CHAPTER V
SYNTHESIZING RESEARCH FINDINGS

5.1 INTRODUCTION

"Truth is found neither in the thesis nor the antithesis, but in an emergent synthesis which reconciles the two…"— *Georg Wilhelm Friedrich Hegel*

From the previous chapter, the deliberations in the form of trend analysis were carried out with respect to the different components of Educational Research enumerated in the *Educational Research Information and Review Schedule.* In the present chapter, an attempt is made to synthesize the research's findings of the different variables studied in the researches carried out during 1964-2014 at the School of Education, Devi Ahilya Vishwavidyalaya, Indore. The analysis and Interpretation details of the synthesis of research findings are presented in the following sections.

5.2 ANALYSIS WITH RESPECT TO SYNTHESIZING FINDINGS OF THE RESEARCHES (OBJECTIVE—4)

The objective—4 of the study is *"To synthesize the findings of the Educational researches based on the variables studied in the Educational Researches conducted at the School of Education, Devi Ahilya Vishwavidyalaya Indore".*

Research synthesis is important both in it as a scientific activity & of the practical uses made of the conclusions which are derived from research trend synthesis. The process of research synthesis culminating into research trends can be systematically done by using the methods like Narrative method, Vote counting method, combined significant tests and Effect magnitude method. In the present study, the researcher has employed the vote-counting method for synthesizing research findings, because—

a. It gives the consistency of results. (Though Vote Counting method does not provide any mechanism for assessing consistency still it does not act adversely to the inconsistency of results).
b. Studying a large number of findings in a narrative approach is difficult.
c. It is replicable.

d. Less subjective.

e. Easy way to handle.

f. Not every study reports Effect size and significant level (p-value or z-value) needed for the Combined Significant tests method and Effect Magnitude method of research synthesis.

g. Not every study reported the pooled standard deviation of the Control and Experimental groups which is needed for the calculation of the Effect Size.

5.2.1 METHODOLOGY FOR THE RESEARCH SYNTHESIS

The following methodological approach was followed for synthesizing research findings—

Step 1— Identification and listing of all the researches which were to be synthesized. Only those studies were taken into consideration in which the hypothesis was tested. Out of total 290 studies, a total of 207 studies including 108 Ph.D., 87 M.Phil., and 12 Projects were taken into account.

Step 2— A review of the findings was conducted. Details regarding Year, Author, level of research, Area, Subject, Grade, Independent variable, Dependent Variable, Result of the testing of Hypotheses in Research, Level of rejection/non-rejection of the hypothesis were procured and entered in the database using Microsoft Excel (MS—Excel) and International Business Machine— Software package for Social Science (IBM—SPSS).

Step 3— Listing of all the Independent and Dependent Variables was done (Table 5.1) and Pairs of the IVs–DVs was generated (Section 5.3). A total of 231 Independent and 243 Dependent variables were studied under the synthesis of research findings. A list of generated pairs of IVs-DVs was tabulated further for the Positive, Neutral and Negative findings for Hypothesis. Further, the *'Vote counting method'* was employed to interpret the findings related to synthesis. To describe a formal procedure for "Vote counting method of synthesizing study results: All studies which have data on a dependent variable and a specific independent variable of interest are examined. Three possible outcomes are defined— the relationship between the independent variable and the dependent variable is either a) significantly positive b) significantly negative, c) or there is no specific relationship in either direction i.e. Neutral. The number of studies falling into each of these three categories is then simply tallied. If a plurality of studies falls into any one of these

three categories, with fewer falling into the other two, the modal category is declared the winner. This modal category is then assumed to give the best estimate of the direction of the true relationship between the independent and dependent variables (Light and Smith, 1971).

Step 4—Classification system was generated further using Frequency Count Method and Commands viz. Count, Concatenate, Cross—tab, Custom Table and Descriptive statistics (Section 5.3 onwards).

Step 5— Lists were prepared on the basis of the categorization of the alike Independent variables and Interpretations were carried out.

5.2.2 DELIMITATION WHILE CONDUCTING RESEARCH SYNTHESIS

The delimitation while conducting the synthesis of the research findings was as follows. Only those studies were taken into consideration in which —

a. the hypothesis was tested were taken into the account for research synthesis
b. The only linear effect of the Independent variable on the Dependent variable was studied.
c. The interaction effects of the Independent variables on the dependent variable were not taken into account for the research synthesis.
d. Philosophical Researches, some analytical surveys, case studies were not taken into account for research synthesis as qualitative synthesis (Narrative Approach) was needed for them.

The afore-mentioned delimitations resulted in a total of 207 studies (108 Ph.D., 87 M.Phil. and 12 Projects) out of 290 that were taken into account for the present synthesis of research findings.

The classification system was developed by listing the 231 Independent variables, 234 Dependent variables, finding of their relationship/dependency, Polarity/direction, and Level of Rejection/not Rejection of the hypothesis (if mentioned in research). The identified 231 Independent and 234 dependent variables are presented in Table 5.1.

From Table 5.1, it is evident that—

- A total of 231 Independent and 243 Dependent variables were studied under the synthesis of research findings.

Table 5.1

List of Independent and dependent variables and frequencies they were found studied under Research Synthesis

SN	Independent Variables	N	%	SN	Dependent Variables	N	%
1	Achievement	20	0.84	1	Academic Achievement Motivation	2	0.08
2	Achievement Motivation	7	0.29	2	Accept Feeling	3	0.13
3	Adjustment	36	1.52	3	Achievement (Overall)	1	0.04
4	Age	11	0.46	4	Achievement (Model Understanding)	3	0.13
5	Aggression	2	0.08	5	Achievement	643	27.20
6	Ambiguity	1	0.04	6	Achievement (Model Competency)	9	0.38
7	Anxiety	8	0.34	7	Additive Seriation	2	0.08
8	Aptitude	9	0.38	8	Adjustment	40	1.69
9	Aspiration	2	0.08	9	Aesthetic Value	1	0.04
10	Attitude	14	0.59	10	Aggressive Behaviour	5	0.21
11	Birth Order	5	0.21	11	Anxiety	9	0.38
12	Caste	13	0.55	12	Aptitude (Professional)	4	0.17
13	Category	3	0.13	13	Aptitude	2	0.08
14	Class	1	0.04	14	Ask Question	3	0.13
15	Coaching In School	1	0.04	15	Aspiration	2	0.08
16	Cognitive Styles	3	0.13	16	Attitude	17	0.72
17	Cognitive Emotional and Behavioural Loud Reading	1	0.04	17	Attitude (Teaching)	3	0.13
18	Computer Awareness	3	0.13	18	Attitude of the Pupils towards Subject	2	0.08
19	Computer-Based Diagnostic	3	0.13	19	Attitude of the Teacher towards Subject	2	0.08
20	Computer Literate/Non Literate	1	0.04	20	Attitude Science	14	0.59
21	Computer Software	17	0.72	21	Attitude toward Teaching	12	0.51
22	Concentration	1	0.04	22	Attitude towards Non-Formal Education	3	0.13
23	Concept Formation	2	0.08	23	Attitude towards Value Education	2	0.08

24	Cooperation	3	0.13	24	Attitude towards Mathematics	1	0.04
25	Creativity	53	2.23	25	Attitude towards Science	2	0.08
26	CS (CBIMS)	1	0.04	26	Auditory Perception	2	0.08
27	CS (CBIRMS)	1	0.04	27	Behaviour of Teacher	2	0.08
28	Computer software (GOOTI)	1	0.04	28	Caste	1	0.04
29	Cultural Difference	1	0.04	29	Child-Centered Practices	2	0.08
30	Curiosity	1	0.04	30	Child Education using Newspapers	1	0.04
31	Curriculum Design	1	0.04	31	Child Education	1	0.04
32	Demonstration	4	0.17	32	Class Room Climate	3	0.13
33	Dependency	16	0.67	33	Commitment to Profession	3	0.13
34	Diagnostic Test	1	0.04	34	Common Distracters	1	0.04
35	Dialogue Method	3	0.13	35	Communication Skills	1	0.04
36	Difficulty Value	1	0.04	36	Conformity behaviour of the students	4	0.17
37	Direct Behaviour	1	0.04	37	Creativity	174	7.36
38	Direct Mode	1	0.04	38	Dedication towards Teaching	5	0.21
39	Discipline	3	0.13	39	Deficiency needs	7	0.30
40	Discriminative Index	1	0.04	40	Delayed Retention	2	0.08
41	Discussion Participating	7	0.29	41	Dilemma	1	0.04
42	Discussion Viewing	4	0.17	42	Direct Behaviour	3	0.13
43	Distance/Regular	2	0.08	43	Direct Mode	1	0.04
44	Education Level	1	0.04	44	Discipline	5	0.21
45	Emotional Intelligence	10	0.42	45	Discussion (Participating)	1	0.04
46	ETV	52	2.19	46	Discussion (Viewing)	6	0.25
47	Experience	23	0.97	47	Distracters	3	0.13
48	Experimental Method	6	0.25	48	Double Seriation	6	0.25
49	Feedback	2	0.08	49	Duration in the M.Phil. program	1	0.04
50	Feedback Mechanism System	108	4.55	50	Educational Process	2	0.08

51	Fluency	1	0.04	51	Elaboration	1	0.04
52	Frustration	2	0.08	52	Errors in the Learning of Sanskrit	2	0.08
53	Gaming Strategy	6	0.25	53	Evaluation of Lesson	2	0.08
54	Gender	245	10.31	54	Exaggeration Identification	1	0.04
55	Government/Non-Government Teacher	3	0.13	55	Expressive Language	2	0.08
56	Grade	3	0.13	56	Eye-Hand Coordination	2	0.08
57	Guidance Counselling Practices	6	0.25	57	Feedback	15	0.63
58	Habitat	25	1.05	58	Flexibility	28	1.18
59	Instructional Material (IM)	103	4.34	59	Fluency	5	0.21
60	IM (CBMI)	1	0.04	60	Gender	3	0.13
61	IM (Computer Assisted)	26	1.09	61	General Mental Ability	3	0.13
62	IM (Jerk Technology)	2	0.08	62	Giving Direction	3	0.13
63	IM (PLM)	29	1.22	63	Graphical Interpretation Score	1	0.04
64	IM (Video)	12	0.51	64	Growth Needs	6	0.25
65	IM (VIM)	4	0.17	65	Higher Mental Ability	7	0.30
66	Instructional Strategy	207	8.71	66	Human Rights Awareness	5	0.21
67	Intelligence	131	5.51	67	Humour Attitude towards Teaching	1	0.04
68	Interaction	1	0.04	68	Idea Accept	3	0.13
69	Interactive Mode	3	0.13	69	Indirect behaviour in Stream	3	0.13
70	Interest	8	0.34	70	Instructional Material	2	0.08
71	Instructional Strategy (IS)	27	1.14	71	Instructional Material (Video)	3	0.13
72	IS (C3MS)	4	0.17	72	Instructional Software Package For Chemistry	1	0.04
73	IS (CBT)	1	0.04	73	Integrated Brain	1	0.04
74	IS (CPST)	1	0.04	74	Intelligence	39	1.65
75	IS (Mastery Learning Techniques)	3	0.13	75	Interactive Mode	3	0.13
76	IS (Moral Judgment)	3	0.13	76	Interest	17	0.72
77	IS (Self Concept)	1	0.04	77	IS (Self Enhancement Program)	1	0.04

78	IS (Video)	7	0.29	78	Item Difficulty	3	0.13
79	IS (Visual Verbal Learning Style)	2	0.08	79	Job Satisfaction	12	0.51
80	IS (Vocational Guide)	7	0.29	80	Kindness	3	0.13
81	IS (Web Based Instructions)	6	0.25	81	Leadership Quality in Teaching	1	0.04
82	Job Satisfaction	1	0.04	82	Learning Disability	3	0.13
83	Laboratory Competency	1	0.04	83	Left Brain	2	0.08
84	Length of Service	1	0.04	84	Level of Aspiration	4	0.17
85	Level of Aspiration	4	0.17	85	Locus of Control	8	0.34
86	Level of Education	1	0.04	86	Mathematics	2	0.08
87	Level of Parent Education	1	0.04	87	Memory	2	0.08
88	Level of Tolerance of Ambiguity	1	0.04	88	Micro Teaching with Audio Modelling	1	0.04
89	Live Mode	2	0.08	89	Micro Teaching with Perceptual Modelling	1	0.04
90	Locus of Control	5	0.21	90	Micro Teaching with Symbolic Modelling	1	0.04
91	Males	1	0.04	91	Model (ITM)	1	0.04
92	Management of School	4	0.17	92	Moral Concept Development	6	0.25
93	Marital Status	4	0.17	93	Moral Judgment	7	0.30
94	Marriage Pattern	1	0.04	94	Mother Tongue	1	0.04
95	Math/Non math Background	1	0.04	95	Motivational Need	8	0.34
96	MDTI	2	0.08	96	Objectives of the M.Phil. program	1	0.04
97	Mean Abstract Reasoning Score	1	0.04	97	Observation of Lesson	2	0.08
98	Mean Clerical Speed And Accuracy Score	1	0.04	98	Observer Assisted Behaviour of Teacher	4	0.17
99	Mean Space Relation Scores	1	0.04	99	Observer Assisted Feedback Giving Competence	4	0.17
100	Mean Verbal Reasoning Score	1	0.04	100	Open Book Examination in M.Phil. Program	1	0.04
101	Meditation	1	0.04	101	Originality	20	0.85
102	Medium	5	0.21	102	Outlook Science	1	0.04
103	Method (Activity)	3	0.13	103	Overall Evaluation by Feedback Receiver	2	0.08
104	Method (Lab Method)	5	0.21	104	Overall Feedback receivers behaviours	2	0.08

105	Method (Set Induction)	2	0.08	105	Overall Feedback giving competence	2	0.08
106	Micro Teaching	1	0.04	106	Overall Feedback receiving Competence	2	0.08
107	Micro Teaching with Audio Modelling	1	0.04	107	Overall Feed backers Behaviours	2	0.08
108	Micro Teaching with Perceptual Modelling	3	0.13	108	Overall Social-Emotional	2	0.08
109	Micro Teaching with Symbolic Modelling	2	0.08	109	Overall Types of Feedback	2	0.08
110	Mid Day Meal SSA	1	0.04	110	Partial Group Simulation	1	0.04
111	Model (AOM)	40	1.68	111	Participating Group	1	0.04
112	Model (CAM)	62	2.61	112	Partistic Demonstration First Group in Simulation	1	0.04
113	Model (Cognitive Growth Model of Teaching)	19	0.80	113	Patristic Class Situation	1	0.04
114	Model (Cognitive Moral development)	1	0.04	114	Patristic Demonstration Approach (AOM)	1	0.04
115	Model (ITM)	32	1.35	115	Personality	46	1.95
116	Model (ITrM)	10	0.42	116	PLM	1	0.04
117	Model (JIM)	41	1.73	117	Population Education Awareness	5	0.21
118	Model (Memory)	3	0.13	118	Position in Space	1	0.04
119	Model (MEMORY MODEL)	1	0.04	119	Post Achievement	11	0.47
120	Model (Non Directive Model)	2	0.08	120	Post Adjustment (Educational)	1	0.04
121	Model (Partistic Demonstration Approach AOM)	5	0.21	121	Post Adjustment (Social)	1	0.04
122	Model (Piagetian Teaching Model)	2	0.08	122	Post Classroom Climate	3	0.13
123	Model (RCAM)	5	0.21	123	Post Creativity	1	0.04
124	Model (RITM)	3	0.13	124	Post Creativity (Verbal)	1	0.04
125	Model (SRM)	12	0.51	125	Post Reactions	1	0.04
126	Model (Synectics-TIM)	2	0.08	126	Post Self-Concept	5	0.21
127	Model (Synectics)	38	1.60	127	Post Self-Confidence	2	0.08
128	Model (T-Group)	7	0.29	128	Post Value Clarification	8	0.34
129	Model (Value Analysis Model)	30	1.26	129	Pre Classroom Climate	1	0.04
130	Model (VAM)	1	0.04	130	Pre Non-Verbal Creativity Scores	1	0.04
131	Model (VDM)	11	0.46	131	Problem Solving Ability	11	0.47

132	Model (Wholistic Demo Approach AOM)	1	0.04	132	Professional Experience	2	0.08
133	Model(Mini Teaching Integration)	4	0.17	133	Professional Growth	1	0.04
134	Mother Academic Qualification	1	0.04	134	Psychological Problems	2	0.08
135	Mother Tongue	1	0.04	135	Pupil Involvement Skills	4	0.17
136	Motivation	2	0.08	136	Qualification	1	0.04
137	Multimedia	2	0.08	137	Rating	1	0.04
138	Nature of School	18	0.76	138	Rating (Wholist Approach)	2	0.08
139	Need Base Learning Program	5	0.21	139	RCAM (PPFG)	2	0.08
140	Newspaper	1	0.04	140	RCAM (T)	2	0.08
141	No Feedback	6	0.25	141	RCAM (PPFP)	2	0.08
142	Non Formal Education	1	0.04	142	Reactions	167	7.06
143	Numerical Ability	3	0.13	143	Reading Skills	43	1.82
144	Optical Devices	2	0.08	144	Reliability	3	0.13
145	Parent Education Level	1	0.04	145	Reasoning	53	2.24
146	Peer Perception	5	0.21	146	Receptive Language	3	0.13
147	Perception	8	0.34	147	Relation with Head	4	0.17
148	Personality	98	4.12	148	Relation with Students	4	0.17
149	Pre-Achievement	11	0.46	149	Relative Seriation	1	0.04
150	Pre-Adjustment (Educational)	1	0.04	150	Religious Value	1	0.04
151	Pre-Adjustment (Social)	1	0.04	151	Retention	6	0.25
152	Pre-Classroom Climate	4	0.17	152	Right Brain	2	0.08
153	Pre-Creativity	1	0.04	153	Risk-Taking Behaviour	5	0.21
154	Pre-Creativity (Verbal)	1	0.04	154	Risk-Taking Capacity	6	0.25
155	Pre-Reactions	1	0.04	155	Role Commitment	43	1.82
156	Pre-Self Acceptance	1	0.04	156	SCAM	1	0.04
157	Pre-Self Concept	5	0.21	157	Self Assessment	25	1.06
158	Pre-Self Confidence	1	0.04	158	Self-Concept (Parent)	1	0.04

159	Pre-Value Clarification	8	0.34	159	Self-Concept (Peer)	1	0.04
160	Pre-Achievement (Values)	1	0.04	160	Self-Concept	88	3.72
161	Perception (Head)	5	0.21	161	Self-Confidence	29	1.23
162	Preferable Future Values of Youth in terms of Family	1	0.04	162	Self-Esteem	12	0.51
163	Preferable future Values of Youth in terms of Career	1	0.04	163	Semantic Space on Activity Dimension	1	0.04
164	Probable Future Values of Youth in terms of Family	1	0.04	164	Semantic Space on Evaluation Dimension	1	0.04
165	Probable Future Values of Youth in terms of Marriage	1	0.04	165	Semantic Space on Potency Dimension	1	0.04
166	Probable Values Responses given by Expert	3	0.13	166	Semantic Differential on Value Concept	1	0.04
167	Probable Values Responses given by Students	3	0.13	167	Set Induction Method	1	0.04
168	Problem Solving Abilities	6	0.25	168	Shift in Value Preference	1	0.04
169	Profession	1	0.04	169	Skill (Criticizing)	3	0.13
170	Qualification	3	0.13	170	Skill (Lecturing)	3	0.13
171	Questions	1	0.04	171	Skill (Lesson Evaluation)	4	0.17
172	Reactions	14	0.59	172	Skill (Listening)	3	0.13
173	Reasoning	11	0.46	173	Skill of Interviewing	1	0.04
174	Regularity	1	0.04	174	Social Emotional Climate	2	0.08
175	Relationship	2	0.08	175	Social Maturity	10	0.42
176	Religion	5	0.21	176	Socio-Economic Status	4	0.17
177	Remedial Teaching	11	0.46	177	Spatial Relation	3	0.13
178	Resignation	1	0.04	178	Spiritual Quotient	3	0.13
179	Risk-Taking Behaviour	12	0.51	179	Stream	1	0.04
180	Role Commitment	1	0.04	180	Stress	21	0.89
181	School Board	4	0.17	181	Stress (Memory)	1	0.04
182	School Organization Climate	9	0.38	182	Successive Seriation	2	0.08
183	Scientific Temper	2	0.08	183	Talk-Back Mode	1	0.04
184	Self Assessment	7	0.29	184	Task –Classification	1	0.04
185	Self Concept	23	0.97	185	Task-Conservation	1	0.04

