on both academic achievement and intelligence test scores. Which describes the sex difference, developmental trends of a modified Japanese version of the test anxiety scale for children (TASC, Sarason, Devidson, Frederick, & Waite, 1960) and presents evidence of negative effects of test anxiety on academic achievement. Those results were explained in reference with Self-defensiveness, learning of anxiety and resistance to anxiety and acquisition of self-concept; the test anxiety was
shown to have a negative effect on both academic achievement and intelligence test scares. Furthermore, it was to be also found in teacher made tests that higher test anxiety students were inferior to lower in the entire school subject.

**Ameerjan, M.S. and Thimmappa, M.S. (1993)** tried to investigate the effect of socio-economic level and caste affiliation of the subjects on their extraversion and neuroticism dimensions of personality. The sample of the study comprised of 470 students covering 104 students of scheduled castes and tribes (SCT), 176 Backward Class Tribe Community (BCT) and 190 Forward castes (FC) from the first year students of different degree courses in the University of Agricultural Sciences, Bangalore. The tools used to collect data include Eysenck Personality Inventory. The collected data were treated with mean, S.D. ‘t’ test and three way ANOVA. The study revealed that there were no significant difference among the subjects of different castes as well as SES with respect to their extraversion and neuroticism either due to their caste affiliation or socio-economic level. It was also found that the scheduled castes and tribes subjects, as a group was socio-economically more disadvantaged when compared to other caste groups and did not differ significantly from others in respect to extraversion.

**Kothari, Saroj (1994)** studied to find out the role of socio-economic status, intelligence and sex in the development of moral concepts among students of VII Grade. The sample comprised of 150 students of grade VII who were selected randomly form four different schools. The researcher used Kothari’s Moral Concept Development Test, Kapoor’s Socio-Economic Status Scale and Joshi’s
Test of General Mental Ability. The collected data were treated using mean, S.D. and critical ratio. In the study it was found that the students belonging to upper and lower Socio-economic status groups differed significantly on their moral concept development. It was also found that the boys and girls differed significantly on their moral concept development in favor of girls. Students of different intelligence groups differed significantly on moral concept development.

**Balesh, Kumari (1997)** studied to find out the relationship of learning style preferences to intelligence, locus of control and personality type in socio-economically advantaged and disadvantaged adolescent students. The sample comprised 600 male and female adolescent students studying in class XI from 13 institutions selected randomly. The tools used were Socio-Economic Status Scale by Jalota, Pandey, Kapoor and Singh, the General Mental Ability Test by M.C. Joshi, Rotter’s Internal-External, Locus of Control Scale by Kumar and Srivastava, and Learning Style Inventory by S.C. Agarwal. The Chi-square technique was applied for statistical treatment of the data. The study revealed that there was no significant association between intelligence and flexible v/s non-flexible, individualistic v/s non-individualistic, visuals, aurals, field independent v/s field dependent motivation centered v/s motivation non-centered and environment oriented v/s environment free learning style preference neither in socio-economically advantaged group nor in socio-economically disadvantaged group.

**Day,A.(2000)** found that stress has negative dimensions on the organizational climate, are positively correlated with teachers anxiety. Again, the positive dimensions of organizational climate are negative dimensions of the organizational
climate are negatively correlated with teachers’ anxiety. Findings concluded that
the negative dimensions of the organizational climate disharmony, hindrance,
authoritarianism and lack of facilities are negatively correlated with normal, social,
educational, democratic and aesthetic values. Again, the positive dimensions of the
organizational climate support and satisfaction, democracy and freedom, disciple
and control have shown significant difference between college and university
teachers and it has been found that university teachers have better professional
value than college teachers. More qualified female teachers have high anxiety than
high qualified male teachers whereas Less qualified college teacher also have high
anxiety than Len qualified mal teacher. There is a significant difference between
college and university teachers and it has been found that university teachers have
better professional value than college teachers. University male teachers show high
anxiety with university male teachers. There are significant differences in the
anxiety of (male female)university, (male female)teachers of college and(male
female) than total group of female suffer with more anxiety in comparison to male
teachers.

