CHAPTER II

REVIEW OF THE RELATED LITERATURE
REVIEW OF THE RELATED LITERATURE

It is generally said that introduction is the gate way and the review of the literature is the gate pass for the researcher to conduct the research. The successful lawyer and the Physician must acquaint this with the latest knowledge in their field to handle the case in their hands efficiently. Same is about the field of education where the research workers need to require up to date knowledge and opinion about what has been done in the particular area and what he intends to do that means the researcher must have the clear picture of the problem he is going to investigate.

One of the most important steps of planning for any research study, after the problem has been defined, is to review of the research books, dissertation, theses, sources of information, research
journals and surveys of education by Dr. M.B. Buch and N.C.E.R.T. This review will give him the idea about the new research to be conducted. John W. best writes in his book, "Research in Education" that a familiarity with the literature in any problem area helps the students to discover what is already known to others have attempted to find out. What methods have been found to be promising or it has been pointed out and what problems remain to be solved. The review of the related literature acquaints the researcher with the current knowledge in the field, in which he is going to context the research. It also accomplishes the following specific purposes to the researcher:

1. To avoid unfruitful and useless problem areas by the selection of those areas in which positive findings are likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

2. To show whether the evidence already available solves the problem adequately without further investigation and thus to
avoid unintentional duplication of well-established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

3. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.

4. To enable the researcher to define the limits of his field. It helps him to delimit and define his problem.

5. To suggest methods of research appropriate to the problem. To give researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The review also provides an insight into statistical methods through which validity of results is to be established.
6. To locate comparative data useful in the interpretation of results.

7. To know about the recommendations of previous researchers for further research which they have listed in their studies.

8. To contribute to the general scholarship of the investigator. Some of the related studies done are as under:

**Studies done in India:**

1. Dass, Damodar (1953-54) conducted a study on 'Reading Interest of Teachers' and arrived at the following conclusions:

1. 47.5% teachers, of which 50% are ladies, do not like to read pedagogical books or magazines.

2. More male teachers are interested in reading books on education.

3. A high percentage of trained teachers lack the interest itself in teaching.
4. Age influences amount and material for reading

5. Front page is mostly read out among the newspapers

6. 62.5% teachers read poetry and equal number drama, 33% ready easy books, 31.7% biographies, 30.8% fiction, 26.7% history and religion, 20.8% travel, 13.3% read science, 10% philosophy.

7. It was found that 46.7% teachers select books by the author's name (knowledge of the author), 34.2% select books by going through the book reviews, 33% by the views of the friends.


The findings were as follows:

1. About 75% teachers have reading interest.

2. More male teachers are interested in reading.

3. More male teachers are interested in Science and females in fiction.

4. Both male and female rural teachers are interested in reading.
5. The order of preference of the material they read Fiction, Religion, Educational Psychology, Philosophy, History, Literature and Drama have marginal readers.

6. More rural female teachers are interested in Literature than urban.

7. Sources of getting books are mainly school library, public library and purchases.

8. 33% teachers prepare for examinations with the help of books.

Majority of the teachers have the following motives:-

- To improve general knowledge, for personal skill, for the joy it brings, for self culture etc.

9. Hurdles in the way as ranked in order are lack of funds, lack of library facilities, family worries, lack of leisure and lack of proper atmosphere at home.
3. Rao, D.G. (1965) concluded in his study that intelligence, study habits and school attitudes were significantly related to the prediction of scholastic achievement.

4. Badami, C.H. and Badami, D.M (1970) conducted 'A study of reading interest among the college students' using questionnaire as a tool and with the sample comprising of 327 male and 131 female students.

The main findings of the project were:

1. About 60% students were interested in reading various types of books.

2. More than 60% of students were found to have interested in novels and short stories while few had interest in reading poetry, essays, travel and science materials, criticisms, letters and arts. Science books were disliked by the groups.

5. Chatterji, Mukerji and Banerjee (1971) studied 'Effect of certain socio-economic factors on the scholastic achievement
of the school children' and reached a conclusion that the economic conditions of the family seemed to have no effect upon the scholastic achievement in all the intellectual ability groups.