186	Self Confidence	36	1.52	186	Task-Seriazation	1	0.04
187	Self Esteem	5	0.21	187	Teaching -Classification	1	0.04
188	Self Perception	9	0.38	188	Teaching Behaviour	6	0.25
189	Seniority	1	0.04	189	Teaching Competency (B.Ed. Students)	7	0.30
190	Simulation	1	0.04	190	Teaching Competency (M.Ed. Students)	11	0.47
191	Simulation Real Class	3	0.13	191	Teaching Competency	74	3.13
192	Skill (Reading)	7	0.29	192	Teaching Effectiveness	15	0.63
193	Skill (Social)	1	0.04	193	Teaching Profession	2	0.08
194	Smartness	1	0.04	194	Teaching Techniques Applied	2	0.08
195	Social Maturity	1	0.04	195	Teaching-Conservation	1	0.04
196	Socio Characteristics	3	0.13	196	Teaching-Seriazation	1	0.04
197	Socio-Economic Status	42	1.77	197	Thinking Skills	5	0.21
198	Space Relation	1	0.04	198	Time Management Competency	8	0.34
199	Stream	19	0.80	199	Time Management Awareness	9	0.38
200	Stress	3	0.13	200	Tolerance of Ambiguity	2	0.08
201	Students Background	12	0.51	201	Traditional Method	39	1.65
202	Study Conditions	2	0.08	202	Transitivity of Length	2	0.08
203	Study Habits	13	0.55	203	Transitivity of Weight	2	0.08
204	Study Involvement	1	0.04	204	UGC-CWCP (TB)	1	0.04
205	Talk-Back Mode	9	0.38	205	UGC-CWCP (WTB)	2	0.08
206	Teaching (Successfulness)	6	0.25	206	Understanding about AOM	3	0.13
207	Teaching Competency	3	0.13	207	Understanding about Learning Disability	1	0.04
208	Teaching Experience	5	0.21	208	Use of Skills	34	1.44
209	Teaching Position	3	0.13	209	Value (Cooperation)	10	0.42
210	Teaching Strategy	1	0.04	210	Value (Curiosity)	5	0.21
211	Teaching Techniques Applied	1	0.04	211	Value (Dedication to Teaching Profession	1	0.04
212	Testing	6	0.25	212	Value (Economical)	1	0.04

213	Testing Time	2	0.08
214	Time Space Management System	1	0.04
215	Tolerance of Ambiguity	17	0.72
216	Traditional Method	25	1.05
217	Trained/Untrained	8	0.34
218	Training	17	0.72
219	Treatment Duration	1	0.04
220	Trend	1	0.04
221	Tribal/Non Tribal	1	0.04
222	TS (Demonstration Approach)	4	0.17
223	Type of Family	2	0.08
224	Type of School	21	0.88
225	Use of Assignment	1	0.04
226	Value Judgment	1	0.04
227	Values	14	0.59
228	Vocational Maturity	1	0.04
229	With & Without Talkback	1	0.04
230	With Interactive& Without Talkback	1	0.04
231	With Talkback &With Interactive Mode	1	0.04
	Total	**2376**	**100.00**

213	Value (Empathy)	5	0.21
214	Value (Knowledge)	1	0.04
215	Value (Occupational Aspiration)	1	0.04
216	Value (Perseverance)	6	0.25
217	Value (Personal)	4	0.17
218	Value (Prestige)	1	0.04
219	Value (Scientific Out Look)	1	0.04
220	Value (Social)	1	0.04
221	Value Clarification	24	1.02
222	Value Clarification (Communal Harmony)	2	0.08
223	Value Clarification (Cooperation)	2	0.08
224	Value Clarification (Team Spirit)	2	0.08
225	Value Clarification Battery	1	0.04
226	Value Clarification Factor	1	0.04
227	Value Clarifying Factor	1	0.04
228	Value Discussion Knowledge	2	0.08
229	Value Judgment	11	0.47
230	Value Judgment Cooperation	4	0.17
231	Value Judgment Discipline	2	0.08
232	Value Judgment Kindness	2	0.08
233	Value Judgment Team Spirit	2	0.08
234	Values (Cooperation)	6	0.25
235	Values (Democratic)	17	0.72
236	Values (National Integration)	3	0.13
237	Values (Nationalism)	6	0.25
238	Values Future	4	0.17
239	Vocational Guidance Need	12	0.51

	240	Holistic Group in Real Classroom Situation	1	0.04
	241	Holistic Demonstration	1	0.04
	242	Holistic Demonstration Approach AOM	1	0.04
	243	Holistic Group in Simulation	1	0.04
		Total	**2364**	**100**

- Out of these identified 231 Independent variables which were studied 2376 times in the researches at the School of Education, Devi Ahilya Vishwavidyalaya, Indore, during 1964-2014. Out of these 2376 frequencies
  - Maximum 'Gender' as a variable was studied 245 (10.31 percent) times.
  - Second-most 'Instructional Strategy' as a variable was studied 207 (8.71 percent) times.
  - Further 'Intelligence' was studied 131 (5.51 percent) times, 'Feedback Mechanism System' was studied 108 (4.55 percent) times, 'IM' was studied 103 (4.34 percent) times, 'Personality' was studied 98 (4.12 percent) times, 'Model (CAM)' was studied 62 (2.61 percent) times, 'Creativity' was studied 53 (2.23 percent) times, 'ETV' was studied 52 (2.19 percent) times, 'Socio-Economic Status' was studied 42 (1.77 percent) times, 'Model (JIM)' was studied 41 (1.73 percent) times, 'Model (AOM)' was studied 40 (1.68 percent) times, 'Model (Synectics)' was studied 38 (1.60 percent) times, 'Adjustment' was studied 36 (1.52 percent) times, 'Self Confidence' was studied 36 (1.52 percent) times, 'Model (ITM)' was studied 32 (1.35 percent) times, 'Model (Value Analysis Model)' was studied 30 (1.26 percent) times, 'IM (PLM)' was studied 29 (1.22 percent) times, 'IS' was studied 27 (1.14 percent) times, 'IM (Computer Assisted)' was studied 26 (1.09 percent) times, 'Habitat' was studied 25 (1.05 percent) times, 'Traditional Method' was studied 25 (1.05 percent) times, 'Experience' was studied 23 (0.97 percent) times, 'Self Concept' was studied 23 (0.97 percent) times, 'Type of School' was studied 21 (0.88 percent) times, 'Achievement' was studied 20 (0.84 percent) times, 'Model (Cognitive Growth Model of Teaching)' was studied 19 (0.80 percent) times, 'Stream' was studied 19 (0.80 percent) times, 'Nature of School' was studied 18 (0.76 percent) times,
  - 'Computer Software', 'Tolerance of Ambiguity' and 'Training' were studied 17 (0.72 percent) times each.
  - 'Dependency' was studied 16 (0.67 percent) times,
  - 'Attitude', 'Reactions' and 'Values' were studied 14 (0.59 percent) times each.
  - 'Caste' and 'Study Habits' were studied 13 (0.55 percent) times each.
  - 'IM (Video)', 'Model (SRM)', 'Risk-Taking Behavior', and 'Students Background' were studied 12 (0.51 percent) times each.

- 'Age', 'Model (VDM)', 'Pre Achievement', 'Reasoning' and 'Remedial Teaching' were studied 11 (0.46 percent) times each.
- 'Emotional Intelligence' and 'Model (ITrM)' were studied 10 (0.42 percent) times each.
- 'Aptitude', 'School Organization Climate', 'Self Perception' and 'Talk Back Mode' were studied 9 (0.38 percent) times each.
- 'Anxiety', 'Interest', 'Perception', 'Pre Value Clarification' and 'Trained / untrained' were studied 8 (0.34 percent) times each.
- 'Achievement Motivation', 'Discussion Participating', 'IS (Video)', 'IS (Vocational Guidance)', 'Model (T-Group)', 'Self Assessment' and 'Skill (Reading)' were studied 7 (0.29 percent) times each.
- 'Experimental Method', 'Gaming Strategy', 'Guidance Counseling Practices', 'IS (Web-Based Instructions)', 'No Feedback', 'Problem Solving Abilities', 'Teaching (Successfulness)' and 'Testing' were studied 6 (0.25 percent) times each.
- 'Birth Order', 'Locus of Control', 'Medium', 'Method (Lab Method)', 'Model (Partistic Demonstration Approach AOM)', 'Model (RCAM)', 'Need Base Learning Program', 'Peer Perception', 'Pre Self Concept', 'Perception (Head)', 'Religion', 'Self Esteem' and 'Teaching Experience' were studied 5 (0.21 percent) times each.
- 'Demonstration', 'Discussion Viewing', 'IM (VIM)', 'IS (C3MS)', 'Level of Aspiration', 'Management of School', 'Marital Status', 'Model (Mini Teaching Integration)', 'Pre Classroom Climate', 'School Board' and 'TS (Demonstration Approach)' were studied 4 (0.17 percent) times each.
- 'Category', 'Cognitive Styles', 'Computer Awareness', 'Computer-Based Diagnostic', 'Cooperation', 'Dialogue Method', 'Discipline', 'Government/Non Government Teacher', 'Grade', 'Interactive Mode', 'IS (Mastery Learning Techniques)', 'IS (Moral Judgement)', 'Method (Activity)', 'Micro Teaching with Perceptual Modeling', 'Model (Memory)', 'Model (RITM)', 'Numerical Ability', 'Probable Values Responses given by Expert', 'Probable Values Responses given by Students', 'Qualification', 'Simulation Real Class', 'Socio Characteristics', 'Stress', 'Teaching Competency', 'Teaching Position' and 'Aggression' were studied 3 (0.13 percent) times each.

- 'Aspiration', 'Concept Formation', 'Distance/Regular', 'Feedback', 'Frustration', 'IM (Jerk Technology)', 'IS (Visual Verbal Learning Style)', 'Live Mode', 'MDTI', 'Method (Set Induction)', 'Micro Teaching With Symbolic Modeling', 'Model (Non Directive Model)', 'Model (Piagetian Teaching Model)', 'Model (Synectics-Tim)', 'Motivation', 'Multimedia', 'Optical Devices', 'Relationship', 'Scientific Temper', 'Study Conditions', 'Testing Time' and 'Type of Family' were studied 2 (0.08 percent) times each.
- 'Ambiguity', 'Class', 'Coaching in School', 'Cognitive Emotional and Behavioral Loud Reading', 'Computer Literate/Non Literate', 'Concentration', 'CS (CBIMS)', 'CS (CBIRMS)', 'CS (GOOTI)', 'Cultural Difference', 'Curiosity', 'Curriculum Design', 'Diagnostic Test', 'Difficulty Value', 'Direct Behaviour', 'Direct Mode', 'Discriminative Index', 'Education Level', 'Fluency', 'IM (CBMI)', 'Interaction', 'IS (CBT)', 'IS (CPST)', 'IS (Self Concept)', 'Job Satisfaction', 'Laboratory Competency', 'Length of Service', 'Level of Education', 'Level of Parent Education', 'Level of Tolerance of Ambiguity* Scientific Attitude', 'Males', 'Marriage Patterns', 'Math/Non-math', 'Mean Abstract Reasoning Score', 'Mean Clerical Speed And Accuracy Score', 'Mean Space Relation Scores', 'Mean Verbal Reasoning Score', 'Meditation', 'Micro Teaching', 'Micro Teaching With Audio Modeling', 'Mid Day Meal (SSA)', 'Model (Cognitive Moral development)', 'Model (MM)', 'Model (VAM)', 'Model Holistic Demonstration Approach AOM)', 'Mother Academic Qualification', 'Mother Tongue', 'Newspaper', 'Non-Formal Education', 'Parent Education Level', 'Pre Adjustment (Educational)', 'Pre Adjustment (Social)', 'Pre Creativity', 'Pre Creativity (Verbal)', 'Pre Reactions', 'Pre Self Acceptance', 'Pre Self Confidence', 'Pre-Ach', 'Preferable Future Values of Youth In Terms of Family', 'Preferable future Values of Youth in terms of Career', 'Probable Future Values of Youth in terms of Family', 'Probable Future Values of Youth In Terms of Marriage', 'Profession', 'Questions', 'Regularity', 'Resignation', 'Role Commitment', 'Seniority', 'Simulation', 'Skill (Social)', 'Smartness', 'Social Maturity', 'Space Relation', 'Study Involvement', 'Teaching Strategy', 'Teaching Techniques Applied', 'Time Space Management System', 'Treatment Duration', 'Trend', 'Tribal/Non

Tribal', 'Use of Assignment', 'Value Judgement', 'Vocational Maturity', 'With & Without Talkback', 'With Interactive & Without Talkback' and 'With Talkback &With Interactive Mode' were studied 1 (0.04 percent) times each.

- A total of 243 Dependent Variables were studied under the synthesis of research findings. These identified 243 Dependent variables were studied 2364 times in the researches at School of Education, Devi Ahilya Vishwavidyalaya, Indore, during 1964-2014. Out of these 2364 frequencies—
  - Maximum 'Achievement' was studied 643 (27.20 percent) times,
  - Secondly 'Creativity' was studied 174 (7.36 percent) times,
  - Further, 'Reactions' was studied 165 (6.98 percent) times, 'Self Concept' was studied 88 (3.72 percent) times, 'Teaching Competency' was studied 74 (3.13 percent) times, 'Reasoning' was studied 53 (2.24 percent) times, 'Personality' was studied 46 (1.95 percent) times, 'Reading Skills' was studied 43 (1.82 percent) times, 'Role Commitment' was studied 43 (1.82 percent) times, 'Adjustment' was studied 40 (1.69 percent) times, 'Intelligence' was studied 39 (1.65 percent) times, 'Traditional Method' was studied 39 (1.65 percent) times, 'Use of Skills' was studied 34 (1.44 percent) times, 'Self Confidence' was studied 29 (1.23 percent) times, 'Flexibility' was studied 28 (1.18 percent) times, 'Self Assessment' was studied 25 (1.06 percent) times, 'Value Clarification' were studied 24 (1.02 percent) times,
  - 'Stress' was studied 21 (0.89 percent) times, 'Originality' was studied 20 (0.85 percent) times,
  - 'Attitude' and 'Interest' were studied 17 (0.72 percent) times, 'Values (Democratic)' was studied 17 (0.72 percent) times, 'Feedback' was studied 15 (0.63 percent) times, 'Teaching Effectiveness' was studied 15 (0.63 percent) times, 'Attitude Science' was studied 14 (0.59 percent) times, 'Attitude Toward Teaching', 'Job Satisfaction', 'Self Esteem', and 'Vocational Guidance Need' were studied 12 (0.51 percent) times,
  - 'Post Achievement', 'Problem Solving Ability', 'Teaching Competency' and 'Value Judgement' were studied 11 (0.47 percent) times each.
  - 'Social Maturity' and 'Value (Cooperation)' were studied 10 (0.42 percent) times each.

- 'Achievement (Model Competency)', 'Anxiety' and 'Time Management Awareness' were studied 9 (0.38 percent) times each.
- 'Locus of Control', 'Motivational Need', 'Post Value Clarification' and 'Time Management Competency' were studied 8 (0.34 percent) times each.
- 'Deficiency Needs', 'Higher Mental Ability', 'Moral Judgement', 'Teaching Competency' were studied 7 (0.30 percent) times each.
- 'Discussion Viewing', 'Double Seriation', 'Growth Needs', 'Moral Concept Development', 'Retention', 'Risk-Taking Capacity', 'Teaching Behaviour', 'Value (Perseverance)', 'Values (Cooperation)' and 'Values (Nationalism)' were studied 6 (0.25 percent) times each.
- 'Aggressive Beahaviour', 'Dedication Towards Teaching', 'Discipline', 'Fluency', 'Human Rights Awareness', 'Population Education Awareness', 'Post Self Concept', 'Risk-Taking Behaviour', 'Thinking Skills', 'Value (Curiosity)' and 'Value (Empathy)' were studied 5 (0.21 percent) times each.
- 'Aptitude (Professional)', 'Conformity Behaviour of the Students', 'Level of Aspiration', 'Observer assisted behaviour of Teacher', 'Observer Assessed Feedback Giving Competence', 'Pupil Involvement Skills', 'Reactions', 'Relation with Head', 'Relation with Students', 'Skill (Lesson Evaluation)', 'Socio-Economic Status', 'Value (Personal)', 'Value Judgement Cooperation' and 'Values Future' were studied 4 (0.17 percent) times each,
- 'Accept Feeling', 'Achievement (Overall)', 'Ask Question', 'Attitude (Teaching)', 'Attitude towards Non Formal Education', 'Class Room Climate', 'Commitment to Profession', 'Direct Behaviour', 'Distracters', 'Gender', 'General Mental Ability', 'Giving Direction', 'Idea Accept', 'Indirect Behaviour in Stream', 'Instructional Material (Video)', 'Interactive Mode', 'Item Difficulty', 'Kindness', 'Learning Disability', 'Post Classroom Climate', 'Reliability', 'Receptive Language', 'Skill (Criticizing)', 'Skill (Lecturing)', 'Skill (Listening)', 'Spatial Relation', 'Spiritual Quotient', 'Understanding about AOM' and 'Values (National Integration)' were studied 3 (0.13 percent) times each.
- 'Academic Achievement Motivation', 'Additive Seriation', 'Aptitude', 'Aspiration', 'Attitude of the Pupils towards Subject', 'Attitude of the Teacher towards Subject', 'Attitude towards Value Education', 'Attitude towards Science', 'Auditory Perception', 'Behaviour of Teacher', 'Child-

Centered Practices', 'Delayed Retention', 'Educational Process', 'Errors in the Learning of Sanskrit', 'Evaluation of Lesson', 'Expressive Language', 'Eye Hand Coordination', 'Instructional Material', 'Left Brain', 'Mathematics', 'Memory', 'Observation of Lesson', 'Overall Evaluation by Feedback Receiver', 'Overall Feedback Receivers Behaviors', 'Overall Feedback giving Competence', 'Overall Feedback receiving Competence', 'Overall Feed backers Behaviours', 'Overall Social Emotional', 'Overall Types of Feedback', 'Post Self Confidence', 'Professional Experience', 'Psychological Problems', 'Rating (Wholist App)', 'RCAM (PPFG)', 'RCAM (T)', 'Right Brain', 'Social Emotional Climate', 'Successive Seriation', 'Teaching Profession', 'Teaching Techniques Applied', 'Tolerance of Ambiguity', 'Transitivity of Length', 'Transitivity of Weight', 'UGC CWC (WTB)', 'Value Clarification (Communal Harmony)', 'Value Clarification (Cooperation)', 'Value Clarification (Team Spirit)', 'Value Discussion Knowledge', 'Value Judgement Discipline', 'Value Judgement Kindness' and 'Value Judgement Team Spirit' were studied 2 (0.08 percent) times each.

- 'Achievement (Understanding Model)', 'Aesthetic Value', 'Attitude Towards Mathematics', 'Caste', 'Child Education using Newspapers', 'Child Education', 'Common Distracters', 'Communication Skills', 'Dilemma', 'Direct Mode', 'Discussion Participating', 'Duration in the M.Phil. Program', 'Elaboration', 'Exaggeration Identification', 'Graphical Interpretation Score', 'Humor Attitude Towards Teaching', 'Instructional Software Package For Chemistry', 'Integrated Brain', 'IS (Self Enhancement Program)', 'Leadership Quality in Teaching', 'Micro Teaching with Audio Modeling', 'Micro Teaching with Perceptual Modeling', 'Micro Teaching with Symbolic Modeling', 'Model (ITM)', 'Mother Tongue', 'Objectives of the M.Phil. Program', 'Open Book Examination in M.Phil. Program', 'Outlook Science', 'Partial Group Simulation', 'Participating Group', 'Partistic Demonstration First Group in Simulation', 'Partistic Class Situation', 'Partistic Demonstration Approach AOM', 'PLM', 'Position in Space', 'Post Adjustment (Educational)', 'Post Adjustment (Social)', 'Post Creativity', 'Post Creativity (Verbal)', 'Post Reactions', 'Pre Classroom Climate', 'Pre Non Verbal Creativity Scores', 'Professional Growth',

'Qualification', 'Rating', 'Relative Seriation', 'Religious Value', 'SCAM', 'Self Concept', 'Self Concept', 'Semantic Space On Activity Dimension', 'Semantic Space On Evaluation Dimension', 'Semantic Space on Potency Dimension', 'Semantic Differential On Value Concept', 'Set Induction Method', 'Shift in Value Preference', 'Skill of Interviewing', 'Stream', 'Stress (Memory)', 'Talk Back Mode', 'Task-Classification', 'Task-Conservation', 'Task-Seriazation', 'Teaching-Classification', 'Teaching-Conservation', 'Teaching-Seriazation', 'UGC CWCP (Talk Back (TB))', 'Understanding about Learning Disability', 'Value (Dedication to Teaching Profession)', 'Value (Economical)', 'Value (Knowledge)', 'Value (Occupational Aspiration)', 'Value (Prestige)', 'Value (Scientific Outlook)', 'Value (Social)', 'Value Clarification Battery', 'Value Clarification Factor', 'Value Clarifying Factor', 'Wholist Group in Real Classroom Situation', 'Holistic Demonstration', 'Holistic Demonstration Approach (AOM)' and 'Holistic Group in Simulation' were studied 1 (0.04 percent) times each.