**Low, Brown and Rogers, (2000)** examined the influence of gender and
various background factors on science anxiety. Students took the science
Anxiety scale (Mallow, 1994), provided information about high school and
college academic accomplishments, described gender-role stereotyping in
the home, and evaluate their science teachers and science experiences.

Most participants were Caucasian and from an upper-middle class
background. Women were not uniformly more science anxious and had a
relatively similar science background to men, although they had higher
science grades in high school and did report less stringent sex-role socialization in the home. However, students with high science anxiety took fewer sciences courses in college, had lower scores, and reported that their high school science teachers were not helpful. The findings regarding gender and anxiety linked differences are discussed in terms of women’s and men’s differential interpretation of their abilities, the influence of parental gender typing on pursuit of science, and the gender-appropriateness of studying science.

**Darshan(2001)** According to him students having low manifest anxiety as compared to students of high manifest anxiety are found to be emotionally mature, stable, realistic about life, unruffled, possessing high ego strength better able to maintain solid group morale. They are calm, mature, can face reality and also maintain balance with self and environment, whereas students with high manifest anxiety seem to be affected by feelings, they are emotionally unstable, easily upset in the environment. They are low in frustration tolerance for unsatisfactory conditions, changeable and plastic; they are also evading necessary reality demands found to be slow in learning. They cannot grasp much; they are, dull having less intelligence and lower scholastic mental capacity. They are quick to regard for social demands. They are not over considerate, careful, or painstaking. They may feel maladjusted. Students possessing high manifest anxiety tend to be tense, excitable, restless, fearful and impatient. They are often fatigued but unable to remain inactive. In groups they take a poor view of the degree of unity, orderliness and leadership.

**Verma,Rachna Mohan (2002)** studied to find out the relationship of potential delinquency of adolescents with some social and physiological variables such as socio-economic status (SES), perceived parental attitude and some demographic variables as gender, age and family size. The sample consisted of 400 students (200 girls and 200 boys) of class IX selected through stratified sampling technique from 100 Higher Secondary Schools of South Delhi. Parental Attitude Scale for Adolescents by the investigator, L.D. Sambhavyata Scale prepared by Dr. M.L. Leedhu for measuring level of potential delinquency and Socio-Economic Status
Scale by Kuppuswami were used for data collection. The collected data were treated with Mean, S.D., C.R. and correlation coefficient. The study revealed that there was a significant negative relationship between potential delinquency and SES. Low SES forces adolescents to get involved in delinquent behaviour to fulfill their needs.

Ved,J.V.(2002) has done study has been conducted on reaction time in relation to personality and anxiety among district, state and national level sports students. The finding of study insisted over the male sports students have less visual reaction time than female sports students. The personality and social desirability, extroversion, phchoticism, dogmatism and ego-ideal do not affect the visual and auditory reaction time. The interaction effect of sex and personality as self-confidence(high and low) significantly affect the visual time. The anxiety does not significantly affect the visual and auditaory reaction time.

Bajwa,Sukhwant and Jindal,Shalu(2005) attempted to study under achievement in science in relation to intelligence and socio-economic status. The sample consisted of 200 students of class IX randomly taken from three schools of Chandigarh. 2x2 Analysis of variance was used to analyze the data. It was found that there was significant difference between high intelligent and low intelligent students on variable of under achievement. There was significant difference between high socio-economic status on the variable of under achievement. No interaction effect of socio-economic status and intelligence of under achievement in Science was found.

