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3.0 INTRODUCTION:

System investigation requires careful look into the studies carried out in the past which are related and have some relevance and bearing with the present research. It is the right way to systematic and planned research work. Mehrota, Mehrota and Sukhia stated that, “it helps in interpretation of results and in avoiding duplication. It also provides helpful suggestions a for further investigation.”

It has vital utility on the part of the research worker to resume a survey of related literature in order to give a definite direction to this research work, to give a new shape, perspective and emphasis to his research work in comparison to previous studies already undertaken. A review of previous literature on the topic is an essential component and the research worker must demonstrate an understanding of the existing literature pertinent to present study.

Thus, the review of relevant literature on the study enables the researcher to organizer his research work in such a way that he can differentiate clearly, distinctly and pointedly his own research work from that of previous one.

3.1 IMPORTANCE OF THE REVIEW:

Review of the past researches gives insight into the present problems. Many angularities and rough surfaces of the present problem can be straightened and made smooth with the help of the past researches.

Review of the past studies is necessary for the research work. It helps the investigator to get insight into the problem and prepare a design to attack the problem on hand. It gives ideas how to select or prepare appropriate tools and sample design. It also help the investigator to get a closer view of the present work and understand the real nature of the problem.
The problem of the present study is attitudes:

There are so many past studies in the field of teacher education. Such as the measurement of personality, attitudes, teaching ability, social intelligence and construction of the tools etc. Any how there has been very megre work done in the area of the attitudes. The investigator has studied the past studies which are close to his present study. So, the investigator chooses the topic of attitude, towards teaching profession and job satisfaction. He has applied the useful and necessary knowledge that he got from the past studies to his research work. So the review work would be useful from the point of view of handling the present study adequately.

The review helps the investigator in preparing her own research design of the problem in hand. At the same time, it has acquaints the investigator with the limitations of the tools and procedures used by the past researches.

As a result of his research problem with these objectives in sight, the investigator thinks it worthwhile to review the past researches on achievement with specific reference to the variables. They are described in the following paragraphs. The review would be divided in three categories;

( 1 ) M.Ed. Dissertations
( 2 ) Ph.D. Thesis
( 3 ) Experiments as found in Journals
3.2 PAST STUDIES :-

The Review of the past studies at M.Ed. Level :-

3.2.1 M.Ed. Dissertations : -

( 1 ) D.H Suthar\(^1\) “A study of the Attitudes of primary school teachers towards Basic Education”, M.Ed., S.P. University, V.V.Nagar, 1972.

D.H. Suthar of S.P.University, V.V.Nagar in 1972 for his M.Ed. worked on, “A study of the attitudes of primary school teachers towards Basic Education.” His objective was to study the attitudes of primary teachers towards basic education and also to study influences of different factors on the attitude of teachers.

He prepared Thurstone type of attitude scale and administered it on a sample of male and female teachers of Kaira District. He found that:

1) Male teachers have more favourable attitude towards basic education than female teachers.
2) The teachers from Urban area have favourable attitude than the teachers from Rural area.
3) Academic qualifications help in improving attitude of teachers towards basic education.
4) Experience contributes negatively in changing the attitude of teachers.

This study implies that efficient, faithful and enthusiastic Head Master should be appointed for the progress of any school. Staff of the school should be according to the craft introduced in the school. Some model basic schools should be started to give guidance to other schools.
The element and programme of any school staff of the school should be according to the craft introduction in the school. Some model basic school should be started to give guidance to other school. The element and programme of basic education should be introduced in urban areas too, because if basic education is good, it should be good for all, i.e. for rural and urban areas.

(2) I.K. Suthar\(^2\) “A study of Teacher Trainee, Interest and Attitude in and towards the teaching - profession”, M.Ed., S.P.University, V.V.Nagar, 1972.

I.K. Suthar of S.P.University, V.V.Nagar in 1972 for his M.Ed. work done “A study of Teacher Trainees, Interest and Attitude in and towards the teaching - profession.” His objective was to study the attitudes and interest of the personal entering into education profession.

He used the tools as under:

1. Interest - inventory prepared by Dr. J.K. Pankh
2. Attitude Scale prepared by Miss Y.F. Patel
3. Interview Schedule prepared by him

A sample of 247 teacher trainee was selected from 3 colleges of education, Doramali, Modasa and Patan.

He found that:

1. There is not much difference in the interests and attitudes between the Arts graduate and Science graduate teacher - trainees.
2. Long standing experienced teacher trainees fall in the category of the above normal and normal interests. With their increasing experience their interest decreases. Same is the case with the attitude towards
the teaching profession.

(3) A great number fall in the category of the age group 24 - 26 trainees there is a decrease in the interest. It equally applies to the attitude also.

(4) Attitude of experimental teacher trainees fluctuates.

(5) Looking to the various fields of interest it is seen that teacher trainees possess high interest in the literature and teaching.

From this study, it implies that all the training colleges should give first preference to the long standing experimental teachers while giving admissions in order to build up high interest and attitudes in the teacher trainees. The person with the long standing experience should be provided with the basic qualities for the professional qualifications, so that their interests and attitudes can be produced. Post graduate teachers should be provided scholarships and other educational facilities in order to develop their interests and attitudes. The training colleges should prepare tools to measure the teacher’s interests and attitudes. Such tools can be used at the of the recruitment of the teachers for the schools and the training colleges. It is also necessary to equip a good library for the development of the teachers interest and attitudes.


J. J.Sukla, of the M.S.University, Baroda in 1972, for his M.Ed. worked on, “An investigation into the attitude of Secondary School pupils towards learning of Sanskrit”.

Objectives of his studies were as follows:

(1) To find out the attitude of secondary school pupils towards learning of Sanskrit.

(2) To find out the factors affecting the attitudes of secondary school pupils towards learning of Sanskrit.

(3) To explore ways and means for the improvement of the attitudes and interests of the pupils.