After listing all the variables as emerged from research findings, the review was conducted to find the relationship between the Independent Variables (IV) and Dependent variables (DV) as Positive, Neutral and Negative.

A total of 3325 pairs of IVs and DVs (IVs—DVs) were collected and studied, from the 207 studies including (108 Ph.D., 87 M.Phil. and 12 Projects). Out of these 3325 pairs of the IVs and DVs, those pairs were not taken into consideration which was studied using Interaction of Variables i.e. in which the Interaction of two or more variables as Independent Variable was studied, was not taken into consideration. Out of these 3325 pairs of IVs and DVs, 2465 pairs were found without any interaction and rest 860 pairs of IVs-DVs were found with interaction.

Table 5.2
Summary of the Pairs of IV-DVs studied and taken for the Research synthesis process

IV characteristic	Pairs of IV-DV	Positive	Neutral	Negative	Total
Without Interaction	2465	1374	1062	29	2465
With Interaction	860	125	728	7	860
Total	3325	1499	1790	36	3325

As the present study was delimited to the pairs of IVs—DVs which were studied without Interactions of Independent Variables. Thus, the present research synthesis was based on the 2465 pairs of the IVs—DVs.

Out of these total 2465 pairs of IVs—DVs, following table 5.3 details about the top twenty pairs of IVs—DVs which were studied mostly.

Table 5.3

Twenty most studied Pairs of IVs-DVs

SN	Pair of IV-DV	N	%
1	IM—Achievement	67	7.49
2	Instructional Strategy-Achievement	65	7.27
3	Gender-Achievement	61	6.82
4	Intelligence-Achievement	49	5.48
5	IM—Reactions	47	5.26
6	IM—Traditional Method	47	5.26
7	Instructional Strategy-Creativity	41	4.59
8	ETV-Achievement	36	4.03
9	Personality-Achievement	35	3.91
10	Instructional Strategy-Reactions	33	3.69
11	Feedback Mechanism System-Use of Skills	32	3.58
12	Instructional Strategy-Problem Solving Abilities	25	2.80
13	Creativity-Achievement	24	2.68
14	Gender-Creativity	19	2.13
15	Model (CAM)-Achievement	19	2.13
16	Model (CAM)-Reactions	19	2.13
17	Adjustment-Achievement	16	1.79
18	Model (JIM)-Personality	16	1.79
19	Intelligence-Self Concept	15	1.68
20	Model (AOM)-Achievement	15	1.68

Note: N— Number of times Studied

The top 20 most studied pairs of IVs—DVs were mentioned as follows

- With 67 (7.49 percent) times, the Pair of 'Instructional Material—Achievement' was found to be the most studied pair in the researches at School of Education, Devi Ahilya Vishwavidyalaya, Indore studied.
- Further, 'Instructional Strategy-Achievement' was studied 65 (7.27 percent) times, 'Gender-Achievement' was studied 61 (6.82 percent) times, 'Intelligence-Achievement' was studied 49 (5.48 percent) times, 'Instructional Material—Reactions' and 'Instructional Material—Traditional Method' was studied 47 (5.26 percent) times each, 'Instructional Strategy-Creativity' was studied 41 (4.59 percent) times, 'ETV-Achievement' was studied 36 (4.03 percent) times, 'Personality-Achievement' was studied 35 (3.91 percent) times, 'Instructional

Strategy-Reactions' was studied 33 (3.69 percent) times, 'Feedback Mechanism System-Use of Skills' was studied 32 (3.58 percent) times, 'Instructional Strategy-Problem Solving Abilities' was studied 25 (2.80 percent) times and 'Creativity-Achievement' was studied 24 (2.68 percent) times, 'Gender-Creativity' and 'Model (CAM)-Achievement' was studied 19 (2.13 percent) times, 'Model (CAM)-Reactions' was studied 19 (2.13 percent) times, 'Adjustment-Achievement' was studied 16 (1.79 percent) times, 'Model (JIM)-Personality' was studied 16 (1.79 percent) times, 'Intelligence-Self Concept' and 'Model (AOM)-Achievement' was studied 15 (1.68 percent) times each.

The classification of all these and other pairs of IVs—DVs was further categorized in different areas which are mentioned in the forthcoming sections.

5.3 AREA WISE SYNTHESIS OF RESEARCH FINDINGS

Area wise synthesis of research findings is mentioned in the following sections.

5.3.1 ACHIEVEMENT

The synthesis of research findings with respect to Achievement as Independent variable with different Dependent variables was found as under—

Table 5.4

Synthesis of Research findings with respect to 'Achievement' as Independent Variable with Different Dependent variables

SN	Achievement— with different DVs	Positive	Neutral	Negative	Total
1	Achievement(One Subject)-Achievement (Other Subjects)	5	5	1	11
2	Previous class Achievement- Achievement	11	1	0	12
3	Achievement-Creativity	2	4	0	6
4	Achievement Motivation-Achievement	2	1	0	3
5	Achievement Motivation-Creativity	1	1	0	2
6	Achievement (Numerical Ability)-Achievement(Overall)	2	0	0	2
7	Achievement-Originality	1	1	0	2
8	Achievement-Reasoning	1	0	0	1
9	Achievement-Teaching Competency	1	0	0	1
10	Achievement Motivation-Aggressive Behaviour	0	0	1	1
11	Achievement Motivation-Teaching Competency	0	1	0	1
	Total	**26**	**14**	**2**	**42**

From Table 5.4, it is evident that

- There was a significant positive effect of previous class Achievement on the current Achievement.

- Achievement in Numerical ability positively impacts the overall Achievement.
- Equally positive and neutral effect of achievement of one subject on other subjects' achievement. In one study the negative effect of achievement of one subject on other subjects' achievement was found. Inconclusive effect of achievement of one subject on other subjects' achievement was found.
- Achievement Motivation positively impacts Achievement.
- Achievement Motivation negatively impacts Aggressive behavior in one study.
- The achievement was not found to have a significant effect on Creativity and Teaching Competency.
- Achievement Motivation was not found to have a significant effect on Teaching Competency.
- Achievement effect on Originality and Achievement motivation's effect on Creativity was found significant in one study and has no effect in another study, makes the Synthesis of findings inconclusive.

5.3.2 ADJUSTMENT

The synthesis of research findings with respect to 'Adjustment' as an independent variable with different dependent variables was found as under—

Table 5.5

Synthesis of Research findings of Independent variable 'Adjustment' as Independent variable with Different Dependent variables

SN	Adjustment — with different DVs	Positive	Neutral	Negative	Total
1	Adjustment-Achievement	1	14	1	16
2	Adjustment-Self Concept	2	4	0	6
3	Adjustment-Reasoning	0	4	0	4
4	Adjustment-Motivational Need	1	1	0	2
5	Adjustment-Stress	0	2	0	2
6	Adjustment-Anxiety	0	1	0	1
7	Adjustment-Deficiency Needs	1	0	0	1
8	Adjustment-Growth Needs	1	0	0	1
9	Adjustment-Psychological Problems	0	1	0	1
10	Adjustment-Self Confidence	1	0	0	1
11	Adjustment-Values (Democratic)	1	0	0	1
12	Post Adjustment (Educational)- Pre Adjustment (Educational)	1	0	0	1
13	Post Adjustment (Social)- Pre Adjustment (Social)	1	0	0	1
	Total	10	27	1	38

From table 5.5, it is evident that,

- There was a significant positive effect of Adjustment on Self Confidence, Values (democratic), Educational Adjustment, and Social Adjustment.
- No effect of Adjustment was on Achievement, Self Concept, Reasoning Abilities, Growth needs, Deficiency Needs, Stress, Anxiety, and Psychological Problems
- The relationship of adjustment with achievement was found significantly negative in one study.

5.3.3 ADMINISTRATION RELATED VARIABLE

The synthesis of research findings with respect to 'Administration' related Independent variables with different Dependent variables was found as under—

From table 5.6, it is evident that,

- The significant positive effect of Coaching in school was found on achievement.

Table 5.6

Synthesis of Research findings with respect to 'Administration related Variables' as Independent variable with Different Dependent variables

SN	Administration variables— with different DVs	Positive	Neutral	Negative	Total
1	Nature of School-Role Commitment	0	14	0	14
2	Trained/Untrained-Role Commitment	0	7	0	7
3	School Organization Climate-Adjustment	5	0	0	5
4	Guidance Counselling Practices-Reactions	3	0	0	3
5	Classroom Climate-Achievement	3	0	0	3
6	Qualification-Achievement	0	3	0	3
7	School Organization Climate-Creativity	3	0	0	3
8	Type of School-Adjustment	1	2	0	3
9	Type of School-Creativity	0	3	0	3
10	Distance/Regular-Teaching Competency	1	1	0	2
11	Management of School-Stress	2	0	0	2
12	Nature of School-Motivational Need	0	2	0	2
13	School Board-Stress	1	1	0	2
14	Study Conditions-Achievement	2	0	0	2
15	Type of School-Self Concept	1	1	0	2
16	Type of School-Self Esteem	2	0	0	2
17	Type of School-Values (National Integration)	1	1	0	2
18	Type of School-Self Concept	0	2	0	2

19	Coaching In School-Achievement	1	0	0	1
20	Curriculum Design-Communication Skills	1	0	0	1
21	Govt/Non Govt Teacher-Adjustment	0	1	0	1
22	Govt/Non Govt Teacher-Aptitude (Professional)	0	1	0	1
23	Govt/Non Govt Teacher-Teaching Behaviour	0	1	0	1
24	Guidance Counselling Practices-Achievement	1	0	0	1
25	Guidance Counselling Practices-Class Room Climate	1	0	0	1
26	Guidance Counselling Practices-Intelligence	0	1	0	1
27	Job Satisfaction-Job Satisfaction	1	0	0	1
28	Management of School-Anxiety	0	1	0	1
29	Management of School-Self Confidence	1	0	0	1
30	Mid Day Meal under SSA-Reactions	1	0	0	1
31	Nature of School-Deficiency Needs	1	0	0	1
32	Nature of school -Growth Needs	0	1	0	1
33	Non Formal Education-Attitude Towards Non-Formal Education	0	0	1	1
35	Profession-Achievement	0	1	0	1
36	Regularity-Achievement	0	1	0	1
37	Resignation-Achievement	0	1	0	1
38	Role Commitment-Job Satisfaction	1	0	0	1
39	School Board-Anxiety	0	1	0	1
40	School Board-Self Confidence	1	0	0	1
41	School Organization Climate-Originality	0	1	0	1
42	Seniority-Job Satisfaction	1	0	0	1
43	Smartness-Achievement	0	1	0	1
44	Teaching Experience-Achievement	0	1	0	1
45	Teaching Experience-Adjustment	0	1	0	1
46	Teaching Experience-Attitude Toward Teaching	0	1	0	1
47	Teaching Experience-Reactions	0	1	0	1
48	Teaching Experience-Teaching Effectiveness	0	1	0	1
49	Teaching Position-Adjustment	0	1	0	1
50	Teaching Position-Attitude Toward Teaching	0	1	0	1
51	Teaching Position-Teaching Effectiveness	0	1	0	1
52	Time Space Management System-Reactions	1	0	0	1
53	Trained/Untrained-Job Satisfaction	0	1	0	1
54	Type of School-Academic Achievement Motivation	1	0	0	1
55	Type of School-Aggressive Behaviour	0	1	0	1
56	Type of School-Attitude Science	1	0	0	1
57	Type of School-Intelligence	1	0	0	1
58	Type of School-Job Satisfaction	1	0	0	1
59	Type of School-Originality	0	1	0	1
60	Type of School-Value (Cooperation)	1	0	0	1
	TOTAL	**42**	**60**	**1**	**103**

- The significant positive effect of Curriculum design was found on communication skills.

- The significant positive effect of Guidance counseling practices was found on achievement, Reactions and classroom climate.
- The significant positive effect of Management of school was found on self-confidence and stress.
- The significant positive effect of Mid-day meals under SSA was found on students as their reactions were found more positive.
- The significant positive effect of the Nature of school was found on catering deficiency needs.
- The significant positive effect of Role commitment was found on job satisfaction.
- The significant positive effect of the School board was found on self-confidence.
- Seniority affects job satisfaction in a significantly positive way.
- The significant positive effect of the Time-space management system was found in terms of reactions.
- The significant positive effect of Type of school was found on academic achievement motivation, Attitude towards science, Intelligence, self-esteem, Job satisfaction and Value (cooperation).
- A Significant positive effect of Study conditions was found on achievement.
- School Organization Climate was found a positive effect on Creativity and Adjustment.
- Employed as Government-Non-Government Teachers had no significant effect on Adjustment, Aptitude (Professional) and Teaching Behavior.
- Guidance Counseling Practices had no significant effect on Intelligence.
- Management of School had no significant effect on Anxiety.
- Nature of School had no significant effect on Growth Needs, Motivational Need and Role Commitment.
- Non Formal Education holders had no significant effect on Attitude towards Non-Formal Education.
- Teaching Experience, Smartness, Qualification, Regularity, Resignation, and Type of Profession do not have any significant effect on Achievement.
- School Board does not have any effect on Anxiety.
- School Organization Climate had no significant effect on Originality.

- Teaching Experience had no significant effect on Achievement, Adjustment, and Attitude towards Teaching, Reactions, and Teaching Effectiveness.
- Teaching Position had no significant effect on Adjustment, Teaching Position-Attitude towards Teaching, Teaching Effectiveness.
- Trained/Untrained teachers had no significant effect on Job Satisfaction, Role Commitment.
- Type of School did not have a significant effect on Aggressive Behavior, Creativity, Originality, and Self-concept.
- Position in Administration did not have any significant effect on Time Management Awareness.
- Course done in Distance/regular mode did not have any effect on Teaching Competency.
- Type of School board did not have any significant effect on stress.
- The type of school did not have any significant effect on adjustment, self-concept, and values (national integration).

5.3.4 ANXIETY AND STRESS

The synthesis of research findings with respect to 'Anxiety/Stress' as Independent variable with different Dependent variables were found as under—

Table 5.7

Synthesis of Research findings with respect to 'Anxiety/Stress' as Independent Variable with Different Dependent variables

SN	ANXIETY—with different DVs	Positive	Neutral	Negative	Total
1	Anxiety-Teaching Competency	0	4	0	4
2	Anxiety-Creativity	0	2	0	2
3	Anxiety-Achievement	0	1	0	1
4	Anxiety-Reasoning	0	1	0	1
5	Stress-Anxiety	0	1	0	1
6	Stress-Deficiency Needs	0	1	0	1
7	Stress-Stress	0	1	0	1
	Total	**0**	**11**	**0**	**11**

From table 5.7 it is observed that Anxiety was found to have no significant effect on Teaching Competency, Creativity, Achievement, Reasoning, Anxiety, Deficiency needs, and Stress.

5.3.5 ATTITUDE

The synthesis of research findings with respect to 'Attitude' as Independent variable with different Dependent variables was found as under—

Table 5.8

Synthesis of Research findings with respect to 'Attitude' as Independent variables with Different Dependent variables

SN	ATTITUDE— with different DVs	Positive	Neutral	Negative	Total
1	Attitude-Achievement	4	2	0	6
2	Attitude-Teaching Competency	0	4	0	4
3	Attitude-Creativity	1	1	0	2
4	Attitude-Conformity Behaviour of The Students	1	0	0	1
5	Attitude-Reasoning	0	1	0	1
6	Scientific Temper-Time Management Competency	1	0	0	1
7	Scientific Temper-Time Management Awareness	0	1	0	1
8	Attitude Toward Teaching-Teaching (Successfulness)	3	0	0	3
9	Humour Attitude Towards Teaching-Teaching (Successfulness)-	1	0	0	1
	Total	**11**	**9**	**0**	**20**

From table 5.8, it is evident that,

- Few studies were undertaken with the pair of 'Attitude' as an independent variable with other dependent variables.
- Attitude had a significant positive effect on Achievement, Conformity Behavior of the students and Time Management Competency.
- Attitude towards teaching was found to have a significant positive effect on Teaching (successfulness).
- Humor attitude towards teaching was found to have a significant positive effect on Teaching (successfulness).
- Attitude had no effect on Teaching Competency, Reasoning and Time Management Awareness.

5.3.6 COMPUTER SOFTWARES

The synthesis of research findings with respect to 'Computer Softwares' as Independent variable with different Dependent variables was found as under—

Table 5.9

Synthesis of Research findings of 'Computer Software' as Independent variable with respect to Different Dependent variables

SN	— with different DVs	Positive	Neutral	Negative	Total
1	Computer Software-Reactions	4	9	0	13
2	Computer Based Diagnostic-Achievement	4	0	0	4
3	Computer Software-Achievement	6	0	0	6
4	Multimedia-Achievement	2	0	0	2
5	Computer Awareness-Achievement	0	1	0	1
6	Computer Awareness-Attitude Science	0	1	0	1
7	Computer Awareness-Reasoning	0	1	0	1
8	Computer Based Diagnostic-Reactions	1	0	0	1
9	Computer Literate/Non Literate-General Mental Ability	1	0	0	1
10	Computer Software-Attitude Science	1	0	0	1
11	Computer Software-Higher Mental Ability	1	0	0	1
12	Computer Software (CBLMS)-Reactions	2	0	0	2
13	Computer Software (GOOTI)-Achievement	0	1	0	1
14	Newspaper-Child Education	1	0	0	1
	TOTAL	**23**	**13**	**0**	**36**

From Table 5.9, it is evident that,

- Computer software(s) (like Computer-based Diagnostic test, Multimedia, Library Management system, Time-Space Management system) was found a significant positive effect on Achievement, Reactions, and Attitude towards Science, Higher Mental Abilities and Reactions.
- The newspaper was found a significant positive effect on Child education.
- An individual's literacy of computers was found to have a significant positive effect on General Mental Abilities.
- Computer software(s) (like GOOTI and others few) were found no effect on Achievement and Reactions.
- Computer Awareness was found to have no significant effect on Achievement, Attitude towards Science and Reasoning.

5.3.7 CREATIVITY

The synthesis of research findings with respect to Creativity as Independent variable with different Dependent variables was found as under—

Table 5.10

Synthesis of Research findings with respect to 'Creativity' as Independent variable with Different Dependent variables

SN	Creativity — with different DVs	Positive	Neutral	Negative	Total
1	Creativity-Achievement	17	7	0	24
2	Creativity-Intelligence	6	2	0	8
3	Creativity-Problem Solving Ability	4	1	0	5
4	Creativity-Teaching Competency	2	1	0	3
5	Creativity-Attitude Science	2	0	0	2
6	Creativity-Risk-Taking Behaviour	2	0	0	2
7	Creativity-Adjustment	0	0	1	1
8	Creativity-Attitude	0	0	1	1
9	Creativity-Conformity Behaviour of the students	0	0	1	1
10	Creativity-Personality	1	0	0	1
11	Creativity (Verbal)-Non Verbal Creativity	1	0	0	1
12	Creativity-Psychological Problems	0	1	0	1
13	Creativity-Self Confidence	1	0	0	1
14	Creativity-Vocational Guidance Need	0	1	0	1
15	Creativity-Fluency	0	1	0	1
16	Creativity-Originality	1	0	0	1
	TOTAL	**37**	**14**	**3**	**54**

From Table 5.10, it is evident that,

- There was a positive significant effect of Creativity on Achievement, Intelligence, Problem Solving Abilities, Teaching Competency, and Attitude towards Science, Risk-Taking Behaviour, Personality, Self Confidence, and Originality.
- Verbal Creativity had a significant positive relationship with Non-Verbal Creativity.
- Creativity was found to have a significant negative effect on Adjustment, Attitude and Conformity Behaviour of the Students.
- Creativity was found to have no significant effect on Psychological Problems, Vocational Guidance Need and Fluency.