6. Makhija G.K. (1973) conducted a study entitled 'Interaction among values, interests and intelligence and its impact on scholastic achievement' and has found out the significant positive influence of intelligence on scholastic achievement. He also concluded that the students highly interested in sports seldom prove to achieve high in studies in schools.

7. Lalithama K.N. (1975) revealed in his study that achievement in Mathematics was positively related to Intelligence Quotient (IQ), Study habits and interest.

8. Saran, S.A (1975) studies the teachers' attitude towards teaching profession and certain personality variables in "Study of teachers" attitude towards teaching profession and certain personality
variables as related to their level of education and amount of experience and found the attitude of teachers and interest towards the teaching profession positive.

9. Zacharia T.⁹ (1977) observed the 'Impact of attitude and interest on achievement of Secondary school pupils in social studies' and found that the pupil's interest in social studies was closely related to their achievement in the subject at all levels. Also high positive correlation was found out between the secondary school pupils' achievement in social studies and their attitude.

10. Bhagirath G.S.¹⁰ (1978) in his study entitled "Correlates of academic achievement as perceived by the teachers and students of high schools' has revealed that the teachers and students perceived the correlates of academic achievement as intelligence, character, creativity, punctuality, alertness, efficiency, social/emotional adjustment and intelligence/social adjustment.
11. Shah, J.H. (1978) studies 'Relationship of self concept to academic achievement of secondary school pupils' and observed the significant positive and liner relationship between self concept and academic achievement.

12. Government Central Pedagogical Institute, Allahabad 1981 conducted a study with the objective of finding out the relationship between academic achievement and attitude towards teaching among the teacher trainees enrolled in the L.T. course. The finding of the study showed no relationship between academic achievement and attitude towards teaching among the teacher trainees.

13. Jain, Bimla (1982) made a study entitled, "A study of the classroom behaviour pattern of teachers in relation to their attitude towards profession, morale and values' for her Ph.D. work and found that :-
1. Age of the teacher was negatively significant relationship with teacher attitude towards (a) teaching profession (b) classroom teaching. This means that young teachers have more favourable attitude towards teaching than older teachers.

2. Negative significant relationship has been found between teaching experience and teacher attitude towards classroom teaching.

14. Goel, J.C., Sabarwal, N. & Tiwari, A.D. (1984) identified the factors which may help in the selection of prospective teachers and the achievement of student teachers in B.Ed. In the study, 'Developing tools for admission to secondary teachers' training institutions in India', intelligence, attitude and personality were found to be the best predictors of student teacher performance in the B.Ed. final examinations.

contributory factors towards their achievements in the compulsory subjects' found:

1. No significant difference between the achievements of male and female, graduate and postgraduate, and inexperienced and experienced pupil teacher in four compulsory papers.

2. Female and experienced pupil-teachers were more interested in teaching than male and inexperienced pupil-teachers. But, there was no significant difference between graduate and post-graduate teachers.

3. Female pupil-teachers had a more favourable attitude than male pupil-teachers and experience played a great role in the development of a favourable attitude towards teaching profession.

4. There was no significant difference between graduate and post graduate pupil teachers regarding attitude towards teaching profession.
5. The correlations between attitude and achievement (r=0.16), interest and achievement (r=0.11) were positive and significant at 0.01 and 0.05 levels of significance.

16. Sethi, D.H.16 (1984) while studying the strategy of developing teaching skills in secondary school teachers found the attitude of the teachers towards different aspects of teaching favourable.

17. Som.P.17 (1984) made a study entitled, 'teachers' personality pattern and their attitudes towards teaching and related areas'one of the objective of the study was to find the descriptive attitude pattern of teachers with reference to the teaching profession and pupils. he arrived at the conclusion that teachers were normal in respect of their attitudes towards pupils. Female teachers tended to be higher than males in their attitudes towards teaching, teaching profession and pupils.

18. Pradhan, Sujata18 (1985) in the study, 'Reading interest of undergraduate students of different faculties in relation to sex,
1. Science students have better reading interest as compared to Commerce and Arts Students.