He prepared the attitude test with 20 items based on Likert’s scaling technique (five point scale). Four schools of Baroda city were given the test.

He found that the general attitude of the pupils towards learning of Sanskrit is positive. The pupils who were given this attitude have accepted Sanskrit as the language of our national culture. They also believe that the study of Sanskrit is useful to gain religion, social and general knowledge and consider Sanskrit as the best subject. Sanskrit is an important language for an adequate understanding of the Indian culture.

This study implies that the pupils have favourable attitude towards the study of Sanskrit. They have a much liking for Sanskrit, as for other subjects. They consider knowledge of Sanskrit to be useful.


K. T. Thomas of the M.S. University, Baroda in 1969 for his M.Ed. worked on, “An enquiry into the attitude of high school children towards religion.”
Objectives of his investigations were:

(1) To measure the attitude of the high school children towards religion,
and

(2) To determine the need for religious education in schools.

The tools used by the investigator were Religious Consciousness Revealing Document (R.C.R. Document) and the questionnaires. 574 pupils from three English Medium High Schools were selected as a sample for his study. These schools were:

(1) Rosary High School, Baroda
(2) Baroda High School, Baroda
(3) Vidya Kunj, Baroda

He found out that age and sex are highly significant in the development of religious attitude of our high school children. Religious instruction of a general type has its positive effect in the development of the religious attitude of high school children.

This study implies that religious education as a part of the formal education programme in secondary schools should be introduced in order to develop among pupils a positive attitude towards religion.

(5) M. M. Chokshi  

“Student’s Attitude towards Hindi”, M.Ed., M.S. University, Baroda, 1962.

M. M. Chokshi of M.S. University, Baroda, in 1962, for his M.Ed. worked on, “Students’ Attitude towards Hindi.”
The objectives of his study were:

(1) To make a library study of the present position of Hindi at national level and in schools and the problems arising out of it.

(2) To study students' opinion and reactions regarding Hindi as a school subject.

(3) To prepare a scale to find out the student's attitude towards Hindi.

(4) To survey and study the teachers and parents' opinions regarding various problems of Hindi as a school subject.

(5) To find out suggestions and remedies in order to cultivate student's positive attitude towards Hindi.

Three questionnaires were prepared. One of the teachers, one for the students and one for the parents. Different types of schools were selected from each district of Gujarat State. From each school the questionnaires were given to 10 pupils comprising standards VIII, IX and X. From each school 2 or 3 teachers of Hindi were requested to fill in questionnaires. The questionnaires were given to 100 teachers directly without giving trouble to the Head of the School. A questionnaire was prepared and administered on parents of varied districts of Gujarat. The same schools were selected where the pupils questionnaire were administered. Responses from 56 educated parents were obtained.

The findings as followers were obtained from this study:

(1) About 60% of pupils liked Hindi as a subject. Amongst, whom Muslim and Sindhi, students like Hindi because it more nearer to their mother tongues.

(2) According to the 29% of teachers' estimates, the attitude of the
present day students towards Hindi is luckwarm and passive. 

( 3 ) Parents ambitions and likes of their subjects play a part in the development of the students’ attitude towards a subject.

This study implies that parents and teachers should take an active interest in their pupils’ achievements towards Hindi. The Govt. should try to follow the uniform policy of medium of instruction in University of India.


N. N. Desai of M. S. University, Baroda in 1960, for her M.Ed. worked on “Parents attitude towards parent child relationship and its influence on child’s school behaviour.” The purpose of this investigation was to study parents attitude towards parent child relationship and its study child’s school behaviour. Two tools were used to collect data.

( 1 ) A questionnaire to collect data from the parents of children of the first four standards of the experimental high school of Baroda. Out of 133 children, only 119 children’s parents gave responses.

( 2 ) A five point rating scale to rate child’s school behaviour, class teacher, games teacher and music teacher were assigned this task. The average from all these teacher’s rating was considered as the final score.
She found out that parents are not entirely democratic or autocratic or indifferent on emotional side also, they are rejectant. The parents are always indulgent whatever the case may be. She also found out that democracy and acceptance were favourable attitudes and children were all adjusted and adjusted and secured high grades in their school achievement and social adjustment whose parents were democratic and acceptant.

This study implies that thro’ parents education, thro’ guidance and thro’ pictures and pamphlets the problem of our study could be solved.

(7) P. B. Dektawala 7 “Development of attitude scale for measuring attitude of rural teacher towards community work” M. S. University, Baroda, 1969.

P. B. Dektawala of M. S. University, Baroda 1969 for her M. Ed. worked on “Development of attitude scale for measuring attitude of rural teacher towards community work.” The purpose behind this study was to find out the possibility of developing an attitude scale for measuring attitude of rural teachers towards community work.

Thurstone type of scale was constructed on 11 point continuum. Out of 75 teachers, only 65 responded, 52 were male teachers and only 3 were female teachers. All the teachers were from rural area.

The following findings were drawn from this study:

(1) Male teachers have more favourable attitude for community work than female teacher.
(2) With the advancement in age more and more favourable attitude was seen.
(3) The trained teachers showed greater responsibility towards
community work.

(4) The experienced teachers showed larger indication for their role and responsibility.

(5) Persons active in extra circular activities showed more positive attitude fall within the non-interested group.

(6) Active association in various organization helped to develop positive attitude for the community work and ones who have developed negative attitude were from un-interested group.

(7) Persons with no work experience showed unfavourable or the neutral attitudes, where as experienced individuals showed favourable attitude.

From various factors studied, the most of the rural teachers have Positive attitude towards community work.

This study implies that training children about community and its problems and making education life centered is a must for democratic growth. The present curriculum therefore needs to be revised and provision may also be made to orient children to community and its problems.


Rasmee Wandee of M. S. University, Baroda, 1968 for his M.Ed. worked on “Attitude of B.Ed. Students towards Child behaviour problems.”
Objectives of his study were:

(1) To find out changes in attitude of B.Ed. students towards child behaviour problems after B.Ed. training programme.