5.3.8 DEMOGRAPHIC VARIABLES

The synthesis of research findings with respect to different 'Demographic Variables' as Independent variables with different Dependent variables was described in the following sections.

5.3.8.1 AGE

The synthesis of research findings with respect to 'Age' as Independent variable with different Dependent variables was found as under—

Table 5.11

Synthesis of Research findings with respect to 'Age' as Independent variable with Different Dependent variables

SN	Age— with different DVs	Positive	Neutral	Negative	Total
1	Age-Achievement	0	3	0	3
2	Age-Teaching Competency	3	0	0	3
3	Age-Adjustment	0	1	0	1
4	Age-Aggressive Behaviour	1	0	0	1
5	Age-Interest	1	0	0	1
6	Age-Teaching Behaviour	1	0	0	1
7	Age-Values (Democratic)	0	1	0	1
	Total	**6**	**5**	**0**	**11**

From Table 5.11, it is evident that,

- There was a significant positive effect of age on teaching competency, Aggressive Behavior, Interest and Teaching Behavior.
- There was a Neutral effect of Age on Achievement, Adjustment and Values.

5.3.8.2 BIRTH ORDER

The synthesis of research findings with respect to 'Birth Order' as Independent variable with different Dependent variables was found as under—

Table 5.12

Synthesis of Research findings with respect to 'Birth Order' as Independent variable with Different Dependent variables

SN	Birth Order— with different DVs	Positive	Neutral	Negative	Total
1	Birth Order-Moral Judgement	0	1	0	1
2	Birth Order-Reasoning	0	1	0	1
3	Birth Order-Self Concept	0	1	0	1
4	Birth Order-Self Confidence	0	1	0	1
5	Birth Order-Value Clarification	0	1	0	1
	Total	**0**	**5**	**0**	**5**

From Table 5.12, it is cleared that

- Birth order was found not effecting Moral judgment, Reasoning, Self-concept and Value Clarification.

5.3.8.3 CASTE/CLASS/CATEGORY

The synthesis of research findings with respect to 'Caste/Class/Category' as Independent variable with different Dependent variables was found as under—

Table 5.13
Synthesis of Research findings with respect to with 'Caste/class/category' as Independent variable Different Dependent variables

SN	CASTE/CLASS/CATEGORY— with different DVs	Positive	Neutral	Negative	Total
1	Caste-Achievement	3	2	0	5
2	Caste-Attitude	1	0	0	1
3	Caste-Conformity Behaviour of the Students	0	1	0	1
4	Caste-Creativity	1	0	0	1
5	Caste-Use of Instructional Material (Video)	0	1	0	1
6	Caste-Intelligence	1	0	0	1
7	Caste-Self Concept	0	1	0	1
8	Caste-Spiritual Quotient	0	1	0	1
9	Caste-Values (Democratic)	0	1	0	1
10	Category-Self Confidence	0	1	0	1
11	Category-Self Esteem	0	1	0	1
12	Category-Value Clarification	0	1	0	1
13	Class-Creativity	1	0	0	1
	Total	**7**	**10**	**0**	**17**

From Table 5.13, it is evident that,

- The Caste had a significant positive effect on Achievement, Attitude, Creativity, and Intelligence.
- The class had a positive effect on creativity.
- Caste had a neutral effect on the Conformity Behavior of the Students, Use of Instructional Material, Self Concept, Spiritual Quotient, Values, Self Confidence, Self Esteem, and Value Clarification.

5.3.8.4 EXPERIENCE

The synthesis of research findings with respect to 'Experience' as Independent variable with different Dependent variables was found as under—

From Table 5.14, it is evident that,

- The experience was found to be significantly positively effecting Achievement, Attitude towards teaching, Pupil involvement skills, Skills (lesson Evaluation), teaching Competency, Adjustment, Aptitude (professional), and Attitude of teachers towards subjects, Educational Process, and Teaching Behavior.

Table 5.14
Synthesis of Research findings with respect to 'Experience' as Independent variable with Different Dependent variables

SN	Experience— with different DVs	Positive	Neutral	Negative	Total
1	Experience-Achievement	2	1	0	3
2	Experience-Attitude Toward Teaching	1	1	0	2
3	Experience-Double Seriation	0	2	0	2
4	Experience-Pupil Involvement Skills	2	0	0	2
5	Experience-Skill (Lesson Evaluation)	2	0	0	2
6	Experience-Teaching Competency	2	0	0	2
7	Experience-Adjustment	1	0	0	1
8	Experience-Aptitude (Professional)	1	0	0	1
9	Experience-Attitude of the Pupils Towards Subject	0	1	0	1
10	Experience-Attitude of the Teacher Towards Subject	1	0	0	1
11	Experience-Child-Centered Practices	0	1	0	1
12	Experience-Educational Process	1	0	0	1
13	Experience-Job Satisfaction	1	0	0	1
14	Experience-Reasoning	0	1	0	1
15	Experience-Teaching Behaviour	1	0	0	1
16	Experience-Teaching Profession	0	1	0	1
17	Length of Service-Achievement	0	1	0	1
	TOTAL	**15**	**9**	**0**	**24**

- The experience was not significantly affecting Attitude towards teaching, double Seriation process, Attitude of pupils towards the subject, child-centered practices, Reasoning, Teaching Profession and Achievement.

5.3.8.5 GENDER

The synthesis of research findings with respect to 'Gender' as Independent variable with different Dependent variables was found as under—

Table 5.15
Synthesis of Research findings with respect to 'Gender' as Independent variable with Different Dependent variables

SN	Gender— with different DVs	Positive	Neutral	Negative	Total
1	Gender-Achievement	24	36	1	61
2	Gender-Creativity	4	15	0	19
3	Gender-Reasoning	5	8	0	13
5	Gender-Interest	10	1	0	11
7	Gender-Reading Skills	0	8	0	8
8	Gender-Role Commitment	0	8	0	8
10	Gender-Self Confidence	5	2	0	7
12	Gender-Self Concept	2	4	0	6
14	Gender-Adjustment	3	2	0	5

15	Gender-Value Clarification	1	4	0	5
16	Gender-Intelligence	4	0	0	4
17	Gender-Self Assessment	0	4	0	4
18	Gender-Teaching Competency	0	4	0	4
19	Gender-Value (Cooperation)	0	4	0	4
28	Gender-Attitude	2	1	0	3
29	Gender-Attitude Science	2	1	0	3
30	Gender-Flexibility	1	2	0	3
31	Gender-Stress	1	2	0	3
39	Gender-Direct Behaviour	1	1	0	2
40	Gender-Human Rights Awareness	0	2	0	2
41	Gender-Job Satisfaction	2	0	0	2
42	Gender-Originality	1	1	0	2
43	Gender-Risk-Taking Behaviour	2	0	0	2
44	Gender-Self Esteem	2	0	0	2
45	Gender-Social Maturity	1	1	0	2
46	Gender-Tolerance of Ambiguity	2	0	0	2
47	Gender-Value (Personal)	0	2	0	2
48	Gender-Value Judgement Cooperation	0	2	0	2
49	Gender-Values (Democratic)	0	2	0	2
50	Gender-Vocational Guidance Need	0	2	0	2
51	Gender-Use of ICT	1	1	0	2
92	Gender-Academic Achievement Motivation	1	0	0	1
93	Gender-Achievement (Model Competency)	0	1	0	1
94	Gender-Aesthetic Value	0	1	0	1
95	Gender-Aggressive Behaviour	1	0	0	1
96	Gender-Anxiety	0	1	0	1
97	Gender-Aptitude (Professional)	0	1	0	1
98	Gender-Attitude Toward Teaching	0	1	0	1
99	Gender-Attitude Towards Non Formal Education	0	1	0	1
100	Gender-Conformity Behaviour of The Students	1	0	0	1
101	Gender-Deficiency Needs	1	0	0	1
102	Gender-General Mental Ability	0	1	0	1
103	Gender-Growth Needs	0	1	0	1
104	Gender-Higher Mental Ability	0	1	0	1
105	Gender-Indirect Behavior In Stream	0	1	0	1
106	Gender-Use of Instructional Material (Video)	0	1	0	1
107	Gender-Level of Aspiration	0	1	0	1
108	Gender-Locus of Control	1	0	0	1
109	Gender-Moral Judgement	0	1	0	1
110	Gender-Mother Tongue	1	0	0	1
111	Gender-Motivational Need	0	1	0	1
112	Gender-Personality	0	1	0	1
113	Gender-Population Education Awareness	0	1	0	1
114	Gender-Problem Solving Ability	1	0	0	1
115	Gender-Reactions	0	1	0	1
116	Gender-Religious Value	1	0	0	1
117	Gender-Risk-Taking Capacity	0	1	0	1

118	Gender-Skill (Listening)	0	1	0	1
119	Gender-Socio-Economic Status	0	1	0	1
120	Gender-Spiritual Quotient	0	1	0	1
121	Gender-Teaching Behavior	1	0	0	1
122	Gender-Teaching Effectiveness	0	1	0	1
123	Gender-Time Management Competency	0	1	0	1
124	Gender-Time Management Awareness	0	1	0	1
125	Gender-Understanding About Learning Disabilities	0	1	0	1
126	Gender-Value (Economical)	0	1	0	1
127	Gender-Value (Empathy)	1	0	0	1
128	Gender-Value (Knowledge)	0	1	0	1
129	Gender-Value (Occupational Aspiration)	0	1	0	1
130	Gender-Value (Prestige)	0	1	0	1
131	Gender-Value (Social)	0	1	0	1
132	Gender-Value Clarification (Communal Harmony)	0	1	0	1
133	Gender-Value Clarification (Cooperation)	0	1	0	1
134	Gender-Value Clarification (Team Spirit)	0	1	0	1
135	Gender-Value Discussion Knowledge	0	1	0	1
136	Gender-Value Judgement	0	1	0	1
137	Gender-Value Judgement Discipline	0	1	0	1
138	Gender-Value Judgement Kindness	0	1	0	1
139	Gender-Value Judgement Team Spirit	0	1	0	1
	Total	**86**	**158**	**1**	**245**

From Table 5.15, it is evident that,

- Gender was found to have significant positive effect on Interest, Reasoning, Self Confidence, Creativity, Intelligence, Adjustment, Self Concept, Attitude, Attitude Science, Job Satisfaction, Risk-Taking Behavior, Self Esteem, Tolerance of Ambiguity, Value Clarification, Flexibility, Stress, Direct Behavior, Originality, Social Maturity, Use of ICT, Academic Achievement Motivation, Aggressive Behavior, Conformity Behavior of The Students, Deficiency Needs, Locus of Control, Mother Tongue, Problem Solving Ability, Religious Value, Teaching Behavior and Value (Empathy).
- Gender did not found any effect on Reasoning, Self Confidence, Creativity, Reading Skills, Role Commitment, Self Assessment, Teaching Competency, Value (Cooperation), Flexibility, stress, Direct behavior, Social Maturity, Originality, Human Rights Awareness, Value (Personal),Value Judgment Cooperation, Values (Democratic), Vocational Guidance Need, Achievement (Model Competency), Aesthetic Value, Anxiety, Aptitude (Professional), Attitude Toward Teaching, Attitude Towards Non Formal Education, General

Mental Ability, Growth Needs, Higher Mental Ability, Indirect Behavior In Stream, Instructional Material (Video), Level of Aspiration, Moral Judgment, Motivational Need, Personality, Population Education Awareness, Reactions, Risk-Taking Capacity, Skill (Listening), Socio-Economic Status, Spiritual Quotient, Teaching Effectiveness, Time Management Competency, Time Management Awareness, Understanding About Learning Disabilities, Value (Economical), Value (Knowledge), Value (Occupational Aspiration), Value (Prestige), Value (Social), Value Clarification (Communal Harmony), Value Clarification (Cooperation), Value Clarification (Team Spirit), Value Discussion Knowledge, Value Judgment, Value Judgment (Discipline), Value Judgment (Kindness) and Value Judgment (Team Spirit).

- In one study gender was found negatively affecting the achievement.

5.3.8.6 HABITAT/RESIDENTIAL BACKGROUND

The synthesis of research findings with respect to 'Habitat/Residential Background' as Independent variable with different Dependent variables was found as under—

Table 5.16

Synthesis of Research findings with respect to 'Habitat/Residential Background' as Independent variable Background with Different Dependent variables

SN	— with different DVs	Positive	Neutral	Negative	Total
1	Habitat-Achievement	4	4	0	8
2	Habitat-Self Concept	0	7	0	7
3	Habitat-Stress	2	0	0	2
4	Habitat-Anxiety	1	0	0	1
5	Habitat-Attitude Towards Non Formal Education	0	1	0	1
6	Habitat-Human Rights Awareness	0	1	0	1
7	Habitat-Job Satisfaction	1	0	0	1
8	Habitat-Reasoning	0	1	0	1
9	Habitat-Self Confidence	0	1	0	1
10	Habitat-Value (Personal)	0	1	0	1
11	Habitat-Values (Democratic)	1	0	0	1
	TOTAL	**9**	**16**	**0**	**25**

From Table 5.16, it is evident that,

- Stress, Anxiety, Job Satisfaction and Values (democracy) were found positively dependent on the type of Habitat.

- Achievement, self-concept, Attitude towards Non-Formal Education, Human Rights Awareness, Reasoning, Self-confidence and Values (personal) were not dependent on Habitat.

5.3.8.7 MARITAL STATUS

The synthesis of research findings with respect to 'Marital Status' as an Independent variable with different Dependent variables was found as under—

Table 5.17
Synthesis of Research findings with respect to 'Marital Status' as Independent variable with Different Dependent variables

SN	Marital Status— with different DVs	Positive	Neutral	Negative	Total
1	Marital Status-Adjustment	0	1	0	1
2	Marital Status-Creativity	1	0	0	1
3	Marital Status-Job Satisfaction	0	1	0	1
4	Marital Status-Self Concept	1	0	0	1
5	Marriage Patterns-Achievement	1	0	0	1
	TOTAL	**3**	**2**	**0**	**5**

From Table 5.17, it is evident that,

- There was a significant positive effect of Marital status on Creativity and Achievement.
- There was no effect of marital status on Adjustment, Job satisfaction.

5.3.8.8 SOCIO-ECONOMIC STATUS (SES) AND OTHER VARIABLES

The synthesis of research findings with respect to 'Socio-Economic Status (SES)', 'Religion', 'Students' Background' and 'Type of Family' as Independent variable with different Dependent variables was found as under—

From Table 5.18, it is evident that,

- There was a significant positive effect of socio-economic status/background on Creativity, Eye-Hand Coordination, Attitude, Locus of Control, Memory, Learning Disability, Receptive Language, Problem Solving Ability, Spatial Relation, Values (Democratic).
- There was no effect of socio-economic status on Achievement, Self Concept, Creativity, Intelligence, Moral Judgment, Personality, Self Confidence, Teaching Competency, Value (Personal), And Value Clarification.

Table 5.18
Synthesis of Research findings with respect to 'Socio-Economic Status (SES), Religion, Students' Background and Type of Family' as Independent variables with Different Dependent variables

SN	Different IVs— with different DVs	Positive	Neutral	Negative	Total
1	Socio-Economic Status-Achievement	3	10	0	13
2	Socio-Economic Status-Self Concept	1	8	0	9
3	Socio-Economic Status-Creativity	3	1	0	4
4	Students Background-Adjustment	0	4	0	4
5	Students Background-Intelligence	1	3	0	4
6	Students Background-Locus of Control	1	3	0	4
7	Religion-Personality	1	2	0	3
8	Religion-Creativity	0	1	0	1
9	Religion-Locus of Control	1	0	0	1
10	Socio-Economic Status-Attitude	1	0	0	1
11	Socio-Economic Status-Eye Hand Coordination	1	0	0	1
12	Socio-Economic Status-Feedback	1	0	0	1
13	Socio-Economic Status-Intelligence	0	1	0	1
14	Socio-Economic Status-Learning Disability	1	0	0	1
15	Socio-Economic Status-Memory	1	0	0	1
16	Socio-Economic Status-Moral Judgement	0	1	0	1
17	Socio-Economic Status-Personality	0	1	0	1
18	Socio-Economic Status-Problem Solving Ability	1	0	0	1
19	Socio-Economic Status-Receptive Language	1	0	0	1
20	Socio-Economic Status-Self Confidence	0	1	0	1
21	Socio-Economic Status-Spatial Relation	1	0	0	1
22	Socio-Economic Status-Teaching Competency	0	1	0	1
23	Socio-Economic Status-Value (Personal)	0	1	0	1
24	Socio-Economic Status-Value Clarification	0	1	0	1
25	Socio-Economic Status-Values (Democratic)	1	0	0	1
26	Tribal/Non Tribal-Values (Democratic)	0	1	0	1
27	Type of Family-Time Management Competency	0	1	0	1
28	Type of Family-Time Management Awareness	0	1	0	1
	Total	**20**	**42**	**0**	**62**

- Students' background had no effect on Adjustment, Intelligence, And Locus of Control.
- Religion had no effect on creativity and personality.
- Belongingness to the tribal or nontribal region did not have any effect on Values (Democratic).
- Type of family did not have any effect on Time Management Competency and Time Management Awareness.

5.3.8.9 STREAM OF EDUCATION/EDUCATIONAL LEVEL

The synthesis of research findings with respect to 'Stream of Education/ Educational Level' as Independent variable with different Dependent variables was found as under—

From Table 5.19, it is evident that,

- Stream of Education had a significant positive effect on Level of Aspiration, Achievement, Growth Needs, Human Rights Awareness, Motivational Need, Adjustment, Deficiency Needs, General Mental Ability, Indirect Behavior, Instructional Material (Video), Reasoning, Spiritual Quotient, and Vocational Guidance Need.

Table 5.19

Synthesis of Research findings with respect to the 'Stream of Education/ Educational Level' as Independent variable with Different Dependent variables

SN	Stream of Education/ Educational Level — with different DVs	Positive	Neutral	Negative	Total
1	Stream-Level of Aspiration	3	0	0	3
2	Stream-Achievement	2	0	0	2
3	Stream-Growth Needs	0	2	0	2
4	Stream-Human Rights Awareness	1	1	0	2
5	Stream-Motivational Need	0	2	0	2
6	Stream-Adjustment	0	1	0	1
7	Stream-Deficiency Needs	1	0	0	1
8	Stream-General Mental Ability	1	0	0	1
9	Stream-Indirect Behaviour	1	0	0	1
10	Stream-Instructional Material (Video)	0	1	0	1
11	Stream-Reasoning	0	1	0	1
12	Stream-Spiritual Quotient	0	1	0	1
13	Stream-Vocational Guidance Need	0	1	0	1
14	Level of Education-Job Satisfaction	1	0	0	1
15	Level of Parent Education-Self Concept	0	1	0	1
16	Education Level-Adjustment	0	1	0	1
17	Mathematics/Non Mathematics Background-Achievement	0	1	0	1
18	Mother Academic Qualification-Moral Concept Development	1	0	0	1
19	Parent Education Level-Moral Concept Development	1	0	0	1
	TOTAL	**12**	**13**	**0**	**25**

- The level of parent education had a significant positive effect on Moral Concept Development.

- Mother Academic qualification had a significant positive effect on Moral Concept Development.
- Stream of Education had no significant effect on Growth Needs, Human Rights Awareness, Motivational Need, Stream-Adjustment, Deficiency Needs, General Mental Ability, Indirect Behavior In-Stream, Instructional Material (Video), Reasoning, Spiritual Quotient, Vocational Guidance Need.
- The level of parent education had no significant effect on Self Concept.
- Education level had no significant effect on Adjustment and Job Satisfaction.
- Math/Non Math background had no significant effect on Achievement.