2. High achievers read more than the low achievers. High achievers have better reading interests than the low achievers.

3. While comparing the reading interest of the boys and girls at the undergraduate level, it was found that Science boys were more interested to read the subjects like Physics and Chemistry while Science girls were more interested to read Zoology and Botany. Arts boys were found interested in reading romantic and comedy books while girls were found interested in reading fiction, religious books and romantic stories.

4. Urban students have better reading interest than rural students.

19. Mahapatra, P.L. (1987) conducted a study with one of the objective being to find out the relation of intelligence, attitude and interest towards teaching success and found that
the co-efficients of correlations between teaching success and intelligence, attitude, and interest were 0.38, 0.27 and 0.25 respectively, significant at 0.01 level of significance. The predictive value of attitude and interest towards teaching success was 11 percent.

20. Mathur, S.\(^{20}\) (1987) found favourable attitude towards creative learning and unfavourable attitude towards creative teaching in the study, 'Attitudes of teachers towards creative learning and teaching'.

21. Patel, D.\(^{21}\) (1987) studied the academic achievement in relation to cognitive and personality differentials of socially disadvantaged and advantaged secondary school children of Orissa and found that all the three groups, Scheduled Caste, Scheduled Tribe and the Advantaged Children differ significantly in their achievement in academic subjects, intelligence, self
concept, creativity, linguistic competence and achievement motivation.

Studies done in Abroad:

22. Grey W.S. and Munroe, R. (1942-43) studied 'The reading interest and habits of adults' and concluded:

1. Age influences the amount and type of material read both among men and women, but later is more significant.

2. Marriage is another factor. Unmarried read more.

3. Women are more interested in reading fiction.

4. 50% of adults read books, 75% magazines and 95% read newspapers.

5. Motives kept in view are ranked in order as:
   (a) General information
   (b) Sense of duty
   (c) Conversation purposes etc.
'6. urban teachers read more

7. Older devote more time in reading than younger, although the difference is not pronounced. Men read more than women, particularly among the married groups.

23. Antell, henery\textsuperscript{23} (1944-45) made a study entitled 'An inventory of teacher interests as a guide towards their improvement in service' and concluded:

1. Almost all teachers like to keep pace with new trends in education.

2. A large number of teachers like studying.

24. Glasgow\textsuperscript{24} (1945) surveyed the reading interest of twelve years old children and found than school girls were interested in reading story books especially the stories related to the girls and preference for animal stories was shown by both the sexes.
25. Leeds (1946) surveyed the reading interest of young people (young workers) between the age of 15 to 21 years and found that those who give up education at the elementary stage give up reading also. The extent of education was clearly reflected in the range of reading interest.

26. Childs, G.B. (1949) made a comparison of supervised correspondence pupils and classroom pupils in achievement. He reached at the conclusion that the mean achievement scores of the correspondence pupils were higher than those of the classroom pupils in 11 out of 14 selected courses and the average intelligence of pupils who completed courses tended to be somewhat higher than that of the pupils who completed similar courses in classroom studies.
27. Kumeta, M.27 (1958) after studying a number of earlier research studies (1956-57-58) at Michigan State University, expressed that there was no significant difference in achievement between students receiving instruction primarily by television and those receiving instruction in regular classroom through formal or traditional system.

28. Donehower, G.28 (1967) studied variables associated with correspondence study enrollments at the University of Nevada (1963-65) and found out that there was no significant relationship between student achievement and sex or age or length of time taken to complete the course. He found that the achievement was closely related to the previous education of the student.
The major findings were:

1. The culture level was a differentiating factor in study habits and the achievement in school of secondary school pupils.

2. For culturally deprived pupils, high culture pupils and medium culture pupils the relationship of study habits to achievement in school was different from the relationship of certain demographic, intellective, psychological and environmental variables.

3. The achievement in school of culturally deprived pupils, high culture pupils and medium culture pupils was explained by combining certain intellective, psychological and environmental variables with study habits.
4. The culture level was a differentiating factor in the relationship between study habits and achievement in school of secondary schools pupils except in the case of high culture pupils.