(2) To study the effects of sex, teaching experience and the level of academic achievements in changing the attitude of B.Ed. students towards child behaviour problems.

The instrument used was sentence completion Blank which consisted of 30 behaviour problems. This instrument was administered twice (i) in the beginning of the academic year and (ii) two weeks before the University examination. The sample consisted of 76 students of B.Ed. class in the faculty of Education and Psychology of the M.S. University, Baroda during the academic year 1966-67. He concluded that the present B.Ed. programme does considerably influence most of the students to develop insight and positive change in attitude towards behaviour problems and school children. The change in attitudes towards behaviour problems and school children. The change is measurable considerable in extent and largely attributable to well through but and competent programme offered by the institution.

This study implies that basic conception for psychology should be more emphasized in B.Ed. training programme for developing better attitude while handling the behaviour problems of children.


S. R. Bhatt of M.S. university, Baroda, in 1970, for her M.Ed. worked on, “A study of workers attitude towards trade union.”
Objectives of her study were:

(1) To study workers' attitude towards trade union.
(2) To measure industrial morale of those workers who are members of a union.
(3) To study the relationship between workers' attitude towards trade union and their industrial moral.
(4) Thrstone type attitude scale prepared by herself.
(5) A moral scale prepared by Shri Z.M. Quaraishi. A randomly selected sample of 200 workers of “Sarabhai Chemicals” consisted of 50 unskilled workers, 30 semi-skilled workers, 40 supervisors, 30 chemists and 20 members of clerical staff.

Findings of her study were:

(1) Almost all the workers have favourable attitude towards trade union.
(2) The moral of workers in that industry was rated high except in the case of skilled workers.
(3) Unskilled workers and chemists have favourable attitude towards the union and their morale is also high, whereas in case of skilled workers morale is found to be low with positive attitudes towards trade union. Supervisors of that industry have surprisingly shown unfavourable attitude and high morale.

This study implies that trade union should be regarded as an essential organization for the proper functioning of the present day complex industrial set up.
Y. F. Patel, of M.S. University, Baroda, in 1959 for her M.Ed. worked on “An Attitude Scale to measure the attitude of secondary school Teachers of Gujarat towards the teaching profession.”

Objectives of her study were:

(1) To explore the possibility of constructing a measuring instrument that will aid in the differentiation of the secondary school teacher, according to their attitudes towards their profession, to determine the effect upon attitudes of such factors as training, sex, graduation, experience etc.

(2) To find out specially whether training has any effect in modifying the attitudes of school teachers towards the teaching profession.

She prepared an attitude scale based on Turnstone’s technique of equal appearing intervals. The attitude scale was administered to different groups of secondary school teachers of Gujarat.

Findings of her study were as follow:

(1) Female teachers have a more favourable attitude towards the teaching profession than the teachers. This is true also in case of trained and untrained female teachers

(2) Training helps in improving the attitudes of secondary school teachers towards the profession. This also holds good in case of male and female teachers, as well as graduate and undergraduate
(3) As we pass from trained teachers to teachers under training and trained teachers, the attitude moves towards the favourable end on the continuum.

(4) University degree (graduation) has no effect on the attitude of teachers.

(5) In case of untrained teachers the attitude grows more favourable with the passage of time.

(6) In case of trained teachers, attitude towards the teaching profession improves with passage of time i.e. experienced trained teachers have more favourable attitude towards the teaching profession than the freshers.

This study implies that preference should be given to the female teachers as their attitude towards the teaching profession is more healthier than that of the male teachers. Training collages should give priority in admitting teachers (graduates) who have 3-4 years of teaching experience. These teachers are on way to cultivate prejudiced attitudes towards the profession. If the training collages can step in at this juncture, they would be salvaging these sinking teachers.

3.2.2 The Review of Past Studies At Ph. D. Level:-

Ph. D. THESIS :


The purpose of this investigation was to determine whether the attitudes towards child rearing practices of the parents of Unsuccessful Readers differ significantly from the attitudes of the parents of Successful Readers.

The sample in this study were parents from different groups of children. One group consisted of parents of URS of the university children’s clinic. The others two groups were parents of URS and SRS in a public school.

Parental Attitude Research Instrument (PARI) by Bell and Schafer was used for the collection of data.

Findings indicate that significant different in attitude between the father of three groups were found in 3 of the PARI Scales, excluding outside influences, Suppression of Aggression and Suppression of Sex. The difference were found mainly between the fathers of URS at the clinic and the fathers of URS at the public school. The fathers at clinic were inclined to be less likely than UR or SR fathers at the public school to suppress their children’s curiosity about sex and less likely to feel that children should never learn things outside the home which would make them doubt their parents’ ideas.

Objectives of her study were:

1. To measure the attitude of the young (ranging between 21-40 years) towards the old people.
2. To compare the relation between age, education and sex.
3. Inter correlation between age, education and sex.
4. To examine the conditions of the old.
5. To discuss in general, the problems of the old.

She obtained her data using following tools:

1. An attitude scale was prepared making use of Thurstone’s technique of equal appearing intervals.
2. A partially structured interview based upon a fixed schedule of questions.
3. Case History method to study some selected cases.

The sample was selected from the Marathi speaking population of the city of Baroda. The variable age, education and sex in 4, 3 and 2 groups reply were introduced in deciding the quota of the total sample. Thus, $4 \times 3 \times 2 = 24$ cells in all were formed. From 40 forms distributed in each group (total 960), 831 responses were at her hand for analysis.