Modi,V.(2005) researched that a normal anxiety is required for better development of children. He described that the academic achievement of students increases when they have general anxiety and academic anxiety. Whereas it decrease when students are high anxious or student are low anxious. The general caste and schedule caste students have high academic anxiety. General anxiety and academic anxiety of schedule caste students were less than general students. There was no specific difference between academic achievement of general and schedule caste students.
Uniyal, Naryan Prasad and Dangwal, Himani (2007) made efforts to investigate the children’s perception of parental behaviour in relation to their socio-economic level. The study comprised of 300 students (150 boys and 150 girls) Selected randomly from Govt. and private Schools in urban and rural areas of Dehradun district of Uttarakhand. The objectives of the study were to analyze the perception of parental behaviour on the basis of education of parents, to study the perception of parental behaviour on the monthly income of parents and to observe the perception of parental behaviour on the locality of parents. The data were analyzed by employing mean, S.D. and ‘t’ ratio. It was found that some variables of parental behaviour on children perception were significantly different in respect of education, income and locality of perception were significantly different in respect of education, income and locality of parents.

Akre, R.S., Bais, H.S. and Gure, U.S. (2008) studied to find out the relationship between the attitude towards Mathematics and SES. The study was consisted of 992 students of schools and localities of Sagar districts or Madhya Pradesh. A scale of measuring attitude towards Mathematics (MAM) by Akre and Rajeev Bharadwaj’s Socio Economic Status was applied. The data were treated by employing co-efficient of correlation. The study revealed that significant relationship exists between social-economic factors and attitude towards Mathematics of boys and girls.

Dhanya, N. And Rekha, R.K. (2011) has done a comparative study of the self-concept and level of aspiration of adolescent girls in Ernakulam district of Kerala. Sample of 60 adolescent girls, 30 girls from Kochi schools and 30
from orphanages was taken. A self-assigned tool in form of questionnaire was used findings conclude that orphanage girls self-concept aspirations, general expectation and performance aspects is less than girls living in family.

**Ahmad, Pandithe Aqueel, Hamid, Malik Middsir and Ganaie, M.Y. (2012)** attempted to study the self-concept, level of aspiration and academic achievement of physically challenged and normal students at secondary level in District Barrawullah. The sample of 300 students was taken including 150 physically challenged and 150 normal secondary school students. Sagar and Sharma’s self concept inventory, Uahesh Bhargava and M.A. Shah’s level of aspiration and academic makes obtained in subjects for academic achievement tool was used. Results show that the normal group of secondary school students have high real self-concept and low ideal self-concept as compared to other group. Physically challenged students have low level of aspiration and academic achievement as compared to normal students.

**Pathnaik, Pradipta Kumar and Swain, Bimal Charan (2012)** has done study on creativity and level of aspiration of tribal and non-tribal secondary such students. Sample of 1250 student of class X in secondary schools of west Garo Hills district of Meghalaya B.K. Passi test of creativity and level of aspiration scale of shah and Bhargava tool was used Result show that creativity has some role in level of aspiration which is dependent on various factors which further develop creativity.

**Puju, Javeed Ahamd and Bhat, Shabir Ahmad (2012)** researched on Intelligence and Scientific Temper of Adolescents. The sample size was 200. In which 100 from rural and 100 from urban government schools. Mehrotas mixed type group
test of Intelligence and Scientific Temper Potentiality Scale tool was used. Which showed that urban secondary students have better intelligence than rural students. Where male posses better than females. Whereas scientific temper was same in both genders.

**Dwivedi, Vishal (2012)** studied to investigate the relationship between level of aspiration and achievement in social sciences. The sample consisted of 700 student’s studing in grade X secondary institutions situated in Lucknow commissionary. Measurement of level of aspiration was developed by Bhargawa and Shah and achievement test in social science, developed by the investigator himself was used. It was found that no correlation between level of aspiration and achievement. It show that the students are over aspirant but not so over aspirant to warrant a negative correlation.

**Flynn, James R. (2014)**, from department of Psychology university of Otago, New Zealand has researched on intelligence: Pre-Theory and post-Theory. In the study he found the science of metal ability i.e. ‘g’, the role of working meomery, the role of brain, creativity were consider important aspect of intelligent.

**Wang, Zuowei, Katz, Benjamin and Shah, Priti (2014)** conducted a combined program in education and psychology, Department of psychology, university of Michigan. Study was on new direction in intelligent research: avoiding the mistake of the past. In this research new directions in intelligence were searched. Where big data handling ways, emphasis on environment and brain training for improvements was done.