5. Sub groups of culturally deprived pupil classified on the basis of the area of residence differed in study habits.

6. Sub groups of culturally deprived pupils differed in achievement in school for all groups except urban and rural pupils within coastal groups and forward and backward community pupils.

30. Dunakhe, A.R. An investigation into the Reading Interests and Habits of the First year degree course Marathi students studying in colleges affiliated to the University of Poona, Ph.D. Education, Poona University, 1978. Some of the major findings of the inquiry were:

1. The majority of the students of arts, science and commerce faculties got more than four hours of leisure time on Sundays and holidays.
2. Students of arts faculty preferred reading as a leisure time activity unlike students of other faculties.

3. More students of commerce and science faculties were found regularly reading newspapers than students of arts faculty. Arts, students read newspapers occasionally, they read only Marathi Newspapers. Klot a single English newspaper has a place among the first five newspapers in order of preference.

4. On an average, a commerce student spent more time on reading newspapers than arts or science students. Commerce students preferred reading business and company affairs. The students preferred light terms like cine world, accidents, sports and games, strikes, morchas, crime news etc. not more than 18.6% of the students read editorials of newspapers.

5. Science students ready extra books more regularly than arts and commerce students.

6. Normally, the home was the source for newspaper for a majority of students whereas for magazines, the sources were the public library, home and friends etc.
7. A fewer number of science students used the college library as compared to arts and
8. Very few students participated in activities like book exhibition, lectures on book etc.
9. On an average, a science student and a commerce student had more books in his personal library than an arts students.
10. Regular college study requirements came in the way of regular reading of other books, according to a majority of students.
11. Some of the purposes given for reading were developing some ideals, passing time and keeping oneself informed.
12. Women preferred reading as a leisure time activity more than men. Sex had no influence on periodicity of reading newspapers.
13. An urban student spent more time on reading weeklies than a rural student. But a rural student spent more time on reading newspapers.
Nirmal Kanta, A comparative study of study habits of High School students, Ph.D. Psy. BHU, 1979. The major findings of the study were:

1. Scholastic performance in various school subjects had low but positive relationship with study habits.

2. Science group students scored higher on the study habit test, elements A (amount of time for study), B (assignment habit), E (method of study), and F (method of answering examination papers) than their counterparts in arts and commerce groups.

3. Arts group students scored significantly higher than the other groups on study habit test, elements C (attitude towards study) and D (concentration).

4. Different test elements of study habits were found effective in the scholastic performance of different school subjects.

5. The various test elements of study habit were interrelated.

6. Students of class X scored significantly higher on the study habit inventory than those of class IX.

7. Girls scored higher on Study habit Inventory.
8. Urban boys showed significantly higher scores on study habits than rural boys but there was no significant difference between the study habits of urban and rural girls.

9. The level of parental education favoured the study habit scored of students.

10. The children of service class fathers had more effective study habits but the children of service class mothers had shown low level of study habits; the children with mothers as housewives had more effective study habits.

11. The family income was positively correlated with the study habit scores.

32. Sunanda, G.\textsuperscript{32}, The effects of counselling on the study habits and achievement of Teacher Trainees, Ph.D. Education, Madras University, 1980.

The major findings of the study were :-
1. The treatment groups that received counselling registered significant gain in their academic performance and study habits scores.

2. The controlled groups had nil or insignificant gain in these two variables.

3. Group behavioural counselling was found to be the most effective of the three types of counselling in improving achievement.

33. Kantawala, N.N.  

Kantawala, N.N. 33, Investigation into the Reading Attitudes of High School students of Kaira District, Ph.D. Education, SPU, 1980

The major findings of the investigation were:

1. Reading attitude was a function of grade.

2. The scale did not indicate significant relationship with cultural settings, sex differences, age groups and birth order.

3. The higher the SES, the better was the reading attitude.
4. Between reading habits and reading attitude, there was significant positive relationship.

5. Students of small size families had a more favourable reading attitude than those of large size families.


The major findings of the investigation were:

1. The mean score for boys was 61.16 and that for girls 56.94. The difference was significant at 0.05 level. The boys were found to have better study habits than girls.