A sample of 160 old persons was selected from the families of the young subjects who had responded to the attitude scale. They were interviewed in order to decide the various dimensions of their problems. It was based upon an interview guide, the questions in which were connected with different areas of adjustment included in the scale of attitude measurement. A selection was made of 22 cases at the two extremes of the adjustment level, 12 being well adjusted and 10 maladjusted old persons. The intensive case studies of them were carried out in order to emphasize the individualistic impact of adjustment.
The following findings were derived from this study:

1. Attitude of the young towards the aged in Indian Society is on the whole adequately favourable.
2. The different areas of adjustment over which an attitude scale may fall can be independent of one another.
3. The attitude of youth is observed to be highly favourable.
4. Influence of the long prevailing cultural norms of Indian Society affect the treatment of the old.
5. Age was found to be a significant determinant of the attitude.
6. Education was also found to be exerting influence upon the effect of the attitude.
7. Sex is seen to be a neutral variable.
8. Income of the subject as a secondary variable was also noted to play a neutral role.
9. Persons staying in joint families should less favourable attitude towards the old.
10. A majority of aged were experiencing a positive attitude within the family of younger members.

This study implies that in Indian society young person have adequately favourable attitude towards the aged long prevailing cultural norms, age, education are found to be significant determinants of the attitude. Sex and income are found to pay a neutral role in effecting the attitude of young towards the aged.

(3) Quaraishi Z. N. 13 "Personality Attitudes and Classroom Behaviour of Teachers", Ph.D. in Education, M.S. University, Baroda, 1972.
To objective of the research were:

(1) To study the relationship between 4 dimensions of teacher behaviour, viz., proportion of motivating behaviour to direct behaviour, I/D ratio, preparation of motivating behaviour to controlling behaviour - I/D ratio, proportion of teacher behaviour to student behaviour. T/S ratio and teacher behaviour of accepting students’ ideas plus one dimension of student behaviour (student initiation) with certain personality traits and attitudes of teachers.

(2) To predict the above mentioned five behaviour dimensions on the basis of personality traits and attitudes.

(3) To study the effect of personality on proportion of indirect behaviour to direct behaviour (I/D ratio).

The sample of the study consisted of 200 teachers, drawn from 21 sec. schools. Flanders interaction Analysis category system was used for observing and recording teachers’ classroom verbal behaviour. Thurstone Temperature Schedule was employed to assess the personality traits and attitudes scales constructed by Want, Glassey and Patel were adapted to measure attitudes. Person’s product moment correlation techniques, stepwise regression analysis and t-test technique were used for analyzing the data.

The study revealed the following:

(1) Teachers verbal behaviour in the classroom was related in a small measure to their personality and attitudes.

(2) Teachers attitude towards democratic class-room producers correlated significantly (at .05 level) with I/D and i/d ratio. The coefficient of correlation with I/D ratio was 0.15 and with i/d ration was 0.17.
( 3 ) The correlation coefficient of reflective trait with I/D ration was -0.16 (significant at -0.5 level).

( 4 ) Sociable trait was significantly (at -0.5 level) related to student initiation. The correlation between the two variables was -0.15.

( 5 ) Reflective trait and attitude towards democratic classroom procedure were found to be the best predictors of I/D ratio, which was predicted to the extent of four percent.

( 6 ) In the prediction of i/d ratio, attitude towards democratic classroom procedures, reflective trait, attitude towards management and sociable trait were found to be the best predictors. The predicted i/d ratio to the extent of 8%.

( 7 ) Teacher behaviour of accepting students’ ideas could not be predicted significantly by any of the predictor variables.

( 8 ) Sociable trait was found to be the best predictor of student initiation. It predicted variables.

( 9 ) T/s ratio could not be predicted significantly by any of the 15 predicted variables.

( 10 ) Direct and indirect teachers did not differ significantly from each other on the seven personality traits, implying that personality does not affect personality does not affect teacher behaviour.


The present investigation sought to study the attitude of primary basic teachers towards community Life and Crafts and to prepare a special programme to bring out a positive change in their attitudes
Out of the 79 institution of Gujarat 8 Primary Basic Teachers Training Institutes were selected on the basic of stratified sampling. In all 12 attitude scales were constructed on the Likert model to measure attitudes towards community Life and the other six to craft. In the initial stage, questionnaires with open-end questions were sent to 20, student teachers, craft teachers and educator. On the basis of this data, the new forced choice-cum open-ended questionnaires were prepared. The students of 1966-67 batch were administered and again at the completion of training. The students of 1967-68 were given a remedial programme in addition to the pre-administration of the scale. The attitudes of 1966-67 and 1967-68 batches were compared.

The following were some of the salient findings:

(1) The students teachers who opted fir carpentry had more favourable attitudes towards the community life than those opting for spinning and weaving.

(2) The students teachers opting for spinning and weaving had more favourable attitude towards community life than those opting for agriculture.

(3) The women student teachers had more favourable attitude than the student teachers who were given the remedial programme.

(4) The remedial programme affected the attitude in varying degrees. Some students teachers showed an increase in their scores, while some showed a decrease.

(5) The fresh student teachers showed more favourable attitudes towards community life and craft than the experienced student teachers.
The objectives of the study were:

1. To find out the attitudes of teachers, trained by various universities and serving in the Aligarh district towards their professional training.
2. To compare the attitudes of teachers with reference to difference in sex, academic achievement, intelligence and teaching experience.

The hypotheses of the study were:

1. Most of the high school teachers do not possess +ve attitudes towards their professional training.
2. Significant difference exist in the attitude of male and female teachers.
3. The attitudes of teachers towards their professional training are influenced by their sex, academics achievement, intelligence and teaching experience.
4. There is definite relationship between the teachers’ own attitudes and their personality and performance as viewed by their students.

An attitude scale (self constructed), intelligence test, students’ perception of their teachers, personality cum-performance scale were used to collect data, 1000 male and female teachers, including arts and science teachers, serving in the Aligarh district, were studied. Means and standard deviations, Critical ratios for difference of means between large groups, test for differences of means between small groups, correlations,
partial correlations, partial regression equations, multiple regression equations, multiple regression and analysis of variance were the statistical techniques applied.