5.3.9 DEPENDENCY

The synthesis of research findings with respect to 'Dependency' level as Independent variable with different Dependent variables was found as under—

Table 5.20

Synthesis of Research findings with respect to 'Dependency' as Independent variable with different Dependent variables

SN	Dependency — with different DVs	Positive	Neutral	Negative	Total
1	Dependency-Creativity	0	3	1	4
2	Dependency-Flexibility	0	3	0	3
3	Dependency-Achievement	1	1	0	2
4	Dependency-Self Assessment	0	2	0	2
5	Dependency-Adjustment	0	1	0	1
6	Dependency-Aptitude (Professional)	1	0	0	1
7	Dependency-Risk-Taking Capacity	0	1	0	1
8	Dependency-Teaching Behaviour	0	1	0	1
9	Dependency-Value (Curiosity)	0	1	0	1
	TOTAL	**2**	**13**	**1**	**16**

From Table 5.20, it is observed that

- Dependency was found to have a significant effect on Aptitude (professional).
- It was found no significant effect on Creativity, Flexibility, Achievement, Self Assessment, Adjustment, Aptitude, Risk-Taking Capacity, Teaching Behavior and Value (Curiosity).

5.3.10 EDUCATIONAL TELEVISION/RADIO BROADCAST

The synthesis of research findings with respect to 'Educational Television (ETV) and Radio Broadcast' as Independent variables with different Dependent variables was found as under—

Table 5.21

Synthesis of Research findings with respect to 'Educational Television/Radio Broadcast' as Independent variable with different Dependent variables

SN	ETV— with different DVs	Positive	Neutral	Negative	Total
1	ETV-Achievement	20	16	0	36
2	Talk Back Mode-Achievement	7	0	0	7
3	TalkBack Mode -Without TalkBack/Direct Mode	5	1	0	6
4	ETV -Reactions	5	0	0	5
5	ETV Modes-Frustration	1	4	0	5
6	Simulated Talkback- Achievement	4	0	0	4
7	Direct Mode-Achievement	3	0	0	3
8	Direct Mode-Habitat	0	3	0	3
9	Direct Mode-Medium	0	3	0	3
10	ETV -Attitude	3	0	0	3
11	ETV -Self Assessment	3	0	0	3
12	Interactive Mode-Reactions	3	0	0	3
13	Interactive Mode-Direct Mode	3	0	0	3
14	Interactive Mode-Medium	0	3	0	3
15	Live Mode-Achievement	0	3	0	3
16	Live Mode-Interactive Mode	2	0	0	2
17	Talk Back Mode-Reactions	2	0	0	2
18	Interactive Mode-Achievement	2	0	0	2
19	Simulated Talkback- Habitat	0	2	0	2
20	Simulated Talkback-Direct Mode	2	0	0	2
21	With & Without Talkback-Achievement	0	2	0	2
22	With Interactive& Without Talkback-Achievement	0	2	0	2
23	With Talkback &With Interactive Mode-Achievement	2	0	0	2
24	Radio Broadcast-Achievement	1	1	0	2
25	Radio Broadcast-Reaction	2	0	0	2
26	Interactive Mode –Traditional Method	1	0	0	1
27	Interactive Mode-Simulated Talkback	1	0	0	1
28	Interactive Mode-Habitat	0	1	0	1
29	Simulated Talkback- Medium	0	1	0	1
	TOTAL	**72**	**42**	**0**	**114**

From Table 5.21, it is evident that,

- Educational Television (Countrywide Classrooms) was found to have a significant effect on Achievement, Reactions, Attitude, and Self Assessment.

- Talkback mode was found to be more effective than without talkback mode/direct mode.
- The interactive mode was found to be more effective than the simulated talk-back, Talk-back and Direct Mode.
- The live mode was more effective than the interactive mode in one study.
- The significant positive effect of Talk-Back Mode was found on Achievement.
- A significant positive effect of Direct Mode was found on Achievement.
- Radio Broadcast program was found to have a significant effect on reactions.
- No significant effect of Educational Television (Countrywide Classrooms) was found on Frustration level.
- No significant effect of Mode of ETV (Direct Mode, Interactive mode and Simulated Talk-back mode) on Habitat, Medium was found.
- No significant effect of with and without Talkback on Achievement was found.
- No significant effect of Interactive and without Talkback on Achievement.
- Radio Broadcast program was found to have no significant effect on Achievement.

5.3.11 EMOTIONAL INTELLIGENCE

The synthesis of research findings with respect to 'Emotional Intelligence' as an Independent variable with different Dependent variables was found as under—

Table 5.22

Synthesis of Research findings with respect to 'Emotional Intelligence' as Independent variable with Different Dependent variables

SN	Emotional Intelligence — with different DVs	Positive	Neutral	Negative	Total
1	Emotional Intelligence-Self Esteem	3	0	0	**3**
2	Emotional Intelligence-Adjustment	0	2	0	**2**
3	Emotional Intelligence-Achievement	0	1	0	**1**
4	Emotional Intelligence-Reactions	1	0	0	**1**
5	Emotional Intelligence-Reasoning	0	1	0	**1**
6	Emotional Intelligence-Social Maturity	0	1	0	**1**
7	Emotional Intelligence-Teaching Effectiveness	0	1	0	**1**
	TOTAL	**4**	**6**	**0**	**10**

From Table 5.22, it is evident that,

Emotional Intelligence was found to be a significant positive effect on Self Esteem and Reactions. It was found to have no significant effect on Adjustment, Achievement, Reasoning, Social Maturity, and Teaching effectiveness.

5.3.12 INSTRUCTIONAL MATERIAL (IM)

There were 47 studies carried out using Instructional Materials in the Educational researches at School of Education, Devi Ahilya Vishwavidyalaya, Indore during 1964-2014. There were 6 studies based on Computer-assisted Instructional Material, 21 studies based on Instructional Materials, 12 studies based on Program learning Material and 8 studies based on Video Instructional Materials were developed.

Table 5.23

Synthesis of Research findings with respect to 'Instructional Material' as Independent Variable with Different Dependent variables

SN	Instructional Material— with different DVs	Positive	Neutral	Negative	Total
1	IM—Achievement	61	6	0	67
2	IM —Reactions	47	0	0	47
3	IM—Traditional Method	41	6	0	47
4	IM—Reading Skills	10	0	0	10
5	IM—Creativity	5	0	0	5
6	IM—Flexibility	3	0	0	3
7	IM—Teaching Competency	3	0	0	3
8	IM—Thinking Skills	3	0	0	3
9	IM —Population Edu Awareness	2	0	0	2
10	IM—Reasoning	2	0	0	2
11	IM—Intelligence	2	1	0	3
12	IM—Attitude	1	0	0	1
13	IM—Attitude Toward Teaching	1	0	0	1
14	IM—Elaboration	1	0	0	1
15	IM—Exaggeration Identification	1	0	0	1
16	IM—Model (ITM)	1	0	0	1
17	IM—Moral Concept Development	1	0	0	1
18	IM—Retention	1	0	0	1
19	IM—Scam	1	0	0	1
20	IM—Skill of Interviewing	1	0	0	1
22	IM—Value (Curiosity)	1	0	0	1
23	IM—Linear Program Learning Material	1	1	0	2
24	IM—Self Confidence	1	1	0	2
25	IM—Value Discussion Knowledge	0	1	0	1
26	IM—Self Concept	0	2	0	2
27	IM—Value Clarification	0	2	0	2
28	IM—Value Judgement Cooperation	0	2	0	2
29	IM—Value Clarification	0	3	0	3
30	IM—Value Judgement	0	9	0	9
	Total	**191**	**34**	**0**	**225**

Their effectiveness was studied on different Dependent Variables. The synthesis of research findings with respect to 'Instructional Material' as Independent variable with different Dependent variables were found as under—

From Table 5.23 it is evident that,

- Instructional Material was found to have significant positive effect on Achievement, Reactions, Traditional Method, Reading Skills, Creativity, Flexibility, Teaching Competency, Thinking Skills, Population Education Awareness, Reasoning, Intelligence, Attitude, Attitude towards Teaching, Elaboration, Exaggeration Identification, Moral Concept Development, Retention, Scam, Skill of Interviewing and Value (Curiosity).
- The instructional material was found significantly better than the traditional method.
- Instructional material in the form of Program Learning Material was found to be better than the traditional method.
- Teaching using Instructional material was found to be better than teaching using the Selective Concept Attainment Model and Inquiry Training Model (ITM).
- Instructional Material(s) on diversified topics were found to have no effect on Value Discussion Knowledge, Self Concept, Value Clarification, Value Judgement Cooperation, Value Clarification, and Value Judgement.

5.3.13 INSTRUCTIONAL STRATEGY (IS)

During 1964-2014, 39 numbers of Different learning and instructional strategies experimented in the researches at School of Education, Devi Ahilya Vishwavidyalaya, Indore. Enumerating few were like Visual Verbal learning styles strategy, Piaget Conservational tasks, Web-based learning strategy, Demonstration cum Practical strategy, Vocational guidance strategy, Gaming Strategy, Mastery learning strategy, Video Instructional strategy, Remedial strategies, Feedback Strategies, Collaborative, Community, and Content Management System, Multimedia strategy, Computer-assisted learning strategies, Training Programs on Teaching Competency, Need-based programs, Active learning strategies and Model competency strategies.

The synthesis of research findings with respect to 'Instructional Strategy' as Independent variable with different Dependent variables was found as under—

Table 5.24

Synthesis of Research findings with respect to 'Instructional Strategy (ies)' as Independent Variable with Different Dependent variables

SN	Instructional Strategy— with different DVs	Positive	Neutral	Negative	Total
1	Instructional Strategy-Achievement	49	16	0	65
2	Instructional Strategy-Creativity	21	20	0	41
3	Instructional Strategy-Reactions	30	2	1	33
4	Instructional Strategy-Problem Solving Abilities	12	13	0	25
5	Instructional Strategy-Self Concept	7	6	0	13
6	Instructional Strategy-Teaching Competency	9	0	0	9
7	Instructional Strategy-Flexibility	7	0	0	7
8	Instructional Strategy-Originality	0	6	0	6
9	Instructional Strategy-Reasoning	5	0	0	5
10	Instructional Strategy-Traditional Method	4	1	0	5
11	Instructional Strategy-Values (Democratic)	5	0	0	5
12	Instructional Strategy-Self Confidence	4	0	0	4
13	Instructional Strategy-Value Clarification	4	0	0	4
14	Instructional Strategy-Fluency	3	0	0	3
15	Instructional Strategy-Attitude Science	0	2	0	2
16	Instructional Strategy-Higher Mental Ability	1	1	0	2
17	Instructional Strategy-Mathematics	2	0	0	2
18	Instructional Strategy-Moral Judgement	2	0	0	2
19	Need Base Learning Program-Reactions	2	0	0	2
20	Training-Achievement	2	0	0	2
21	Training-Attitude Toward Teaching	2	0	0	2
22	Training-Double Seriation	2	0	0	2
23	Training-Pupil Involvement Skills	2	0	0	2
24	Training-Skill (Lesson Evaluation)	2	0	0	2
25	Training-Teaching Competency	2	0	0	2
26	TS (Demonstration Approach)-Achievement	2	0	0	2
27	Instructional Strategy-Adjustment	1	0	0	1
28	Instructional Strategy-Aspiration	1	0	0	1
29	Instructional Strategy-Attitude	1	0	0	1
30	Instructional Strategy-Attitude Towards Mathematics	1	0	0	1
31	Instructional Strategy-Class Room Climate	0	1	0	1
32	Instructional Strategy-Discipline	1	0	0	1
33	Instructional Strategy-Discussion Participating	1	0	0	1
34	Instructional Strategy-Errors In The Learning of Sanskrit	1	0	0	1
35	Instructional Strategy-Gender	1	0	0	1
36	Instructional Strategy-Graphical Interpretation Score	1	0	0	1
37	Instructional Strategy-Intelligence	1	0	0	1
38	Instructional Strategy-Interest	1	0	0	1
39	Instructional Strategy-Kindness	1	0	0	1
40	Instructional Strategy-Observer Assisted Behaviour of Teacher	1	0	0	1
41	Instructional Strategy-Observer Assisted Feedback Giving Competency	1	0	0	1

42	Instructional Strategy-Retention	1	0	0	1
43	Instructional Strategy-Risk-Taking Capacity	0	1	0	1
44	Instructional Strategy-Skill (Listening)	1	0	0	1
45	Instructional Strategy-Stress (Memory)	1	0	0	1
46	Instructional Strategy-Task –Classification	1	0	0	1
47	Instructional Strategy-Task-Conservation	1	0	0	1
48	Instructional Strategy-Task-Seriazation	1	0	0	1
49	Instructional Strategy-Teaching –Classification	1	0	0	1
50	Instructional Strategy-Teaching-Conservation	1	0	0	1
51	Instructional Strategy-Teaching-Seriazation	1	0	0	1
52	Instructional Strategy-Time Management Competency	1	0	0	1
53	Instructional Strategy-Time Management Awareness	0	1	0	1
54	Instructional Strategy-Value Judgement	1	0	0	1
55	Need Base Learning Program-Achievement	1	0	0	1
56	Need Base Learning Program-Attitude Toward Teaching	1	0	0	1
57	Need Base Learning Program-Personality	1	0	0	1
58	Teaching Strategy (Demonstration Approach)-Achievement (Model Competency)	0	1	0	1
59	Teaching Techniques Applied-Teaching Competency	1	0	0	1
60	Training-Attitude of The Pupils Towards Subject	0	1	0	1
61	Training-Attitude of The Teacher Towards Subject	1	0	0	1
62	Training-Child-Centered Practices	1	0	0	1
63	Training-Educational Process	1	0	0	1
64	Training-Teaching Profession	0	1	0	1
65	Teaching Strategy (Demonstration Approach)-Creativity	1	0	0	1
66	Teaching Strategy (Demonstration Approach)-Teaching Competency	0	1	0	1
67	Instructional Strategy-Self Esteem	1	0	0	1
	Total	**215**	**74**	**1**	**290**

From Table 5.24 it is evident that,

- Instructional Strategy(ies) had been found significantly positively effective on Achievement, Reactions, Teaching Competency, Flexibility, Reasoning, Values (Democratic), Self Confidence, Value Clarification, Traditional Method, Fluency, Mathematics, Moral Judgment, Creativity, Self Concept, Adjustment, Aspiration, Attitude, Attitude Towards Mathematics, Discipline, Discussion Participating, Errors in the Learning of Sanskrit, Gender, Graphical Interpretation Score, Intelligence, Interest, Kindness, Observer Assessed Behavior of Teacher, Observer Assisted Feedback giving Competency, Retention, Skill (Listening), Stress (Memory), Task Classification, Task Conservation, Task Seriazation, Teaching Classification, Teaching

Conservation, Teaching Seriazation, Time Management Competency, and Value Judgment.

- Need Base Learning Program had been found significantly positively effective on Achievement, Attitude Toward Teaching, and Personality.
- Teaching strategy using (Demonstration Approach) had been found significantly positively effective on Creativity and Achievement.
- Teaching Techniques Applied had been found significantly positively effective on Teaching Competency.
- Training had been found significantly positively effective on Double Seriation, Pupil Involvement Skills, Skill (Lesson Evaluations), Teaching Competency, Achievement, Attitude towards Teaching, Attitude of the teachers towards Subject, Child-Centered Practices and Educational Process.
- Instructional Strategy was not found effective on Attitude towards Science, Room Climate, Higher Mental Ability, Originality, Taking Capacity, Time Management Awareness and Problem Solving abilities.
- Teaching Strategy was not found effective on Achievement (Model Competency).
- The training was not found effective on Attitude of The Subject towards Pupils, Teaching Profession.
- Teaching strategy (Demonstration Approach) was not found effective in Teaching Competency.
- In one study the reactions towards Instructional Strategy were found to be significantly negative.
- The effect of Instructional strategy on higher mental abilities was found to be inconclusive.

5.3.14 INTELLIGENCE

The synthesis of research findings with respect to 'Intelligence' as Independent variable with different Dependent variables was found as under—

Table 5.25

Synthesis of Research findings with respect to 'Intelligence' as Independent Variable with Different Dependent variables

SN	Intelligence — with different DVs	Positive	Neutral	Negative	Total
1	Intelligence-Achievement	28	20	1	49
2	Intelligence-Self Concept	2	13	0	15
3	Intelligence-Creativity	3	10	0	13
4	Intelligence-Reading Skills	0	7	0	7
5	Intelligence-Stress	0	5	0	5
6	Intelligence-Flexibility	0	3	0	3
7	Intelligence-Self Confidence	2	1	0	3
8	Intelligence-Teaching Competency	1	2	0	3
9	Intelligence-Anxiety	0	2	0	2
10	Intelligence-Attitude Science	1	1	0	2
11	Intelligence-Locus of Control	1	0	1	2
12	Intelligence-Reasoning	1	1	0	2
13	Intelligence-Self Assessment	0	2	0	2
14	Intelligence-Adjustment	0	1	0	1
15	Intelligence-Aptitude	0	1	0	1
16	Intelligence-Auditory Perception	1	0	0	1
17	Intelligence-Expressive Language	1	0	0	1
18	Intelligence-Higher Mental Ability	1	0	0	1
19	Intelligence-Emotional Intelligence	1	0	0	1
20	Intelligence-Interest	1	0	0	1
21	Intelligence-Learning Disability	1	0	0	1
22	Intelligence-Moral Judgement	0	1	0	1
23	Intelligence-Originality	0	1	0	1
24	Intelligence-Population Educational Awareness	1	0	0	1
25	Intelligence-Position In Space	1	0	0	1
26	Intelligence-Problem Solving Ability	1	0	0	1
27	Intelligence-Reactions	0	1	0	1
28	Intelligence-Receptive Language	1	0	0	1
29	Intelligence-Risk-Taking Capacity	0	1	0	1
30	Intelligence-Socio-Economic Status	1	0	0	1
31	Intelligence-Spatial Relation	1	0	0	1
32	Intelligence-Thinking Skills	0	1	0	1
33	Intelligence-Time Management Competency	0	1	0	1
34	Intelligence-Time Management Awareness	1	0	0	1
35	Intelligence-Value Clarification	0	1	0	1
36	Intelligence-Values (Democratic)	1	0	0	1
	TOTAL	**53**	**76**	**2**	**131**

From Table 5.25, it is evident that,

- Intelligence was found to have been significant positive effect on Achievement, Self Confidence, Locus of Control, Auditory Perception, Expressive Language, Higher Mental Ability, ,Interest, Learning Disability, Population Education Awareness, Position In Space, Problem Solving Ability, Receptive Language, Socio-Economic Status, Spatial Relation, Time Management Awareness, Emotional Intelligence and Values (Democratic).
- Intelligence was not found a significant effect on Teaching Competency, Adjustment, Aptitude, Moral Judgments, Originality, Reactions, Risk-Taking Capacity, Thinking Skills, Time Management Competency, Value Clarification, Anxiety, Self Assessment, Flexibility, Stress, Creativity, Reading Skills and Self Concept.
- Intelligence was found to have inconclusive on Attitude towards science and reasoning.
- In one study Intelligence was found to have been a significantly negative effect on Achievement.

5.3.15 LEVEL OF ASPIRATION

The synthesis of research findings with respect to 'Aspiration level' as Independent variable with different Dependent variables was found as under—

Table 5.26

Synthesis of Research findings with respect to 'Level of Aspiration' as Independent Variable with different Dependent variables

SN	Aspiration level— with different DVs	Positive	Neutral	Negative	Total
1	Level of Aspiration-Achievement	0	0	1	1
2	Level of Aspiration-Aggressive Behaviour	0	1	0	1
3	Level of Aspiration-Socio-Economic Status	1	0	0	1
4	Level of Aspiration-Vocational Guidance Need	0	1	0	1
	TOTAL	**1**	**2**	**1**	**4**

From Table 5.26 it is evident that,

- There was a significant positive effect of the Level of Aspiration on Socio-Economic Status.
- There was a significant negative effect of the Level of Aspiration on Achievement.

- There was no effect of level of aspiration on Aggressive Behavior and Vocational Guidance Need.

5.3.16 LOCUS OF CONTROL

The synthesis of research findings with respect to 'Locus of Control' as Independent variable with different Dependent variables was found as under—

Table 5.27

Synthesis of Research findings with respect to 'Locus of Control' as Independent Variable with different Dependent variables

SN	Locus of Control— with different DVs	Positive	Neutral	Negative	Total
1	Locus of Control-Achievement	0	2	0	2
2	Locus of Control-Creativity	1	1	0	2
3	Locus of Control-Self Concept	1	0	0	1
	TOTAL	**2**	**3**	**0**	**5**

From Table 5.27 it is evident that,

- Locus of Control was having a significant positive effect on the Self-concept.
- There was no significant effect of Locus of Control on Achievement and Creativity.