2. There was sex differences in different aspects of study habits.

4. About 91.0 percent girls lacked the habit of preparing the topic in advance were as about 81.0 percent boys lacked this habit.

5. The habit of note taking was absent among 50 percent to 80 percent students.
6. Learning and memory skills were absent among more than 60 percent students.

7. The students had problems in planning their time for study developing good reading habits and taking examinations.

35. GCPI. A study of Relationship of Academic achievement with attitude towards teaching among teacher trainees, Allahabad, 1981.

The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.


Some of the findings of the investigation were :-
1. Performance in all school; subject taught through the mother tongue was positively related with reading comprehension.

2. The reading speed also indicated positive relationship in the achievement of school subjects.

3. The achievement of the pupils from urban areas were better than that of the pupils from rural areas in Gujarati, Social Studies, science and mathematics.

37. Tiwari, G.N. Study Habits and scholastic performance at three levels of education Ph.D. Psy., Hanaras Hindu University, 1982.

The main findings of the study were:

1. The class X students had the highest mean study habits score, significantly different from the students at the other two levels.

2. Science students in every class scored higher than students in the other courses.

3. In most of the cases the differences were in favour of the class X group of students when different courses were compared.
4. Students of science scored the highest in all the six measures of the study habits, inventory. This was the case at all levels.

5. Girls in all classes and in arts and science courses had better study habits than boys. Girls excelled boys in various components of the study habits inventory also at X, XII and XIV the only exceptions being that for boys in element a in XII and in element F and XIV levels of education.

6. Urban students (excepting at XII) had better study habits than rural students (this difference existed among both the sexes) and the sex difference in favor of girls could be seen among rural as well as urban students.

7. Study habit scores were found to consistently rise with the rise in income and rise in the level of parents education. These were higher in the case of students whose fathers were in service.

8. Study habits scores were positively and significantly correlated with annual examination marks as well as with pooled teacher eatings.
9. Cluster analysis revealed while attitude to study habits was an important component, the amount of time for study became a significant factor in two higher stages.

38. Goswami, R.38, An enquiry into Reading interests of the pupils of standards VIII to X in relation to Intelligence SES and Academic Achievement, Ph.D. Education, MSU, 1982.

The major findings of the study were:

1. Although there were high reading interest among the pupils of all the three standards i.e. VII, IX and X, it was relatively higher among standard X students and lower among the pupils of standard VIII.

2. Books preferred by the students most were story books (38.3%) followed by comic/humour books (37.9%), general knowledge books (34.3%), novels (29.2%) and science books (27.9%)
3. There was considerable interest in reading newspapers among the students. The percentage of the students who read newspapers daily was 76.21.

4. Reading of comics was popular among the students to a great extent - 85.69% of the students read comics.

5. The majority of the students preferred to read through English language (76.21%)

6. For a majority of the students (74.41%) friends constitute the source for supply of reading materials.

7. There was no significant relationship between reading interests and the standards of the pupils.

8. There was a negative relationship between reading interest and the age. The reading interest of the students reached a peak value at the age of 12 or 13 and then started declining with the advance of age.

9. There was no difference in the reading interests of boys and girls at the secondary stage.

10. There was significant relationship between academic achievement and reading interests.
11. Relationship between the intelligence and the reading interest of the students was significant.

12. There was significant relationship between socio-economic status of the students and their reading interest.


The study revealed that:

1. English medium schools covered a wider syllabus than other schools. Among the other categories of schools there was not much difference in the syllabus.

2. There was all round interest towards different subjects among students of English medium and government schools. There was sustained interest of students in Bengali followed by history and life science.
3. English was the least liked subject among the primary and sponsored school students in urban and rural areas. An all round interest was perceptible among the students towards different subjects in the syllabus in the Government and English medium schools.

4. The incidence of reading books other than those prescribed by the school was almost nil in the lower classes.

5. Stories, fables and adventure and detective stories were the areas of higher interest beyond the school subjects; sports and movies also attracted a significant number of students of higher classes.

6. Comics were the most attractive reading material outside the school subjects.

7. Reading newspapers was most widespread in urban areas. Almost all the students of English medium schools and Government sponsored schools were newspaper readers though of varying frequency.