The major findings of the study were:

(1) Most of the high school teachers did not possess +ve attitudes towards their professional training.

(2) There were significant differences between the male and the female and the science and the Arts teachers.

(3) There was no difference between the attitudes of teachers trained by various universities towards their professional training.

(4) High academic achievers did not like teacher training while the low achievers did.

(5) The teachers with a low level of intelligence had +ve attitude towards teacher training, but the teachers with a high level of intelligence did not.

(6) Teaching experience was not related to attitude towards teacher training.

(7) Academic achievement intelligence and attitudes were independent.

(8) Intelligence had maximum contribution to the determination of attitudes, attitudes were highly saturated with he factor.

(9) The attitudes of the teachers towards teachers training and the students’ perception of their teachers’ personality and performance were related.
Objectives:
(1) To investigate the comparative efficiency of video Teaching Learning material (VTLM) Video Aided Instruction (VIA) and conventional Teaching (CT) in achievement of concept in selected units of home science.
(2) To produce instructional material in the three different treatments.
(3) To investigate the comparative efficacy of three treatments provided to three equivalent groups belonging of concepts in selected units of home science.
(4) To evaluate the attitude of students towards video teaching-learning material.

Methodology:
The sample of the study comprised 102 students from three schools. The tools used consisted of Criterion Referenced Test, Retention of concept. Test and attitude scale based on Likert’s method were developed by the investigator. The data collected were treated using chi-square, ANOVA, sum of ranks test and ‘t’ Test.

Findings:
(1) On pre-test scores, the F-rations for the 3 groups belonging to 3-levels of intelligence and interaction effects were not found to be significant.
(2) The difference in mean post-test scores, were significant, Student exposed to VTLM and VAI achieved higher as compared to CT.
(3) There was no significant difference between 2 treatment of VTLM and VAI.

(4) The low intelligence students achieved higher when exposed to VLTM as compared to VAI.

(5) On retention scores significant difference were observed in 3 different treatments Students exposed to VTLM and VAI retained more concept in home science as compared to students in CT.

(6) Students exposed to VTLM achieved higher as compared to VAI.

(7) The majority of the students had favourable attitude towards video-teaching - learning material.


Objectives :-

(1) To construct an attitudes scale to measure the attitude of Rajasthan to towards Distance Education.

(2) To find out the Reliability and validity of the nearly Distance Education.

(3) To measure the Attitude of teacher of Rajasthan towards distance education.

(4) To compare the Attitude of teacher of different type and categories towards distance education.
Methodology:

The sample of study comprised 2000 teachers from various schools of districts out of 30 districts. The tool is an Attitude scale based on Likert’s method was treated using ‘t’ test.

(8) Suresh Garg 18 "A case study of the University of the South Pacific science Education through the distance Mode", Ph.D. Education, South Pacific University, 1996.

Objectives:

(1) To accommodate the learning needs of learners.
(2) To provide communication and media technology facilities to the learners.
(3) To determine the effectiveness of science education.

Methodology:

The sample of the study comprised 15% of University Extension Enrollments at present science courses. Only for the first science student of University South Pacific.

Findings:

(1) Learners perceive that science subjects are more difficult.
(2) Learners perceive that self-study and independent learning are new concepts.
(3) Science educators accord lower status to extension work among their various other responsibilities / priorities.
(4) Lack orientation/training in developing DE material and the vast opportunities offered by information and multimedia technologies.
have remained largely unexploited.


Objectives:

(1) To investigate the genesis and development of open university and to evaluate its philosophical foundation.

(2) To investigate the functional status of some representative study centers of IGNOU.

(3) To investigate the genesis and development of distance education and continuing education programmes of Visva- Vidya – Samgraha.

(4) To investigate how the open university can be a reformative movement in India.

(5) To evaluate the possibilities of the open university as (a) a parallel system, (b) a supplementary system, and (c) a complementary system to the formal one.

Methodology:

Published books, journals, newsletters, annual reports, etc. were the source for data collection. These sources included: (a) Tagore’s writings on education; (b) Visva- Bharati News; (c) Visva- Bharati Annual Reports; (d) Proceedings of meetings of and brochures on Lokasiksha Samsad, and Visva-Bharati publications; (e) Government of India publications related to the study; (f) UNECU publications; (g) brochures and other publications of IGNOU; (h) books on open university, distance educations, etc. (i) information obtained from the
coordinators of the study centers of IGNOU through mailed questionnaires; (j) photographic pictures of various programmes and activities of Sriniketan as illustrations of Tagore’s educations ideas and experimentals. No statistical techniques were used in the study. However, some models developed by the investigator provide a comprehensive view of (i) Tagore’s educational thought and experimentals, (ii) the open university model, (iii) a model showing comparison between the open university model, Tagore’s thoughts and practices, and the traditional university model, and (iv) a model showing the inter-relationship between the traditional university, the open university and the community.

Major – Findings:

(1) The investor made a survey of the genesis of open university both in developed and developing countries, and found that the period between 1960 and 1985 has been regarded as the most progressive period for the development of distance education and the growth in the number of DE institutions. The open university developed first in the U.K. with the objective of giving everyone no matter what the extent of his formal education was, and to provide access to the highest level of educational opportunity.

(2) The course of study included undergraduate courses, P.G. courses and post – experience courses. Methods of teaching were correspondence texts, broadcasts and study notes, assignments / self – test questions, television programmes, computer practice, etc.

(3) The study reports that open university were also established in different countries at different points of time.

(4) In India, the Andhra Pradesh Open University (APOU) was started in 1982, and the Indira Gandhi National Open University in 1985.
( 5 ) On the basis of a study of the relevant literature, in general, and Roger’s view on the university and its role in particular, the investigator observed the:

(i) In the present age, besides the two roles of a university, viz. teaching and research, extension has been globally accepted as its third role.