5.3.17 METHOD OF TEACHING

The synthesis of research findings with respect to the 'Method of Teaching' as an Independent variable with different Dependent variables was found as under—

Table 5.28

Synthesis of Research findings with respect to the 'Method of Teaching' as Independent Variable with different Dependent variables

SN	Method of Teaching— with different DVs	Positive	Neutral	Negative	Total
1	Traditional Method-Achievement	5	5	0	10
2	Demonstration-Traditional Method	4	0	0	4
3	Experimental Method-Achievement	2	2	0	4
4	Dialogue Method-Discussion Viewing	4	0	0	4
5	Method (Lab Method)-Reasoning	0	3	0	3
6	Traditional Method-Self Concept	2	1	0	3
7	Dialogue Method-Achievement	3	0	0	3
8	Dialogue Method-Discipline	2	1	0	3
9	Cognitive Styles-Achievement	0	2	0	2
10	Concept Formation-Achievement	2	0	0	2
11	Dialogue Method-Traditional Method	2	0	0	2

12	Discussion Participating-Interest	2	0	0	2
13	Method (Activity)-Achievement	2	0	0	2
14	Method (Lab Method)-Achievement	2	0	0	2
15	Traditional Method-Teaching Competency	0	2	0	2
16	Traditional Method-Value Judgement	0	2	0	2
17	Cognitive Styles-Creativity	0	1	0	1
18	Cognitive Emotional And Behavioural Loud Reading-Teaching Competency	1	0	0	1
19	Dialogue Method-Reactions	1	0	0	1
20	Discussion Participating-Aspiration	1	0	0	1
21	Discussion Participating-Discussion Viewing	1	0	0	1
22	Discussion Participating-Kindness	1	0	0	1
23	Discussion Participating-Reactions	1	0	0	1
24	Discussion Participating-Value Judgement	1	0	0	1
25	Discussion Viewing-Interest	1	0	0	1
26	Discussion Viewing-Kindness	1	0	0	1
27	Discussion Viewing-Reactions	1	0	0	1
28	Discussion Viewing-Value Judgement	1	0	0	1
29	Experimental Method-Attitude Science	1	0	0	1
30	Experimental Method-Reactions	1	0	0	1
31	Interaction-Achievement	0	1	0	1
32	Laboratory Competency-Achievement	0	1	0	1
33	Method (Activity)-Reactions	1	0	0	1
34	Method (Set Induction)-Achievement	1	0	0	1
35	Method (Set Induction)-Traditional Method	1	0	0	1
36	Traditional Method-Attitude	1	0	0	1
37	Traditional Method-Creativity	0	1	0	1
38	Traditional Method-Dedication Towards Teaching	0	1	0	1
39	Traditional Method-Originality	0	1	0	1
40	Traditional Method-Self Confidence	1	0	0	1
41	Traditional Method-Value (Perseverance)	0	1	0	1
42	Traditional Method-Values (Cooperation)	0	1	0	1
43	Traditional Method-Values (Nationalism)	0	1	0	1
44	VAM Treatment Duration-Moral Judgement	1	0	0	1
45	Use of Assignment-Achievement	1	0	0	1
46	Dialogue Method-Creativity	0	1	0	1
47	Dialogue Method-Dedication Towards Teaching	0	1	0	1
	Total	**52**	**29**	**0**	**81**

From Table 5.28 it is evident that,

- Cognitive Emotional and Behavioral Loud Reading found to have a significant positive effect on Teaching Competency.
- Concept Formation has been found to have a significant positive effect on Achievement.
- The demonstration has been found to have a significant positive effect on the Traditional Method.

- Dialogue Method has been found to have a significant positive effect on Achievement, Discipline, Discussion Viewing, Reactions
- Dialogue Method was found significantly superior to the Traditional Method
- Discussion Participating has been found to have a significant positive effect on Aspiration, Discussion Viewing, Interest, Kindness, Reactions, Value Judgment
- Discussion Viewing has been found to have a significant positive effect on Interest, Kindness, Reactions and Value Judgment.
- Experimental Method has been found to have a significant positive effect on Attitude Science and Reactions.
- Method (Activity) has been found to have a significant positive effect on Achievement and Reactions.
- Method (Lab Method) has been found to have a significant positive effect on Achievement.
- Method (Set Induction) has been found to have a significant positive effect on Achievement.
- Set Induction method was found to be more effective than the Traditional Method.
- Traditional Method has been found to have a significant positive effect on Attitude, Self Concept, and Self Confidence
- Use of Assignment has been found to have a significant positive effect on Achievement
- Value Analysis method (VAM) Treatment duration has been found to have a significant positive effect on Moral Judgment.
- Cognitive Styles has been found to have no significant effect on Achievement and Creativity.
- Dialogue Method has been found to have no significant effect on Creativity and Dedication towards Teaching.
- Interactive session has been found to have no significant effect on Achievement
- Laboratory Competency has been found to have no significant effect on Achievement.
- Method (Lab Method) has been found to have no significant effect on Reasoning, Creativity, Dedication Towards Teaching, Originality, Teaching Competency, Value (Perseverance), Values (Cooperation), Values (Nationalism) and Value Judgment.

- In one study Experimental method found to have no significant effect on Achievement.
- In one study Traditional method was found to have no significant effect on Achievement.

5.3.18 MICROTEACHING/ FEEDBACK

The synthesis of research findings with respect to 'Micro-Teaching/Feedback' as Independent variable with different Dependent variables was found as under—

Table 5.29
Synthesis of Research findings with respect to 'Micro-Teaching and Feedback' as Independent Variable with different Dependent variables

SN	Micro-Teaching and Feedback — with different DVs	Positive	Neutral	Negative	Total
1	FMS-Use of Skills	28	4	0	32
2	FMS-Feedback	6	3	0	9
3	FMS-Achievement	5	3	0	8
4	FMS-Self Assessment	6	0	0	6
5	FMS-Teaching Effectiveness	6	0	0	6
6	FMS-Teaching Competency	3	3	0	6
7	FMS-Skill (Criticizing)	3	0	0	3
8	FMS-Skill (Lecturing)	3	0	0	3
9	FMS-Accept Feeling	2	1	0	3
10	No Feedback-Use of Skills	2	1	0	3
11	FMS-Giving Direction	1	2	0	3
12	FMS-Idea Accept	1	2	0	3
13	FMS-Ask Question	0	3	0	3
14	No Feedback-Personality	0	3	0	3
15	FMS-Observer Assisted Behaviour of Teacher	2	0	0	2
16	FMS-Observer Assisted Feedback Giving Competency	2	0	0	2
17	FMS-Personality	2	0	0	2
18	FMS-Reactions	2	0	0	2
19	Simulation Real Class-Rating on Holistic teaching	1	1	0	2
20	FMS-Behaviour of Teacher	1	0	0	1
21	FMS-Observation of Lesson	1	0	0	1
22	FMS-Overall Evaluation By Feedback Receiver	1	0	0	1
23	FMS-Overall Feedback Receivers Behaviours	1	0	0	1
24	FMS-Overall Feedback Giving Competence	1	0	0	1
25	FMS-Overall Feedback Receiving Competence	1	0	0	1
26	FMS-Overall Feed backers Behaviours	1	0	0	1
27	FMS-Overall Social-Emotional	1	0	0	1
28	FMS-Social Emotional Climate	1	0	0	1

29	FMS-Traditional Method	1	0	0	1
30	Micro Teaching With Perceptual Modelling-Teaching Competency	1	0	0	1
31	FMS-Adjustment	0	1	0	1
32	FMS-Attitude Toward Teaching	0	1	0	1
33	FMS-Overall Types of Feedback	0	1	0	1
34	Feedback-Achievement	0	1	0	1
35	Feedback-Teaching Competency	0	1	0	1
36	Micro Teaching With Audio Modelling-Teaching Competency	0	1	0	1
37	Micro Teaching With Perceptual Modelling-Micro Teaching With Audio Modelling	0	1	0	1
38	Micro Teaching With Perceptual Modelling-Micro Teaching With Symbolic Modelling	0	1	0	1
39	Micro Teaching With Symbolic Modelling-Micro Teaching With Perceptual Modelling	0	1	0	1
40	Micro Teaching With Symbolic Modelling-Teaching Competency	0	1	0	1
41	Micro Teaching-Reactions	0	1	0	1
42	Simulation Real Class-Rating	0	1	0	1
43	Simulation-Teaching Competency	0	1	0	1
	TOTAL	**86**	**39**	**0**	**125**

Note: FMS—Feedback Mechanism System

From Table 5.29, it is evident that,

- Feedback Mechanism System- has been found significant positive effect on Accept Feeling, Achievement, Behaviour of Teacher, Feedback, Observation of Lesson, Observer Assisted Behaviour of Teacher, Observer Assisted Feedback Giving Competency, Overall Evaluation by Feedback Receiver, Overall Feedback Receivers Behaviors, Overall Feedback giving Competence, Overall Feedback Receiving Competence, Overall Feed backers Behaviors, Overall Social-Emotional, Personality, Reactions, Self Assessment, Skill (Criticizing), Skill (Lecturing), Social Emotional Climate, Teaching Effectiveness, Traditional Method, Use of Teaching Skills.
- Micro Teaching with Perceptual Modeling had a significant positive effect on Teaching Competency.
- 'No Feedback' has been found a significant effect on the Use of Teaching Skills.
- Feedback Mechanism System had been found no significant effect on Giving Direction, Adjustment, Ask Question, and Attitude toward Teaching, Idea Accept, and Overall Types of Feedback.
- Feedback has been found no significant effect on Achievement, Teaching Competency.

- Micro Teaching with Audio Modeling has been found no significant effect on Teaching Competency.
- Teaching with Perceptual Modeling has been found no significant effect on Micro Teaching with Audio Modeling.
- Micro Teaching with Perceptual Modeling has been found no significant effect on Micro Teaching with Symbolic Modeling.
- Micro Teaching with Symbolic Modeling has been found no significant effect on Micro Teaching with Perceptual Modeling.
- Micro Teaching with Symbolic Modeling has been found no significant effect on Teaching Competency.
- Micro Teaching has been found no significant effect on Reactions.
- No Feedback has been found with no significant effect on Personality.
- Simulation Real Class has been found no significant effect on Rating.
- Simulation has been found no significant effect on Teaching Competency.
- Simulation Real Class was found to have no effect on the Rating of Holistic teaching.

5.3.19 MODELS OF TEACHING

The synthesis of research findings with respect to 'Models of Teaching' as an Independent variable with different Dependent variables was found as under—

Table 5.30

Synthesis of Research findings with respect to 'Models of teaching' as Independent Variable with different Dependent variables

SN	Models of Teaching — with different DVs	Positive	Neutral	Negative	Total
1	Model (CAM)-Achievement	16	3	0	19
2	Model (CAM)-Reactions	12	5	2	19
3	Model (JIM)-Personality	7	9	0	16
4	Model (AOM)-Achievement	14	1	0	15
5	Model (CAM)-Personality	10	3	0	13
6	Model (Synectics)-Creativity	11	2	0	13
7	Model (VAM)-Traditional Method	5	4	1	10
8	Model (ITM)-Achievement	9	0	0	9
9	Model (ITM)-Reactions	6	3	0	9
10	Model (CAM)-Teaching Competency	4	2	0	6
11	Model (ITM)-Teaching Competency	6	0	0	6
12	Model (JIM)-Social Maturity	6	0	0	6
13	Model (Synectics)-Achievement	4	2	0	6

14	Model (AOM)-Traditional Method	5	0	0	5
15	Model (Synectics)-Self Concept	0	5	0	5
16	Model (T-Group)-Value (Cooperation)	5	0	0	5
17	Model (AOM)-Retention	3	1	0	4
18	Model (Synectics)-Reasoning	3	1	0	4
19	Model (VAM)-Reactions	3	0	1	4
20	Model (ITM)-Creativity	2	1	0	3
21	Model (ITrM)-Problem Solving Ability	3	0	0	3
22	Model (JIM)-Value (Empathy)	3	0	0	3
23	Model (JIM)-Value Clarification	3	0	0	3
24	Model (RITM)-Reactions	0	0	3	3
25	Model (SRM)-Achievement	1	2	0	3
26	Model (SRM)-Stress	3	0	0	3
27	Model (Synectics)-Flexibility	2	1	0	3
28	Model (Synectics)-Reactions	3	0	0	3
29	Model (AOM)-Achievement (Model Competency)	2	0	0	2
30	Model (AOM)-Delayed Rentention	1	1	0	2
31	Model (AOM)-Reactions	2	0	0	2
32	Model (CAM)-Attitude	2	0	0	2
33	Model (Cognitive Growth Model of Teaching)-Achievement	2	0	0	2
34	Model (Cognitive Growth Model of Teaching)-Additive Seriation	1	1	0	2
35	Model (Cognitive Growth Model of Teaching)-Attitude Towards Science	0	2	0	2
36	Model (Cognitive Growth Model of Teaching)-Double Seriation	2	0	0	2
37	Model (Cognitive Growth Model of Teaching)-Self Concept	1	1	0	2
38	Model (Cognitive Growth Model of Teaching)-Successive Seriation	0	2	0	2
39	Model (Cognitive Growth Model of Teaching)-Transitivity of Length	1	1	0	2
40	Model (Cognitive Growth Model of Teaching)-Transitivity of Weight	1	1	0	2
41	Model (ITM)-Higher Mental Ability	1	1	0	2
42	Model (ITM)-Traditional Method	2	0	0	2
43	Model (ITrM)-Creativity	2	0	0	2
44	Model (ITrM)-Traditional Method	2	0	0	2
45	Model (JIM)-Reactions	2	0	0	2
46	Model (Memory)-Achievement	2	0	0	2
47	Model (Partistic Demo Approach AOM)-Understanding About AOM	2	0	0	2
48	Model (RCAM)-RCAM (PPFG)	0	0	2	2
49	Model (RCAM)-RCAM (T)	0	0	2	2
50	Model (SRM)-Dilemma	2	0	0	2
51	Model (Synectics)-Fluency	2	0	0	2
52	Model (VAM)-Attitude Towards Value Education	2	0	0	2
53	Model (VAM)-Dedication Towards Teaching	2	0	0	2
54	Model (VAM)-Originality	1	1	0	2
55	Model (VAM)-Value (Perseverance)	1	1	0	2

56	Model (VAM)-Value Clarification	2	0	0	2
57	Model (VAM)-Values (Cooperation)	1	1	0	2
58	Model (VAM)-Values (Nationalism)	1	1	0	2
59	Model (VDM)-Adjustment	2	0	0	2
60	Model (Mini Teaching Integration)-Attitude (Teaching)	1	1	0	2
61	Model (Mini Teaching Integration)-Teaching Competency	2	0	0	2
62	Model (AOM)-Partial Group Simulation	0	1	0	1
63	Model (AOM)-Partist Demonstration First Group In Simulation	0	1	0	1
64	Model (AOM)-Partistic Class Situation	0	1	0	1
65	Model (AOM)-Personality	1	0	0	1
66	Model (AOM)-PLM	1	0	0	1
67	Model (AOM)-Reasoning	1	0	0	1
68	Model (AOM)-Set Induction Method	0	1	0	1
69	Model (AOM)-Teaching Competency	0	1	0	1
70	Model (AOM)-Wholist Group In Real Classroom Situation	1	0	0	1
71	Model (AOM)-Wholistic Group In Simulation	0	1	0	1
72	Model (CAM)-Intelligence	1	0	0	1
73	Model (CAM)-Reasoning	1	0	0	1
74	Model (CAM)-Self Confidence	1	0	0	1
75	Model (Cognitive Growth Model of Teaching)-Aptitude	1	0	0	1
76	Model (Cognitive Growth Model of Teaching)-Reading Skills	0	1	0	1
77	Model (Cognitive Growth Model of Teaching)-Relative Seriation	0	1	0	1
78	Model (Cognitive Moral development)-Reactions	1	0	0	1
79	Model (ITM)-Intelligence	1	0	0	1
80	Model (ITrM)-Achievement	1	0	0	1
81	Model (ITrM)-Value Clarification	0	1	0	1
82	Model (ITrM)-Value Clarification Factor	0	1	0	1
83	Model (JIM)-Creativity	1	0	0	1
84	Model (JIM)-Semantic Differential On Value Concept	0	1	0	1
85	Model (JIM)-Shift In Value Preference	1	0	0	1
86	Model (JIM)-Value (Dedication To Teaching Profession	0	1	0	1
87	Model (JIM)-Value (Perseverance)	0	1	0	1
88	Model (JIM)-Value (Scientific Outlook)	0	1	0	1
89	Model (JIM)-Value Clarification Battery	0	1	0	1
90	Model (JIM)-Value Judgement	0	1	0	1
91	Model (JIM)-Values (Cooperation)	1	0	0	1
92	Model (JIM)-Values (Nationalism)	0	1	0	1
93	Model (JIM)-Dilemma	1	0	0	1
94	Model (Memory)-Intelligence	1	0	0	1
95	Model (Memory)-Reactions	1	0	0	1
96	Model (Non Directive Model)-Achievement	0	1	0	1
97	Model (Non Directive Model)-Intelligence	0	1	0	1

98	Model (Partistic Demonstration Approach AOM)-Partistic Demonstration Approach AOM	1	0	0	1
99	Model (Partistic Demonstration Approach AOM)-Wholistic Demonstration	1	0	0	1
100	Model (Partistic Demonstration Approach AOM)-Wholistic Demonstration Approach AOM	1	0	0	1
101	Model (Piagetian Teaching Model)-Achievement	1	0	0	1
102	Model (Piagetian Teaching Model)-Reactions	1	0	0	1
103	Model (RCAM)-Reactions	0	0	1	1
104	Model (SRM)-Anxiety	1	0	0	1
105	Model (SRM)-Reactions	1	0	0	1
106	Model (SRM)-Self Concept	1	0	0	1
107	Model (SRM)-Self Confidence	1	0	0	1
108	Model (Synectics-TIM)-Achievement	1	0	0	1
109	Model (Synectics-TIM)-Self Concept	1	0	0	1
110	Model (Synectics)-Outlook Science	1	0	0	1
111	Model (Synectics)-Risk-Taking Behaviour	1	0	0	1
112	Model (T-Group)-Reactions	1	0	0	1
113	Model (T-Group)-Self Confidence	1	0	0	1
114	Model (VAM)-Achievement	1	0	0	1
115	Model (VAM)-Value Judgement	1	0	0	1
116	Model (VAM)-Reasoning	0	1	0	1
117	Model (VDM)-Attitude Science	1	0	0	1
118	Model (VDM)-Class Room Climate	1	0	0	1
119	Model (VDM)-Originality	1	0	0	1
120	Model (VDM)-Self Concept	1	0	0	1
121	Model (VDM)-Value (Perseverance)	1	0	0	1
122	Model (VDM)-Value Clarification	1	0	0	1
123	Model (VDM)-Value Judgement	1	0	0	1
124	Model (VDM)-Values (Cooperation)	0	1	0	1
125	Model (VDM)-Values (Nationalism)	0	1	0	1
126	Model (Holistic Demonstration Approach AOM)-Understanding about AOM	0	1	0	1
	Total	**237**	**83**	**12**	**332**

From Table 5.30 it was clear that there were a variety of Models of teaching were explored. For the ease of analysis, the entries in table 5.28 were further subcategorized on the commonness of the Model of teaching used in the research. The analysis and interpretation were mentioned in the following sections.

5.3.19.1 ADVANCE ORGANIZER MODEL (AOM)

The synthesis of research findings with respect to the 'Advance Organiser Model of Teaching' as an Independent variable with different Dependent variables was found as under—

Table 5.31

Synthesis of Research findings with respect to the 'Advance Organiser Model of Teaching' as Independent Variable with different Dependent variables

SN	Advance Organiser Model— with different DVs	Positive	Neutral	Negative	Total
1	Model (AOM)-Achievement	14	1	0	15
2	Model (AOM)-Traditional Method	5	0	0	5
3	Model (AOM)-Retention	3	1	0	4
4	Model (AOM)-Achievement (Model Competency)	2	0	0	2
5	Model (AOM)-Reactions	2	0	0	2
6	Model (AOM)-Delayed Retention	1	1	0	2
7	Model (AOM)-Personality	1	0	0	1
8	Model (AOM)-PLM	1	0	0	1
9	Model (AOM)-Reasoning	1	0	0	1
10	Model (AOM)-Wholist Group In Real Classroom Situation	1	0	0	1
11	Model (AOM)-Partial Group Simulation	0	1	0	1
12	Model (AOM)-Partist Demonstration First Group In Simulation	0	1	0	1
13	Model (AOM)-Partistic Class Situation	0	1	0	1
14	Model (AOM)-Set Induction Method	0	1	0	1
15	Model (AOM)-Teaching Competency	0	1	0	1
16	Model (AOM)-Wholistic Group In Simulation	0	1	0	1
17	Model (Partistic AOM)-Understanding of AOM	2	0	0	2
18	Model (Partistic Demonstration AOM)-Wholistic Demonstration	1	0	0	1
19	Model (Wholistic Demonstration Approach AOM)-Understanding About AOM	0	1	0	1
	TOTAL	**34**	**10**	**0**	**43**

From Table 5.31 it is evident that,

- Advance Organizer model was found to be a significant positive effect on Achievement, Traditional Method, Achievement (Model Competency), Reactions, Retention, Personality, Reasoning, and Wholistic Group teaching in Real Classroom Situation.
- The Advance Organizer Model (AOM) was found to be more effective than teaching using Program Learning Material.
- Advance Organizer Model (AOM) was found inconclusive effective on Delayed Retention in one–one studies each.