8. Magazine reading was common among almost all the students of English medium schools.
9. The children's page, comic series, stories, sports and quiz were most popular interest generating subjects in newspapers as well as in magazines. Editorials reviews, articles etc. were not popular among the children.

10. Library facilities both in rural and urban primary schools were almost nil. The government schools and English medium schools were better equipped with library facilities.

11. Libraries were visited most frequently by the students of Government schools.

12. Only a limited number of students had access to television and even fewer viewed.

13. Parents/guardians played the most active role in deciding reading materials, while most of the rural primary school students decided themselves.

14. A sizeable number of students had participated in one or other cultural programme during the preceding year of study.

15. By type of schools, the interest was more among students of English medium schools and government schools than others.
40. Singh. A study of the Study Habits of High, middle and low achiever Adolescents in Relation to their sex, intelligence and Socio economic status, Ph.D. Education H.P. University, 1984.

The main findings of the study were:

1. The adolescent boys had significantly better study habits than adolescent girls.

2. Study habits were related to the academic achievement significantly high achieving adolescents had significantly better study habits than middle achievers. Middle achievers had significantly better study habits than low achievers.

3. Study habits of adolescent boys and adolescent girls different significantly at different levels of academic achievement i.e. high and low.

4. Study habits of adolescent boys and girls differed significantly at different levels of intelligence i.e. high, middle and low
5. Academic achievement and intelligence did not interact significantly in relation to Study Habits of either adolescent boys or girls.

6. Study habits of adolescent boys and girls differed significantly at different level of socio-economic status i.e. high, middle, low.

7. Academic achievement and socio-economic status interacted significantly in relation to study habits of adolescent boys and girls.

8. Intelligence and socio-economic status did not interact significantly in relation to the study habits of either adolescents boys or girls.

9. The triple interaction among academic achievement intelligence and socio-economic status was not significantly in relation to the study habits of either adolescent boys or girls.

The main findings of the study were:

1. There existed a significant difference in the academic achievement between the students of formal and non-formal education in Telgu Test.

2. There was a significant difference between formal and non-formal students in their academic achievement in the areas of vocabulary, reading comprehension, writing and grammar of the Telgu test.

3. There was a significant difference in academic achievement between the students of formal and non-formal education in the arithmetic test.

4. There existed a significant difference between formal and non-formal students in their academic achievement in the areas of numeration, addition, subtraction, multiplication and division, fractions, Indian money etc.

5. The difference between academic achievement of the formal and non-formal groups in the problem areas test was significant.
6. There was a significant difference between formal and non-formal students in their academic achievement in the areas of food and water, health and hygiene, plants and animals.

After carefully reviewing the related literature, the researcher has found for the area of investigation into the study habits, reading interest, attitude towards teaching and their bearing upon achievement of the pre-service teachers is yet an unexplored territory by the researchers. There is no denying the fact that some studies have been done in India and abroad with some of these variables but hardly any study done in relation to the B.Ed. regular pupil teachers. The attempt to study the bearing of these variables upon the achievement of the pre-service teachers of the formal stream is a fresh attempt by the researcher. Dr. M.B. Buch and Dr. Govinda, the author of trend report of non-formal education, 4th Survey of Research in Education (1983-88) have emphasized the need for encouraging more scholars to take up research. The investigations in the area of formal education as the largest studies in this area are at the elementary
6. There was a significant difference between formal and non-formal students in their academic achievement in the areas of food and water, health and hygiene, plants and animals.

After carefully reviewing the related literature, the researcher has found for the area of investigation into the study habits, reading interest, attitude towards teaching and their bearing upon achievement of the pre-service teachers is yet an unexplored territory by the researchers. There is no denying the fact that some studies have been done in India and abroad with some of these variables but hardly any study done in relation to the B.Ed. regular pupil teachers. The attempt to study the bearing of these variables upon the achievement of the pre-service teachers of the formal stream is a fresh attempt by the researcher. Dr. M.B. Buch and Dr. Govinda, the author of trend report of non-formal education, 4th Survey of Research in Education (1983-88) have emphasized the need for encouraging more scholars to take up research. The investigations in the area of formal education as the largest studies in this area are at the elementary stage.
therefore the present is very significant and attempts to study the investigation into study habits, reading interest, attitude towards teaching and their bearing upon achievement of the pre-service teachers.