(ii) On the basis of his classification of university programmes, Roger believed that the extension programme could be integrated with the other two programmes, i.e. teaching and research.

(6) At a time when nobody in the world could even dream of relating the university to the community through educational programmes, Tagore developed a full-fledged extension programme at Visva-Bharati through Sriniketan. The distance education programme, known as Lokasiksha Samsad was another programme of Sriniketan. Visva – Bharati Lokasiksha Samsad removed the space – time barrier of the traditional system for its clientele. (AS 1652).

(10) Das Mamata 20 “Approaches to learning and academic performances of students in traditional and Open Universities”, Ph.D. Edu. Jawaharlal Nehru University, New Delhi, 1992.

Objectives :-

(1) To identify the relationships among learner, content and context characteristics and approaches to learning of students in open and traditional universities and to find out the predictability of such approaches.

(2) To identify the relationships among learner, content and context characteristics and the academic performance of students in open and
traditional universities and to find out the predictability of such approaches to learning and of the academic performance of students in open and traditional universities.

Methodology:

The samples for the present study comprised students undergoing a course in Diploma in Management Studies in one open university (IGNOU) and in two traditional universities. The tools used were:

1. A shortened version of an Internal – External Control Scale.
2. A modified version of an Approaches to Studying inventory.
3. A students Perception Scale. An ex – post facto research design was adopted in the conduct of the study. The statistical analysis included ‘t’ test, correlation and step –wise multiple regression analysis.

Major findings:

The major findings of the study endorse all the hypotheses except the one on approaches to learning adopted by students, both in open and traditional universities, which could not be reliably predicted by using learner, content and context characteristics as predictors [SCG 1020].


Objectives:

1. To try out the learners Orientation Inventory and other draft Performa and tools.
To identify learners characteristics and reasons for joining correspondence courses.

(3) To study the self – image of distance learners, profiles of distance learners and their attitude towards distance education.

(4) To evaluate the effectiveness of institutional components and to conduct the participant evaluation of the quality of institutional material.

(5) To compare the success of the formal and distance education systems.

(6) To find out the reasons for drop – outs.

(7) To predict success in distance learning.

(8) To conduct some case studies.

Methodology:

The sample of the present study was selected keeping in view its needs and importance in different phases according to the objectives. The sample of different phases was different, both in number and type. For data collection, the researcher developed a number of tools, viz. a tools for learners’ characteristics, for self – image, for learning strategies, interpersonal relations, learners’ orientation, institutional components, evaluation of institutional components, participant evaluation of the quality of institutional material, attitude towards distance education and reasons of dropping out. The statistical techniques used for data analysis were frequency counts, means, SD, percentage, product – moment correlation, partial correlations and regression equation.

Major Findings:

(1) Both learner variables and institutional variables contributed positively to the success of distance learning at the B.Ed. level.

(2) Success in the distance learning system has been found to be
intimately associated with the course material, two-way interaction between tutor/organization and learner, the personal contact programme, the assignment system and the system of evaluation.

(3) The learners enrolled in B.Ed. through the correspondence programme have been found to give a good account of themselves in the university examination in theory papers.

(4) Contrary to popular belief, distance education has been found almost as effective as full-time studies in colleges of education as far as mastery of theoretical knowledge as assessed at the end of university examination is concerned. [CLK 0328].


Objectives :-

(1) To assess (a) the opportunities of technical and professional training with regard to the practice of teaching, (b) the benefits of the distance system (student enrolment) (c) the access to the distance education system, (d) the sex-wise coverage.

(2) To study the preparation and comparison of the achievement profiles of both the sexes (formal/non-formal systems).

(3) To study the cost effectiveness of the course.

Methodology : -

For the initial analysis, all the enrolled teacher trainees of the Distance Education, from 1978-89, were taken into consideration. For the detailed analysis, 800 teacher-trainees of the session 1988-89, 400 each representing the formal Government College of Education and the Gandhi
Memorial College of Education, and the non–formal system (Department of Distance Education), were selected for the study. The sample was selected randomly from the total group of teacher-trainees enrolled during the said session. The tools used were a Performa for collecting data from official records and publications, a questionnaire for the students (teacher-trainees) and the General Teaching Competency Scale by B.K. Passi, and M.S. Lalitha. The data were analyzed using percentages, mean, SD and ‘t’ tests.

Major – findings :

(1) The availability of centers for practice teaching it increasing year after year in consideration of the interests of the pupil teachers.

(2) There is a year-wise increase in the enrolment system from the session 1977-78 to the session 1988-89, and also an increase in the enrolment as compared to the formal system of education.

(3) The male and female ratio shows a substantial increase in the Department of Distance Education (DDE).

(4) So far as the pass percentage of the results from the year 1977-78 to the years 1988-89 is concerned, it goes hand in hand with the formal system of education.

(5) During 1977-78, the pass percentage ratio between the non-formal and formal systems was 60:63.5, and during 1988-89 it was 62:65.

(6) The teaching competency of teachers trained through the formal system is higher than that of those trained through the DDE.

(7) The duration of contact programmes with the pupil-teachers in order to have face-to-face learning with tutors is three months.

(8) The rate of delivering the general and criticism lessons in the DDE is higher than that needed in the formal system.

(9) The per capita cost in the DDE is less than in the College of
Education run by the government. [AGM 1863].


Objectives :

To examine the status and effectiveness of the teacher education programme, through the correspondence system, of the Madurai Kamaraj University with reference to (a) admission policies, (b) Infrastructure facilities, (c) student background and aspirations, (d) lesson materials, (e) personal contact programme (f) assignments, (g) radio talks, (h) study center, (i) the teaching practice programme (j) the dissertation, (k) academic achievement, and (l) finance.