- Advance Organizer model was found to have no significant effect on Partial Group Simulation, Partistic Demonstration First Group In Simulation, Partistic Class Situation, Teaching Competency, Holistic Group in Simulation.
- Advance Organizer model was found to be equally effective to Set Induction Method
- Partistic Demonstration Approach using Advance Organizer Model was found to have a positive significant effect on Understanding about Advance Organizer Model (AOM)
- Partistic Demonstration Approach using Advance Organizer Model was found to have a significant positive effect on the Holistic Demonstration of teaching.
- Holistic Demonstration Approach using Advance Organizer Model was found to have no significant effect on Understanding about Advance Organizer Model.

5.3.19.2 CONCEPT ATTAINMENT MODEL (CAM)

The synthesis of research findings with respect to of 'Concept Attainment Model (CAM) of Teaching' as Independent variable with different Dependent variables was found as under

Table 5.32

Synthesis of Research findings with respect to 'Concept Attainment 'Model of teaching' as Independent Variable with different Dependent variables

SN	CAM— with different DVs	Positive	Neutral	Negative	Total
1	Model (CAM)-Achievement	16	3	0	19
2	Model (CAM)-Attitude	2	0	0	2
3	Model (CAM)-Intelligence	1	0	0	1
4	Model (CAM)-Personality	10	3	0	13
5	Model (CAM)-Reactions	12	5	2	19
6	Model (CAM)-Reasoning	1	0	0	1
7	Model (CAM)-Self Confidence	1	0	0	1
8	Model (CAM)-Teaching Competency	4	2	0	6
9	MODEL (RCAM)-SCAM(Science)	0	0	2	2
10	Model (RCAM)-RCAM(Mathematics)	0	0	2	2
11	Model (RCAM)-Reactions	0	0	1	1
	TOTAL	**47**	**13**	**7**	**67**

From Table 5.32 it is evident that,

- Concept Attainment model was found to be a significant positive effect on Achievement, Attitude, Intelligence, Personality, Reactions, Reasoning, Self Confidence, and Teaching Competency.

- Receptive Concept attainment model was found to be significantly negatively effective than the Selective Concept Attainment model in teaching Science and Mathematics, i.e. Selective CAM was more effective than the RCAM.
- Reactions towards the use of RCAM were found to be negative in one of the studies.
- In two studies the reactions towards the use of Concept Attainment model were found to be significantly negative.

5.3.19.3 COGNITIVE GROWTH MORAL DEVELOPMENT MODEL (CGMDM)

The synthesis of research findings with respect to of 'Cognitive Growth Moral Development Model (CGMDM) of teaching' as Independent variable with different Dependent variables were found as under—

Table 5.33

Synthesis of Research findings with respect to 'Cognitive Growth Moral Development Model of Teaching' as Independent variable with Different Dependent variables

SN	*CGMDMOT*— with different DVs	Positive	Neutral	Negative	Total
1	CGMDMOT-Attitude towards Science	0	2	0	2
2	CGMDMOT-Successive Seriation	0	2	0	2
3	CGMDMOT-Additive Seriation	1	1	0	2
4	CGMDMOT-Self Concept	1	1	0	2
5	CGMDMOT-Transitivity of Length	1	1	0	2
6	CGMDMOT-Transitivity of Weight	1	1	0	2
7	CGMDMOT-Achievement	2	0	0	2
8	CGMDMOT-Double Seriation	2	0	0	2
9	CGMDMOT-Reading Skills	0	1	0	1
10	CGMDMOT-Relative Seriation	0	1	0	1
11	CGMDMOT-Aptitude	1	0	0	1
12	CGMDMOT-Reactions	1	0	0	1
	TOTAL	**10**	**10**	**0**	**20**

From Table 5.33 it is evident that,

- Cognitive Growth Moral Development model of teaching has been found a significant positive effect on Aptitude, Reactions, Achievement, and Double Seriation.

- Cognitive Growth Moral Development model of teaching has been found not significantly effective on Attitude towards Science, Successive Seriation, Reading Skills and Relative Seriation.
- Cognitive Growth Moral Development model of teaching was found not significantly effective and significantly effective on Additive Seriation, Self Concept, Transitivity of Length and Transitivity of Weight. Thus, the effect of Cognitive Growth Moral Development model of teaching on Additive Seriation, Self Concept, Transitivity of Length and Transitivity of Weight was inconclusive.

5.3.19.4 INDUCTIVE THINKING MODEL (ITM)

The synthesis of research findings with respect to 'Inductive Thinking Model (ITM) of teaching' as Independent variable with different Dependent variables was found as under—

Table 5.34

Synthesis of Research findings with respect to 'Inductive Thinking Model of Teaching' as Independent variable with Different Dependent variables

SN	*ITM*— with different DVs	Positive	Neutral	Negative	Total
1	Model (ITM)-Achievement	9	0	0	9
2	Model (ITM)-Creativity	2	1	0	3
3	Model (ITM)-Reactions	6	3	0	9
4	Model (ITM)-Teaching Competency	6	0	0	6
5	Model (RITM)-Reactions	0	0	3	3
6	Model (ITM)-Higher Mental Ability	1	1	0	2
7	Model (ITM)-Traditional Method	2	0	0	2
8	Model (ITM)-Intelligence	1	0	0	1
	TOTAL	**27**	**5**	**3**	**35**

From Table 5.34 it is evident that,

- Inductive Thinking Model was found to be a significant positive effect on Achievement, Teaching Competency, Reactions, Creativity, and Intelligence.
- Inductive Thinking Model was found to be significantly better than the Traditional Method.
- Receptive Inductive Thinking Model (RITM) was found to have negative Reactions.

- The Inductive Thinking model (ITM) was found to have no effect and positive effect on Higher Mental Ability in the one-one study each, hence inconclusive.

5.3.19.5 INQUIRY TRAINING MODEL (ITrM)

The synthesis of research findings with respect to of 'Inquiry Training Model (ITrM) of Teaching' as an Independent variable with different Dependent variables was found as under—

Table 5.35

Synthesis of Research findings with respect to 'Inquiry Training Model (ITrM) of teaching with Different Dependent variables

SN	— with different DVs	Positive	Neutral	Negative	Total
1	Model (ITrM)-Problem Solving Ability	3	0	0	3
2	Model (ITrM)-Creativity	2	0	0	2
3	Model (ITrM)-Traditional Method	2	0	0	2
4	Model (ITrM)-Achievement	1	0	0	1
5	Model (ITrM)-Value Clarification	0	1	0	1
6	Model (ITrM)-Value Clarification Factor	0	1	0	1
	TOTAL	**8**	**2**	**0**	**10**

From Table 5.35 it was clear that,

- Teaching using inquiry training model was found to have a significant positive effect on Achievement, Creativity and Problem-Solving Ability.
- Teaching using Inquiry Training Model was found to had significantly effective than the Traditional Method.
- Teaching using Inquiry Training Model was found to have no significant effect on Value Clarification and Value Clarification Factor.

5.3.19.6 JURISPRUDENT INQUIRY MODEL (JIM)

The synthesis of research findings with respect to of 'Jurisprudence Inquiry Model (JIM) of teaching' as Independent variable with different Dependent variables was found as under—

From Table 5.36 it is evident that,

- Teaching using Jurisprudence Inquiry Model was found to have no significant effect on Personality, Semantic Differential on Value Concept, Value (Dedication to Teaching Profession), Value (Perseverance), Value (Scientific Outlook), Value Clarification Battery, Value Judgment and Values (Nationalism).

Table 5.36

Synthesis of Research findings with respect to 'Jurisprudence Inquiry Model of Teaching' as Independent variable with Different Dependent variables

SN	*JIM*— with different DVs	Positive	Neutral	Negative	Total
1	Model (JIM)-Personality	7	9	0	16
2	Model (JIM)-Social Maturity	6	0	0	6
3	Model (JIM)-Value (Empathy)	3	0	0	3
4	Model (JIM)-Value Clarification	3	0	0	3
5	Model (JIM)-Reactions	2	0	0	2
6	Model (JIM)-Creativity	1	0	0	1
7	Model (JIM)-Semantic Differential On Value Concept	0	1	0	1
8	Model (JIM)-Shift In Value Preference	1	0	0	1
9	Model (JIM)-Value (Dedication To Teaching Profession	0	1	0	1
10	Model (JIM)-Value (Perseverance)	0	1	0	1
11	Model (JIM)-Value (Scientific Out Look)	0	1	0	1
12	Model (JIM)-Value Clarification Battery	0	1	0	1
13	Model (JIM)-Value Judgement	0	1	0	1
14	Model (JIM)-Values (Cooperation)	1	0	0	1
15	Model (JIM)-Values (Nationalism)	0	1	0	1
16	Model (JIM)-Attitude Towards Science	1	0	0	1
	TOTAL	**25**	**16**	**0**	**41**

- Teaching using Jurisprudence Inquiry Model was found to have no significant effect on Creativity, Shift In Value Preference, Values (Cooperation), Attitude Towards Science, Reactions, Value (Empathy), Value Clarification and Social Maturity.

5.3.19.7 MEMORY MODEL (MM)

The synthesis of research findings with respect to of 'Memory Model (MM) of teaching' as Independent variable with different Dependent variables was found as under—

Table 5.37

Synthesis of Research findings with respect to 'Memory Model of Teaching' as Independent variable with Different Dependent variables

SN	*MM*— with different DVs	Positive	Neutral	Negative	Total
1	Model (MEMORY)-Achievement	2	0	0	2
2	Model (MEMORY)-Intelligence	1	0	0	1
3	Model (MM)-Reactions	1	0	0	1
	TOTAL	**4**	**0**	**0**	**4**

From Table 5.37 it was clear that Teaching using Memory Model was found to have a significant positive effect on Achievement, Reactions, and Intelligence.

5.3.19.8 STRESS REDUCTION MODEL (SRM)

The synthesis of research findings with respect to of 'Stress Reduction Model (SRM) of teaching as Independent variable with different Dependent variables was found as under—

Table 5.38

Synthesis of Research findings with respect to 'Stress Reduction Model of Teaching' as Independent variable with Different Dependent variables

SN	*SRM*— with different DVs	Positive	Neutral	Negative	Total
1	Model (SRM)-Achievement	1	2	0	**3**
2	Model (SRM)-Stress	3	0	0	**3**
3	Model (SRM)-Dilemma	2	0	0	**2**
4	Model (SRM)-Anxiety	1	0	0	**1**
5	Model (SRM)-Reactions	1	0	0	**1**
6	Model (SRM)-Self Concept	1	0	0	**1**
7	Model (SRM)-Self Confidence	1	0	0	**1**
	TOTAL	**10**	**2**	**0**	**12**

From Table 5.38 it was clear that,

- Teaching using Stress Reduction Model (SRM) was found to have a significant positive effect on Stress reduction, Dilemma Clarification, Anxiety, Reactions, Self Concept, and Self Confidence.
- Teaching using Memory Model was found to have no significant effect on Achievement.

5.3.19.9 SYNECTICS MODEL (SM)

The synthesis of research findings with respect to of Synectics Model (SM) of teaching as Independent variable with different Dependent variables was found as under—

Table 5.39

Synthesis of Research findings with respect to 'Synectics Model of Teaching' as Independent variable with Different Dependent variables

SN	*SM*— with different DVs	Positive	Neutral	Negative	Total
1	Model (Synectics)-Creativity	11	2	0	13
2	Model (Synectics)-Achievement	4	2	0	6
3	Model (Synectics)-Self Concept	0	5	0	5
4	Model (Synectics)-Reasoning	3	1	0	4
5	Model (Synectics)-Flexibility	2	1	0	3
6	Model (Synectics)-Reactions	3	0	0	3
7	Model (Synectics)-Fluency	2	0	0	2
8	Model (Synectics)-Outlook Science	1	0	0	1
9	Model (Synectics)-Risk-Taking Behaviour	1	0	0	1
10	Model (Synectics-Tim)-Achievement	1	0	0	1
11	Model (Synectics-Tim)-Self Concept	1	0	0	1
	TOTAL	**29**	**11**	**0**	**40**

From Table 5.39 it is evident that,

- Teaching using Synectics Model (SM) was found to have a significant positive effect on Creativity, Reactions, Achievement, Reasoning, Fluency, Flexibility, Outlook Science and Risk-Taking Behaviour.
- Teaching using Synectics Model (SM) and Tree Instructional Method (TIM) was found to have a significant positive effect on Achievement
- Teaching using Synectics Model (SM) and Tree Instructional Method (TIM) was found to have no significant effect on Self Concept.

5.3.19.10 T-GROUP MODEL

The synthesis of research findings with respect to of 'T-Group Model of teaching' as Independent variable with different Dependent variables was found as under—

Table 5.40

Synthesis of Research findings with respect to the 'T-Group Model of Teaching' as Independent variable with Different Dependent variables

SN	T-Group— with different DVs	Positive	Neutral	Negative	Total
1	Model (T-GROUP)-Achievement	3	0	0	3
2	Model (T-GROUP)-Feedback	2	0	0	2
3	Model (T-GROUP)-Value (Cooperation)	3	0	0	3
4	Model (T-GROUP)-Reactions	1	0	0	1
5	Model (T-GROUP)-Self Confidence	1	0	0	1
	Total	**10**	**0**	**0**	**10**

From Table 5.40 it was clear that Teaching using T-Group Model (TGM) was found to have a significant positive effect on Achievement, Feedback, Value (cooperation), Reactions and Self Confidence.

5.3.19.11 VALUE ANALYSIS MODEL (VAM)

The synthesis of research findings with respect to of 'Value Analysis Model (VAM) of teaching' as Independent variable with different Dependent variables were found as under—

Table 5.41

Synthesis of Research findings with respect to 'Value Analysis Model of Teaching' as Independent variable with Different Dependent variables

SN	*VAM* — with different DVs	Positive	Neutral	Negative	Total
1	Model (VAM)-Traditional Method	5	4	1	10
2	Model (VAM)-Reactions	3	0	1	4
3	Model (VAM)-Attitude towards Value Education	2	0	0	2
4	Model (VAM)-Dedication towards Teaching	2	0	0	2
5	Model (VAM)-Originality	1	1	0	2
6	Model (VAM)-Value (Perseverance)	1	1	0	2
7	Model (VAM)-Value Clarification	2	0	0	2
8	Model (VAM)-Values (Cooperation)	1	1	0	2
9	Model (VAM)-Values (Nationalism)	1	1	0	2
10	Model (VAM)-Value Judgement	1	0	0	1
11	Model (VAM)-Reasoning	0	1	0	1
12	Model (VAM)-Achievement	6	0	0	6
	TOTAL	**34**	**11**	**2**	**47**

From Table 5.41 it was clear that,

- Teaching using Value Analysis Model (VAM) was found to have a significant positive effect on Reactions, Attitude towards Value Education, Dedication towards teaching, Value Clarification, Value Judgment and Achievement.
- Teaching using Value Analysis Model (VAM) was found to have no significant effect on Originality, value (perseverance), Value (cooperation) and Value (nationalism).
- Out of the 10 studies, Teaching using Value Analysis Model (VAM) was found better than teaching using the Traditional Method. But in one study the Traditional method was found to be better than teaching using Value Analysis Model. In the rest of the 4 times, teaching using VAM and Traditional method was found to be equally effective. It can be concluded that VAM was found better than the Traditional Method.

5.3.19.12 VALUE DISCUSSION MODEL (VDM)

The synthesis of research findings with respect to of 'Value Discussion Model (VDM) of teaching' as Independent variable with different Dependent variables were found as under—

Table 5.42

Synthesis of Research findings with respect to 'Value Discussion Model of Teaching' as Independent variable with Different Dependent variables

SN	— with different DVs	Positive	Neutral	Negative	Total
1	Model (VDM)-Achievement	4	0	0	4
2	Model (VDM)-Adjustment	2	0	0	2
3	Model (VDM)-Reasoning	0	1	0	1
4	Model (VDM)-Attitude Science	1	0	0	1
5	Model (VDM)-Class Room Climate	1	0	0	1
6	Model (VDM)-Originality	1	0	0	1
7	Model (VDM)-Self Concept	1	0	0	1
8	Model (VDM)-Value (Perseverance)	1	0	0	1
9	Model (VDM)-Value Clarification	1	0	0	1
10	Model (VDM)-Value Judgement	1	0	0	1
11	Model (VDM)-Values (Cooperation)	0	1	0	1
12	Model (VDM)-Values (Nationalism)	0	1	0	1
	TOTAL	**33**	**11**	**2**	**46**

From Table 5.42 it was clear that,

- Teaching using Value Discussion Model (VDM) was found to have a significant positive effect on Achievement, Adjustment, and Attitude towards science, Classroom climate, Originality, Self Concept, Value (perseverance), Value Clarification and Value Judgment.
- Teaching using Value Analysis Model (VAM) was found to have no effect on Reasoning, Value (Cooperation) and Value (Judgment).

5.3.19.13 MINI TEACHING INTEGRATION MODEL, PIAGETIAN MODEL, AND NON DIRECTIVE MODEL

The synthesis of research findings with respect to of 'Mini teaching Integration Model, Piagetian Model and Non-Directive Model of teaching' as Independent variable with different Dependent variables was found as under—

From Table 5.43 it is evident that,

- Mini Teaching Integration Model was found to have a significant positive effect on Teaching Competency.
- Piagetian Teaching Model was found to have a significant positive effect on Achievement and Reactions.

Table 5.43

Synthesis of Research findings with respect to the 'Mini teaching Integration Model, Piagetian Model and Non-Directive Model of Teaching' as Independent variable with Different Dependent variables

SN	Different Models — with different DVs	Positive	Neutral	Negative	Total
1	Model (Mini Teaching Integration)-Teaching Competency	2	0	0	2
2	Model (Mini Teaching Integration)-Attitude (Teaching)	1	1	0	2
3	Model (Piagetian Teaching Model)-Achievement	1	0	0	1
4	Model (Piagetian Teaching Model)-Reactions	1	0	0	1
5	Model (Non Directive Model)-Achievement	0	1	0	1
6	Model (Non Directive Model)-Intelligence	0	1	0	1
	Total	**10**	**4**	**0**	**14**

- Mini Teaching Integration was found to have a positive effect and no effect on Attitude towards teaching in one study each. Hence no conclusion can be reached for the effect of Mini teaching Integration on Attitude towards teaching.
- Non-Directive Model was found to have no significant effect on Achievement and Intelligence.