The study can also serve the purpose for the projection of the contribution of these variables upon the academic achievement. Thus the review has helped the researcher in identifying this unique area of research, which is of great importance in the field of teacher education.
REFERENCES

1. Dass, Damodar,

2. Nair, G.S.

3. Rao, D.G.
   A Study of some factors related to scholastic


6. Makhija G.K. 'Interaction among values, interests and intelligence and its impact on scholastic achievement' (1973)
7. Lalithama K.N. 
Achievement in Mathematics was positively related to Intelligence Quotient (IQ). Study habits and interest.(1975)

8. Saran, S.A
Teachers' attitude towards teaching profession and certain personality variables in "Study of teachers" attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience(1975)

9. Zacharia T.
'Impact of attitude and interest on achievement of Secondary school pupils in social studies'(1977)
10. Bhagirath G.S.  "Correlates of academic achievement as perceived by the teachers and students of high schools' (1978)


12. Government Central Pedagogical Institute, Allahabad

   Relationship between academic achievement and attitude towards teaching among the teacher trainees enrolled in the L.T. course. (1981)
13. Jain, Bimla
"A study of the class-room behaviour pattern of teachers in relation to their attitude towards profession, morale and values"

14. Goel, J.C., Sabarwal, N. & Tiwari, A.D 'Developing tools for admission to secondary teachers' training institutions in India, intelligence, attitude and personality"

15. Patil, G.G.
'A differential study of intelligence, interest and attitude of B.Ed. college students as contributory factors towards their achievements in the compulsory subjects'
16. Sethi, D.H. The strategy of developing teaching skills in secondary school teachers


18. Pradhan, Sujata 'Reading interest of undergraduate students of different faculties in relation to sex, urban and rural background and academic achievement' (1985)

19. Mahapatra, P.L. The relation of intelligence, attitude and interest towards teaching success and found
that the co-efficients of correlations (1987)

20. Mathur, S

'Attitudes of teachers towards creative learning and teaching'. (1987)

21. Patel, D.

The academic achievement in relation to cognitive and personality differentials of socially disadvantaged and advantaged secondary school children of Orissa"
'23. Antell, Henery

'An inventory of teacher interests as a guide towards their improvement in service'

'24. Glasgow

The reading interest of twelve years old children and found than school girls were interested in reading story books especially the stories related to the girls and preference for animal stories was shown by both the sexes. (1945)

'25. Leeds

Reading interest of young people (young workers) between the age of 15 to 21 year (1946)
26. Childs, G.B.

To compare the Supervised Correspondence Pupils and Classroom Pupil in Achievement. 'The Need for Research in Correspondence Education' - Paper read by Dr. manjit Singh in Punjabi University, Patiala, 1979.

27. Kumeta, M.

Instructions through Formal System and Television at the Primary-Level. Ph.D. Education, Michigan State University, Michigan, USA, 1958.

28. Donehower, G.

Variables associated with correspondence study

| 32. Sunanda, G. | The effects of counselling on the study habits and achievement of Teacher Trainees, Ph.D. Education, Madras University, 1980. |
| 33. Kantawala, N.N. | Investigation into the Reading Attitudes of High School students of Kaira District, Ph.D. Education, SPU, 1980 |
35. GCPI. A study of Relationship of Academic achievement with attitude towards teaching among teacher trainees, Allahabad, 1981.


38 Goswami, R.
An enquiry into Reading interests of the pupils of standards VIII to X in relation to Intelligence SES and Academic Achievement, Ph.D. Education, MSU, 1982.

39 Datta, P.C.
School Children and their Reading habits, Eastern India Centre for mass Communication studies, Calcutta, 1982 (N.C.E.R.T.-financed)

40 Singh, H.
A study of the Study Habits of High, middle and low achiever Adolescents in Relation to their sex, intelligence and Socio-economic status, Ph.D.