Methodology :

The sample consisted of all the B.Ed. and M.Ed. students admitted to the institution during the academic year 1985-86. In addition the sample included seven teachers of the faculty, 73 resource persons and 300 guiding teachers from the schools in and around Madurai city. Data from were collected through questionnaires, information schedules, Observation schedules and documentation analysis. Data pertaining to the background information of students were analyzed qualitatively. Data regarding the academic achievement of the students were analyzed by computing means, SD, and “t-test”. Data related to expenditure incurred were analyzed by computing the unit cost and private cost of the students.
Major Findings :

(1) Although only teacher candidates were admitted to the courses initially, from 1083-84 graduates as well as postgraduates were also being admitted.

(2) The age of the teacher-trainees ranged from 25 to 61 years.

(3) Thirty-eight percent of the M.Ed. and 49.4% of the B.Ed. candidates belonged to the rural areas.

(4) The rate of drop-outs was found to be 1.7% to 4.2% at B.Ed. level, and 3.2% to 7.4% at M.Ed. level, which were very low.

(5) The physical facilities provided and the methodology adopted during contact programmes were not found to be satisfactory.

(6) The teaching community lacked expertise in the writing of scripts.

(7) 72% of the B.Ed. and 83% of the M.Ed. students found the functioning of the study centers inadequate and inefficient.

(8) The trainees found it difficult to find a place for practice teaching as well as suitable guiding teachers.

(9) The per head cost of training through the correspondence system was found to be much lower than the that of training through the formal system. [MSY 0933].

3.2.3 EXPERIMENTS AS FOUND IN JOURNALS :-

Over and above the M.Ed. and Ph.D. researches a few research articles as found in journals are also reviewed here.

(1) In the journal of Educational Reserch Geme R. Medinnus 14 related to “A child’s success in first grade, Some estimate of the parent’s attitude towards no. of aspects of schooling and education in general was desired. For this purpose an attitude education scale was developed”.
The Attitude Towards Education Scale included forty statements covering the following areas:

1. The parents’ attitude towards his own educational experiences.
2. The parent’s willingness to support the school in matters of discipline, policy, administration and finances and
3. The parents’ evolution of the importance of education.

68 Parents, 19 sets of parents of boys 15 sets of parents of girls in this study were all parents of five year olds who were subjects in an investigation of school readiness.

It was found that when a division of scores was made on the basis of socio-economic level of the subjects, no. significant difference was found between the means of the lower middle versus the upper lower classes parents.

Scores on the scale were also analyzed according to the educational level attained by the subjects. The computed F- ratio was not statistically significant.

2 In the Journal of Educational Psychology, Hebert H. Hughes 25, gave an abstract of his Doctoral thesis on, “Measurement of the Attitudes of Teachers Towards teaching as a profession.”

The purpose of this investigation was the initial development of scale to scale to measure teachers’ attitudes towards teaching as a profession.

A modification of the W- techniques a combination of the equal-appearing interval and paired – comparison methods was utilized to construct the scale.

The first group (30 sophomores in teacher education) was
randomly divided and was given the scale. The scale was also administrated to a graduate class composed of teachers, administrators and college professors.

He found a significant difference (0.05 level) between the means of the graduate teacher and administrator-college professor groups in favour of the later one. An F-test for homogeneity of variance was also significant (0.05 level).

(3) In the Journal of Educational Research and Extension. Joy Ghanammanal and K. Kulandaivel, had given an abstract of their M.Ed. dissertation on “Girl’s Attitude Towards Co-education”.

Their objectives were to find out whether the girls have a favourable or unfavourable attitude towards co-education and factors affecting attitude.

The scale was applied to a sample of 400 girls-200 from 8 girls’ high school and 200 from 8 mixed schools.

They found that 9% of the girls studying in co-educational schools were teased by the boys if they made mistake in the class. 10% of them pointed out that the boys teased them if they did not answer in the class. Six and a half percent of them were afraid of boys. Hence they wanted to change from co-educational schools to girls’ school. 8% of the girls studying in girls schools were afraid to study in co-educational schools. 13% of them felt that there was good teaching in girls schools. 6% of them pointed out that there was freedom in girls schools. 10% of them mentioned that there was peaceful atmosphere in girls’ schools. So they did not like to change from girls’ school to co-educational schools.
(4) In Educational Research R. Rallister and J. Wilson\textsuperscript{27}, reported on “\textit{Patents’ Attitude to Education}.”

The aim of the investigation was to compare the attitudes, aspirations and knowledge of working class mothers with regard to the education system. The research was carried out in Hartlepool. Where 77 mothers were interviewed individually, each having an eldest child in the town.

It was found that the working class mother proved to know very much less about the education system and were lesser eager for their children to go on to higher education. Middle class parents divided to be under ambitious to underestimate the child’s intellectual ability. In terms of job ambitions, parents’ expectations confirmed with their own class background rather with children’s potentialities.

(5) In Educational Research Roy Nash\textsuperscript{28} reported on, “\textit{Measuring Teacher Attitudes}.”

This study attempts to investigate the influence of teacher attitudes on Pupils behaviour on a more microcosmic scale.

In this study a modified form of the Repertory Grid procedure was administered to 8 Primary school teachers in the same school. Using this techniques the author obtained construct employed by individual teachers in their perceptions of their pupils. Correlations between this rank order and two ability measures and these correlations between ability and social class. Observed classroom behaviour of pupils was also analyzed in terms of the teachers constructors. It was also analyzed the class room situation the teacher’s perception of his pupils is of greater importance than the pupils’ social class.
(6) In the journal of Educational Research, Dorothy P. Macdonald published a paper from her Ph.D. thesis on **“An Investigation of the Attitudes of parents of unsuccessful and successful Readers.”**

The purpose of this investigation was to determine whether the attitude towards child-reading practices of the parents of Unsuccessful Reader (URS) differ significantly from the attitudes of parents of successful reader (SRS).

The samples in this study were parents from three different groups of children. One group consisted of parents of URS at the University children’s clinic. The other two groups were parents of URS and SRS in a public school.