5.3.20 PERSONALITY

The synthesis of research findings with respect to 'Personality' as Independent variable with different Dependent variables was found as under—

Table 5.44
Synthesis of Research findings with respect to 'Personality' as Independent variable with different Dependent variables

SN	Personality— with different DVs	Positive	Neutral	Negative	Total
1	Personality-Achievement	1	33	1	35
2	Personality-Teaching Competency	6	4	0	10
3	Personality-Reading Skills	0	6	0	6
4	Personality-Reasoning	0	6	0	6
5	Personality-Self Assessment	0	6	0	6
6	Personality-Achievement (Model Competency)	0	4	0	4
7	Personality-Self Esteem	3	1	0	4
8	Personality-Value Clarification	0	2	0	2
9	Personality-Attitude	1	0	0	1
10	Personality-Behaviour of Teacher	0	1	0	1
11	Personality-Feedback	0	1	0	1
12	Personality-Intelligence	1	0	0	1
13	Personality-Observation of Lesson	0	1	0	1
14	Personality-Observer Assisted Behaviour of Teacher	1	0	0	1
15	Personality-Observer Assisted Feedback Giving Competency	1	0	0	1
16	Personality-Overall Evaluation By Feedback Receiver	0	1	0	1
17	Personality-Overall Feedback Receivers behaviors	0	1	0	1
18	Personality-Overall Feedback Giving Competency	0	1	0	1
19	Personality-Overall Feedback Receiving Competency	1	0	0	1
20	Personality-Overall Feed backers Behaviours	0	1	0	1
21	Personality-Overall Social Emotional	0	1	0	1
22	Personality-Overall Types of Feedback	0	1	0	1
23	Personality-Personality	0	1	0	1
24	Personality-Population Educational Awareness	0	1	0	1
25	Personality-Self Concept	0	1	0	1
26	Personality-Self Confidence	0	1	0	1
27	Personality-Social Emotional Climate	0	1	0	1
28	Personality-Social Maturity	1	0	0	1
29	Personality-Teaching Effectiveness	0	1	0	1
30	Personality-Time Management Competency	0	1	0	1
31	Personality-Time Management Awareness	0	1	0	1
32	Personality-Value (Empathy)	1	0	0	1
33	Personality-Values (Democratic)	1	0	0	1
	Total	**18**	**79**	**1**	**98**

From Table 5.44 it is evident that,

- Personality had been found to be a significant positive effect on Teaching Competency, Self Esteem, Attitude, Intelligence, Observer Assisted Behavior

of Teacher, Observer Assisted Feedback Giving Competency, Overall Feedback Receiving Competency, Social Maturity, Value (Empathy) and Values (Democratic)

- Personality had been found no significant effect on Behavior of Teacher, Feedback, Observation of Lesson, Overall Evaluation By Feedback Receiver, Overall Feedback Receivers Behaviors, Overall Feedback Giving Competency, Overall Feed backers Behaviors, Overall Social-Emotional, Overall Types of Feedback, Population Educational Awareness, Self Concept, Self Confidence, Social-Emotional Climate, Teaching Effectiveness, Time Management Competency, Time Management Awareness, Value Clarification, Achievement (Model Competency), Reading Skills, Reasoning, Self Assessment and Achievement.
- In one study personality was found to have a significant negative effect on Achievement.

5.3.21 PERCEPTION

The synthesis of research findings with respect to 'Perception as Independent variable with different Dependent variables was found as under—

Table 5.45

Synthesis of Research findings with respect to 'Perception' as Independent variable with different Dependent variables

SN	Perception— with different DVs	Positive	Neutral	Negative	Total
1	Perception-Teaching Competency	2	1	1	4
2	Self Perception-Teaching Competency	1	0	1	2
3	Peer Perception-Commitment to Profession	0	1	0	1
4	Peer Perception-Professional Growth	0	1	0	1
5	Peer Perception-Relation with Head	0	1	0	1
6	Peer Perception-Relation with Students	0	1	0	1
7	Peer Perception-Teaching Effectiveness	0	1	0	1
8	Perception-Achievement	0	1	0	1
9	Perception-Commitment to Profession	0	1	0	1
10	Perception-Evaluation of Lesson	0	1	0	1
11	Perception-Relation with Head	0	1	0	1
12	Perception-Relation with Students	0	1	0	1
13	Perception-Teaching Techniques Applied	0	1	0	1
14	Perception (Head)-Creativity	0	1	0	1
15	Perception (Head)-Relation with Head	0	1	0	1
16	Perception (Head)-Relation with Students	0	1	0	1
17	Perception (Head)-Teaching Effectiveness	0	1	0	1

18	Self Perception-Achievement	4	1	0	5
19	Self Perception-Commitment to Profession	3	1	0	4
20	Self Perception-Evaluation of Lesson	3	1	0	4
21	Self Perception-Relation with Head	2	1	0	3
22	Self Perception-Relation with Students	2	1	0	3
23	Perception-Critical Thinking	2	1	0	3
	TOTAL	**19**	**22**	**2**	**43**

From Table 5.45 it is evident that,

- Self Perception has been found to have a significant positive effect on Achievement, Commitment to Profession, Evaluation of Lesson, and Relation with Head, Relation with Students and Teaching Competency.
- Perception has been found to have a significant positive effect on Critical Thinking and Teaching Competency.
- Peer Perception has been found no effect on Commitment to Profession, Professional Growth, Relation with Head, Relation with Students and Teaching Effectiveness.
- Perception has been found no effect on Achievement, Commitment to Profession, Evaluation of Lesson, and Relation with Head, Relation with Students and Teaching Techniques Applied.
- Perception (Head) has been found to have no significant effect on Creativity, Relation with Head, Relation with Students and Teaching Effectiveness.

5.3.22 REASONING

The synthesis of research findings with respect to 'Reasoning as Independent variable with different Dependent variables was found as under—

Table 5.46

Synthesis of Research findings with respect to 'Reasoning' as Independent variable with different Dependent variables

SN	Reasoning — with different DVs	Positive	Neutral	Negative	Total
1	Reasoning-Achievement	6	3	0	6
2	Reasoning-Vocational Guidance Need	0	4	0	3
3	Reasoning-Achievement (Model Competency)	0	1	0	1
4	Reasoning-Creativity	0	1	0	1
5	Clerical Speed Accuracy Score-Achievement	1	0	0	1
6	Space Relation Scores-Achievement	1	0	0	1
7	Space Relation Scores -Vocational Guidance Need	0	1	0	1
	TOTAL	**3**	**8**	**0**	**11**

From Table 5.46 it is evident that,

- No significant effect of reasoning skills was found on Achievement, Vocational Guidance Need, Model Competency achievement, and Creativity.
- Clerical Speed and Accuracy was found a significantly positive effect on Achievement.
- Space Relation Scores were found a significantly positive effect on Achievement.
- There was no effect of Space Relation Scores on Vocational Guidance Needs.

5.3.23 SELF ASSESSMENT

The following table details about the Synthesis of research findings with respect to Self-assessment as Independent variables with other dependent variables—

Table 5.47

Synthesis of Research findings with respect to 'Self Assessment' as Independent variable with different Dependent variables

SN	Self Assessment — with different DVs	Positive	Neutral	Negative	Total
1	Self Assessment-Achievement	2	1	0	3
2	Self Assessment-Achievement Motivation	0	1	0	1
3	Self Assessment-Intelligence	0	1	0	1
4	Self Assessment-Self Concept	0	1	0	1
5	Self Assessment-Self Confidence	0	1	0	1
	Total	**2**	**5**	**0**	**7**

From Table 5.47 it is evident that Self-Assessment was having a significant positive effect on Achievement. No significant effect of Self-assessment was found on Achievement motivation, Intelligence, Self Concept, and Self Confidence.

5.3.24 SELF CONCEPT AND SELF CONFIDENCE

The synthesis of research findings with respect to Self Concept and Self Confidence as Independent variables with different Dependent variables was found as under—

From Table 5.48 it is evident that,

- Self-Concept had been found a significant positive effect on Caste, Growth Needs, Motivational Need and Values (National Integration).

- Self Confidence had been found a significant positive effect on Auditory Perception, Self Confidence-Expressive Language, Eye-Hand Coordination, Feedback, Learning Disability, Memory, Receptive Language, Spatial Relation, Stress, Thinking Skills, Deficiency Needs, and Self Concept.
- Self-esteem had been found no significant effect on Achievement, Vocational guidance need.

Table 5.48
Synthesis of Research findings with respect to 'Self Concept and Self Confidence' as Independent variable with different Dependent variables

SN	Self Concept/ Self Confidence — with different DVs	Positive	Neutral	Negative	Total
1	Self Confidence-Achievement	2	12	0	14
2	Self Confidence-Creativity	3	5	0	8
3	Self Concept-Achievement	1	4	0	5
4	Self Esteem-Achievement	1	3	0	4
5	Self Concept-Self Concept	4	0	0	4
6	Self Concept-Flexibility	0	3	0	3
7	Self Concept-Creativity	0	2	0	2
8	Self Concept-Deficiency Needs	2	0	0	2
9	Self Concept-Adjustment	0	1	0	1
10	Self Concept-Personality	0	1	0	1
11	Self Concept-Risk-Taking Capacity	0	1	0	1
12	Self Confidence-Originality	0	1	0	1
13	Self Confidence-Reasoning	0	1	0	1
14	Self Confidence-Value (Curiosity)	0	1	0	1
15	Self Confidence-Vocational Guidance Need	0	1	0	1
16	Self Esteem-Vocational Guidance Need	0	1	0	1
17	Self Confidence-Self Concept	0	1	0	1
18	Self Concept-Caste	1	0	0	1
19	Self Concept-Growth Needs	1	0	0	1
20	Self Concept-Motivational Need	1	0	0	1
21	Self Concept-Values (National Integration)	1	0	0	1
22	Self Confidence-Auditory Perception	1	0	0	1
23	Self Confidence-Expressive Language	1	0	0	1
24	Self Confidence-Eye Hand Coordination	1	0	0	1
25	Self Confidence-Feedback	1	0	0	1
26	Self Confidence-Learning Disability	1	0	0	1
27	Self Confidence-Memory	1	0	0	1
28	Self Confidence-Receptive Language	1	0	0	1
29	Self Confidence-Spatial Relation	1	0	0	1
30	Self Confidence-Stress	1	0	0	1
31	Self Confidence-Thinking Skills	1	0	0	1
	Total	**27**	**38**	**0**	**65**

- Self-confidence had been found to have no significant effect on Achievement, Creativity, Originality, Reasoning, Value (Curiosity) and Vocational Guidance Need.
- The self-concept had been found to have no significant effect on Achievement, Flexibility, Creativity, Adjustment, Personality, Risk-Taking Capacity, and Self Confidence.

5.3.25 MISCELLANEOUS INDEPENDENT VARIABLES

The synthesis of research findings with respect to some 'Miscellaneous' Independent variables with different Dependent variables was found as under—

Table 5.49

Synthesis of Research findings with respect to 'Miscellaneous' as Independent variable with different Dependent variables

SN	Miscellaneous— with different DVs	Positive	Neutral	Negative	Total
1	Tolerance of Ambiguity-Creativity	2	7	0	9
2	Interest- Profession Preference	2	4	0	6
3	Tolerance of Ambiguity-Achievement	0	2	1	3
4	Tolerance of Ambiguity-Flexibility	0	3	0	3
5	Aggression-Achievement	0	2	0	2
6	Aspiration-Adjustment	0	2	0	2
7	Interest-Teaching Competency	0	2	0	2
8	Ambiguity-Creativity	0	1	0	1
9	Direct Behaviour-Choosing Stream	1	0	0	1
10	Motivation-Time Management Competency	0	1	0	1
11	Motivation-Time Management Awareness	0	1	0	1
12	Tolerance of Ambiguity-Originality	0	1	0	1
13	Tolerance of Ambiguity-Risk-Taking Capacity	0	1	0	1
14	Originality of Ideas-Teaching Competency	1	0	0	1
	TOTAL	**6**	**27**	**1**	**34**

From Table 5.49 it is evident that,

- Direct Behaviour has been found a significant positive effect on Choosing Stream.
- The Originality of Ideas has been found a significant positive effect on Teaching Competency.
- Tolerance of Ambiguity has been found no significant effect on Creativity, Flexibility, Originality, Risk-Taking Capacity and Achievement.

- Interest has been found no significant effect on Profession Preference, Teaching Competency.
- Aggression has no significant effect on Achievement.
- Aspiration has been found no significant effect on Adjustment.
- Ambiguity has been found no significant effect on Creativity.
- Motivation has been found no significant effect on Time Management Competency and Time Management awareness.

5.3.26 SKILLS AND ABILITY

The synthesis of research findings with respect to 'Skills and Abilities' as Independent variable with different Dependent variables was found as under—

Table 5.50

Synthesis of Research findings with respect to 'Skills and Abilities' as Independent variable with different Dependent variables

SN	Skills and Abilities— with different DVs	Positive	Neutral	Negative	Total
1	Study Habits-Reading Skills	0	6	0	6
2	Aptitude-Achievement	2	4	0	6
3	Study Habits-Achievement	1	4	0	5
4	Skill (Reading)-Achievement	0	4	0	4
5	Problem Solving Abilities-Achievement	2	1	0	3
6	Grade-Reading Skills	0	2	0	2
7	Skill (Reading)-Reasoning	1	1	0	2
8	Concentration-Skill (Listening)	1	0	0	1
9	Problem Solving Abilities-Creativity	1	0	0	1
10	Problem Solving Abilities-Intelligence	1	0	0	1
11	Problem Solving Abilities-Personality	0	1	0	1
12	Skill (Reading)- Teaching Skills	0	1	0	1
13	Skill (Social)-Achievement	1	0	0	1
14	Study Habits-Creativity	0	1	0	1
15	Study Habits-Reasoning	0	1	0	1
16	Study Involvement-Creativity	0	1	0	1
17	Aptitude-Adjustment	1	0	0	1
18	Aptitude-Teaching Behaviour	1	0	0	1
19	Aptitude-Teaching Effectiveness	0	1	0	1
23	Teaching (Successfulness)-Discipline	1	0	0	1
25	Teaching (Successfulness)-Leadership Quality In Teaching	1	0	0	1
26	Teaching Competency-Achievement	1	0	0	1
27	Teaching Competency-Direct Behaviour	0	1	0	1
28	Teaching Competency-Indirect Behaviour In Stream	0	1	0	1
	TOTAL	**15**	**30**	**0**	**45**

From Table 5.50 it is evident that,

- Concentration has been found to have a significant positive effect on Skill (Listening).
- Skill (Social) has been found a significant positive effect on Achievement.
- Discipline has been found a significant positive effect on Teaching (Successfulness).
- Leadership Quality in Teaching has been found a significant positive effect on Teaching (Successfulness).
- Teaching Competency has been found a significant positive effect on Achievement.
- Aptitude had been found a significant positive effect on Adjustment and Teaching Behavior.
- Problem Solving Abilities had been found a significant positive effect on Achievement, Intelligence, and Creativity.
- Aptitude has been found no significant effect on Achievement and Teaching Effectiveness.
- Grade had been found no significant effect on Reading Skills.
- Problem Solving Abilities has been found no significant effect on Personality.
- Skill (Reading) had been found no significant effect on Achievement and Teaching Skills.
- Study Habits had been found no significant effect on Achievement, Creativity, Reading Skills, Reasoning, and Creativity
- Teaching Competency had been found no significant effect on Direct Behavior and Indirect Behavior in Stream.
- Skills (reading) were found to have no significant effect on Reasoning.

5.3.27 TESTING

The synthesis of research findings with respect to 'Testing-Conditions' as Independent variable with different Dependent variables was found as under—

From Table 5.51 it is evident that,

- Diagnostic Test had been found a significant positive effect on locating Errors in the learning of Sanskrit and identifying Common distracters.
- Difficulty Value had been found a significant positive effect on Self Assessment.

- Discriminative Index had been found a significant positive effect on Self Assessment.
- Distracters had been found a significant positive effect on Item Difficulty.

Multiple Discriminative types Items (MDTI) has been found a significant positive effect on Distracters

Table 5.51

Synthesis of Research findings with respect to 'Testing' as Independent variable with different Dependent variables

SN	Testing — with different DVs	Positive	Neutral	Negative	Total
1	Remedial Teaching-Intelligence	6	0	0	6
2	Remedial Teaching-Achievement	4	0	0	4
3	Remedial Teaching-Error Location	6	0	0	6
4	MDTI-Distracters	2	1	0	3
5	Distracters -Item Difficulty	3	0	0	3
6	Testing Time-Achievement	1	1	0	2
7	Diagnostic Test-Errors In The Learning of Sanskrit	1	0	0	1
8	Difficulty Value-Self Assessment	1	0	0	1
9	Discriminative Index-Self Assessment	1	0	0	1
10	Dilemma Questions-Moral Concept Development	1	0	0	1
11	Remedial Teaching-Reactions	1	0	0	1
12	Testing-Achievement	1	0	0	1
13	Testing-Dedication towards Teaching	1	0	0	1
14	Testing-Semantic Space on Activity Dimension	1	0	0	1
15	Testing-Semantic Space on Evaluation Dimension	1	0	0	1
16	Testing-Semantic Space on Potency Dimension	1	0	0	1
17	Testing-Value Clarifying Factor	0	1	0	1
18	Diagnostic Testing-Common Distracters	1	0	0	1
	TOTAL	**33**	**3**	**0**	**36**

- Dilemma Questions had been found a significant positive effect on Moral Concept Development.
- Remedial Teaching had been found a significant positive effect on Achievement, Error Location, Intelligence, and Reactions.
- Testing Time had been found a significant positive effect on Achievement.
- Testing had been found a significant positive effect on Achievement, Dedication towards Teaching, Semantic Space on Activity Dimension, Semantic Space on Evaluation Dimension and Semantic Space on Potency Dimension.
- Testing had been found no significant effect on Value Clarifying Factor.

5.3.28 TEACHING –LEARNING MATERIAL (TLM)

The synthesis of research findings with respect to 'Teaching-learning Materials' as Independent variable with different Dependent variables were found as under—

Table 5.52

Synthesis of Research findings with respect to 'Teaching-learning Materials' as Independent variable with different Dependent variables

SN	TLM— with different DVs	Positive	Neutral	Negative	Total
1	Optical Devices-Reading Skills	2	0	0	2
2	AV Aid-Achievement	3	0	0	3
3	TLMS by Teachers-Achievement	4	0	0	4
	TOTAL	**9**	**0**	**0**	**9**

From Table 5.52 it is evident that,

- Optical devices were found to be positively affecting Reading skills.
- Audio-Visual aids were found to have a positive effect on Achievement
- Teaching-learning materials (TLM) prepared by teachers were found to have a significant positive effect on the Achievement.

5.3.29 VALUES

The synthesis of research findings with respect to different types of 'Values' as Independent variable with different Dependent variables was found as under—

From Table 5.53 it is evident that,

- Curiosity had been found a significant positive effect on Achievement.
- Value Judgement was found to have a significant positive effect on Value Judgement.
- Vocational Maturity was found to have a significant positive effect on Job Satisfaction.
- Meditation had been found a significant positive effect on Reactions.
- Cooperation was found to have no significant effect on Adjustment, Intelligence, and Personality.
- Cooperation was found to have no significant effect on Personality.
- Discipline was found to have no significant effect on Adjustment, Attitude toward Teaching, Teaching Effectiveness.
- Grade was found to have no significant effect on Values (Democratic).

- Risk-Taking Behaviour had been found no significant effect on Originality, Value (Curiosity) and Creativity.
- Social Maturity was found to have no significant effect on Achievement.

Table 5.53

Synthesis of Research findings with respect to 'Values' as Independent variable with different Dependent variables

SN	Values— with different DVs	Positive	Neutral	Negative	Total
1	Values-Role Commitment	0	12	0	12
2	Risk-Taking Behaviour-Creativity	1	9	0	10
3	Frustration-Role Commitment	0	2	0	2
4	Socio Characteristics-Creativity	0	2	0	2
5	Cooperation-Adjustment	0	1	0	1
6	Cooperation-Intelligence	0	1	0	1
7	Cooperation-Personality	0	1	0	1
8	Curiosity-Achievement	1	0	0	1
9	Discipline-Adjustment	0	1	0	1
10	Discipline-Attitude Toward Teaching	0	1	0	1
11	Discipline-Teaching Effectiveness	0	1	0	1
12	Grade-Values (Democratic)	0	1	0	1
13	Risk-Taking Behaviour-Originality	0	1	0	1
14	Risk-Taking Behaviour-Value (Curiosity)	0	1	0	1
15	Social Maturity-Achievement	0	1	0	1
16	Socio Characteristics-Value (Curiosity)	0	1	0	1
17	Value Judgement-Value Judgement	1	0	0	1
18	Values-Time Management Competency	0	1	0	1
19	Values-Time Management Awareness	0	1	0	1
20	Vocational Maturity-Job Satisfaction	1	0	0	1
21	Meditation-Reactions	1	0	0	1
	TOTAL	**5**	**38**	**0**	**43**

- Socio Characteristics was found to have no significant effect on Value (Curiosity) and Creativity.
- Values were found to have no significant effect on Time Management Competency and Time Management awareness and Role Commitment.
- Frustration was found to have no significant effect on Role Commitment.
- Values were found to have no significant effect on Role Commitment.

After presenting the scenario of the research synthesis of findings, the next chapter is focussed on the overall emerging picture of findings of the trend analysis and synthesis of the researches at the School of Education, Devi Ahilya Vishwavidyalaya, Indore, during 1964-2014.