Parental Attitude Research Instrument (PARI) by Bell and Schaefer was used for the Collection of data.

Findings indicated that significant differences in attitudes between the fathers of the three groups were in three of the PARI scales, excluding outside influences, Suppression of aggression of sex. The differences were found mainly between the fathers of URS at the public school. The fathers at clinic were inclined to be less likely than UR or SR fathers at the public school to suppress their children’s curiosity about sex and less likely to feel that children should never learn things outside the home which would make them doubt their parents ideas.

(7) In the journal of teacher education Roderic L. Wagoner reported on **“Teacher Attitude Towards Evaluation.”**

The study attempted to determine whether teachers could be divided into groups on the basis of easily discernible factors assumed to be related to the threat non competitive / challenge competitive construct and if they would differ accordingly in their attitude towards evaluation.

An attitude questionnaire was developed and sent to 8000 randomly...
selected arifona public school teachers, representing slightly more than 5% of the teacher population of the state.

The findings indicated that although the difference between groups was found to be statistically significant in only two of the comparisons (the difference being in only two of the comparison) the difference in each case was in the direction hypothesized (in the expected direction). This gives some support to the explanation that the teachers who hold favourable attitudes toward evaluation are those who see in it a possible reward.

( 8 ) In the journal of Teacher education C. Thomas Gooding and Paul H. Wilbur\(^3\) reported on “Q. Technique as an effective Measure of teacher attitudes.”

This investigation is an effort to test the analysis of teacher attitudes. The authors developed a Q sort of the structured type after kerlinger. On the basis of evidence gathered so far on a total of 86 subjects the instrument shows much promise.

If was found that Q methodology can become an increasingly valuable tool in the educational researcher’s repertoire.

( 9 ) In the journal of teacher education William J.Gnagey \(^3\) reported “Student attitude learning as a function of Parental Acceptance and sex of Teacher.”

Using a sample of 19 students from two university he found that male student who scored high on a global measure of parental acceptance manifested less anxiety scored higher on the MTAI and were more often under rather than over acheivevers. Female students with high parental acceptance scores rates the value of professional education curricula higher than did the less accepted girls in
their classes. It was therefore concluded that global parental acceptance was significantly related to both the attitudes and achievement of the students (atleast the male attitudes and achievement of the students (atleast the male student) in that particular teacher education population.

( 10 ) In the journal of Education Research, Lawerence F. Lowery 33 , had given an abstract of his research on, “A study of the Attitude of Parents Towards Teachers.”

The purpose of this study was to determine parents’ attitudes towards teachers. To measure attitudes, a set of three interwoven projective techniques (a word association test, a thematic appreciation test, a sentence completion test) was utilized.

216 parents in a middle socio – economic area in Oakland, California were selected for this study.

The findings indicated that parents predominately think of teachers as being female. Such an image is generally accompanied by negative attitudes. These attitudes were revealed through recall descriptions of unpleasant experiences. When parents think of a teacher as being male (under forced conditions of the thematic appreciation test), the accompanying attitudes tend to be positive. The responses were similar among the tested male and female.

From the review of the past work done in the field of attitude, it is observed that various researchers have studied attitude of different persons towards various objects. It was found necessary that the keenness of the Attitude of Students towards Distance Education be studied scientifically. This has been attempted here in the form of the Attitude of students towards Distance Education which mainly deals with open university students, who are presently studying in open university.
Objective :-
To study the differences in hemispheric preferences and learning styles of students of distance education based on their sex and rural – urban residence.

Methodology :-
The sample of the study comprised 80 male and female students of M. Ed. second semester, studying through distance education in Himachal Pradesh University, Shimla. The sample was selected employing random selection method. The tools used to collect data included, “Your study of Learning and Thinking developed and standardized by Torance, Reynolds, Riegel and Ball and the inventory of Learning processes developed and the inventory of learning processes developed and standardized by Schmecketal. The collected data were treated with mean, SD and ‘t’ test.

Major findings :-
1. It was found that there was no significant difference in learning styles of male and female students in favour of boys for left hemisphericity than their female counterparts.
2. The study revealed that rural and urban students did not demonstrate any significant difference with regard to their preferences for left, right and whole brain processing.
3. It was found that students with rural and urban residential backgrounds did not differ significantly with regad to their learning styles.

Objectives: -

1. To find out the effectiveness of IGNOU ETV programmes in direct, interactive and talk back modes in terms achievement of viewers.

2. To study the comparative effectiveness of IGNOU ETV through direct and interactive modes and interactive and simulated talk back modes.

Methodology: -

The sample comprised 150 B.Ed. students of 1991-92 batch of I.O.E.D.A.V.V. Indore. A purposive sample of 7 IGNOU ETVs served as the content of the Teleteach in the present study. Self constructed achievement tests comprised the tools of the study. The collected data were treated with mean ANCOVA and correlated ‘t’ values.

Major findings: -

1. There was significant gain in 6 out of 7 IGNOU ETV Programmes through direct and talk back modes. But, there was non – significant gain through the programme figure of speech.

2. There was significant gain through all the 7 IGNOU ETV programmes the interactive mode.

3. Direct mode in none of the 7 IGNOU ETV programmes the interactive mode was found more effective than the interactive mode.

4. In 4 out of the 7 IGNOU ETV Programmes the interactive mode was found more effective than the talk back mode. Talk back mode was not found more effective than than the direct mode in any of the programme.

5. In all the programmes the direct and talk back modes were found equally
effective in terms of achievement of viewers.

(6) No significant difference was found between direct and talk back modes whereas the interactive was found more effective than the other two tale modes.

3.3 CONCLUSIONS FROM RESEARCH REVIEW :-

The review of the related researches helped the investigator to select a research method pertaining to the problem in hand. Moreover, it also helped the investigator to prepare a research design appropriately for the problem and its objectives.

The next chapter would deal with the planning and procedure of the present research study.

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