CHAPTER-II
REVIEW OF THE RELATED LITERATURE
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Introduction is gate-way and review of literature is the gate-pass for the research work to be done by the researcher.

The competent physician must keep constantly abreast of the latest discoveries in the field of medicine. The successful lawyer must be able readily to locate information pertinent to the case at hand. In the field of education also the research worker needs to acquire up to date information about what has been thought and done in the particular area from which he intends to take up a problem for research.

For this a careful review of the research journals, books, dissertations, theses and other sources of informations on the problem to be investigated, becomes one of the important steps in planning of any research study after the problem has been selected and defined. Best\(^1\) (1961) writes that a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been
found to be promising or disappointing and what problems remain to be solved.

Review of the related literature, besides to allow the researcher to acquaint himself with current knowledge in the field in which he is going to conduct his research also accomplishes following specific purposes:

1. To avoid unfruitful and useless problem areas by the selection of those areas in which positive findings are likely to result and his endeavours 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.

The researcher also made an extensive study for reviewing the related literature. Some of the important reports of research studies, related to the problem under investigation, to which the investigator was able to lay her hands are reviewed here in the following pages of this chapter.

The studies have been broadly classified into two categories:

(i) Studies done in India
(ii) Studies done abroad (in foreign countries)

2.1 STUDIES DONE IN INDIA

1. Dass, Damodar² (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% read essay 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 friends.

2. Nair, G.S.\(^3\) (1956) made a study of the reading interests of graduate teachers of Jullundur district in Punjab. 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 is 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.

9. Majority of the teachers have the following motives:

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

10. 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.⁴ (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.⁵ (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% of students were interested in reading various types of books.

2. More than 60% of students were found to have interest 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, Mukherji and Banerjee (1971) studied 'Effect of certain socio-economic factors on the scholastic achievement of the school children' and reached at 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) studied 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. Hooda, R.C. (1976) conducted a study entitled 'Relationship of attainments in theory subjects in B.Ed. with attitude as a teacher and teaching efficiency'. For measuring the attainments in theory subjects, attainments tests were constructed and the attitude of the teachers was assessed through the Minnesota Teacher Attitude Inventory (MTAI) and teaching efficiency was taken as the marks secured by B.Ed. students in teaching practice examination. From his study he concluded that the correlations of different subjects with MTAI ranged from 0.07 to 0.32. The biserial r for teaching efficiency and different theory papers ranged from 0.03 to .033. The biserial r between teaching practice and MTAI was 0.20. It was concluded that teaching efficiency and attitude had little to do with the existing theory courses in the B.Ed. programme.

10. Zacharia, T. (1977) observed the 'Impact of attitude and interest on achievement of secondary school pupils in social studies' and found that the
pupils' 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.

11. Bhagirath G.S.12 (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.

12. Shah, J.H.13 (1978) studied 'Relationship of self concept to academic achievement of secondary school pupils' and observed the significant positive and linear relationship between self concept and academic achievement.

13. Tripathi, M.K.14 (1978) made a study to find out the relationship between 'the attitudes of the teachers and organisational climate and concluded
that the main differences between teachers of rural and urban colleges, Govt. and private colleges, girls and boys colleges on professional-attitude were not significant.

14. Biswal, B.N.\textsuperscript{15} (1979) made a study of correspondence education in Indian Universities. One of his findings was that the academic achievement of the students of formal system is higher than correspondence students.

15. Srivastava, N. (1980) studied 'Intelligence, Interest, Adjustment and family status as predictors of educational attainments of high school students'. He reached at the conclusion that there was substantial correlation between intelligence and achievement and moderate correlation between achievement and socio-economic status.

16. Vijaya lakshmi, J.\textsuperscript{17} (1980) made a study entitled 'Academic achievement and socio-economic status as predictors of creative talent' and found out a significant difference between the high creatives and low creatives in academic achievement. She also observed that creative ability of the children is facilitated by their socio-economic status.
17. Government Central Pedagogical Institute, Allahabad 18(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.

18. Jain, Bimla 19 (1982) made a study entitled, 'A study of the class-room 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 has negative 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.
19. 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.

20. Nagose, C.K. (1984) studied the divergent abilities, aptitude, levels of aspirations and scholastic achievement. High scholastic achievement in Science stream was more dependent on high aptitude. The students with divergent thinking abilities had better scholastic achievement in Arts and Commerce streams. Unrealistic level of aspiration adversely affects the scholastic achievement.

21. Patil, G.G. (1984) in a study entitled 'A differential study of intelligence, interest and attitude of B.Ed. college students as contributory factors towards their achievements in the compulsory subjects' found:
no significant difference between the achievements of male and female, graduate and postgraduate, and inexperienced and experienced pupil teachers in four compulsory papers.

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.

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.

There was no significant difference between graduate and post graduate pupil teachers regarding attitude towards teaching profession.

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.

23. Sharma, R.C. (1984) in a study entitled, 'Teaching aptitude, intellectual level and morality of prospective teachers', found 75% of the student teachers below average in aptitude and intellectual ability and a positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers.

24. Som.P. (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.
25. Indira Devi, V. 25 (1985) studied the non-formal system of education with special reference to teacher education in the study 'Philosophical analysis of concept of distance education and its implications on the emerging non-formal system of education with special reference to teacher education'. Due to the flexibility in terms of money and time especially the women were encouraged to take up the non-formal mode of study. The middle aged persons and females liked very much the system of distance education.

26. Pradhan, Sujata 26 (1985) in the study, 'Reading interests of undergraduate students of different faculties in relation to sex, urban and rural background and academic achievement' found that:

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 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.

27. Naidu, J.K. (1986) compared the academic achievement of students of formal and non-formal education in the study entitled 'A comparative study of the academic achievement of the students of formal and non-formal education' and found significant difference in the academic achievement between the students of formal and non-formal education in the Telugu test and Arithmetic test. Significant difference was
observed between the achievement of the formal and non-formal groups and also in the areas of subtraction, multiplication, division, language and fractions; Indian money, units of length, capacity & weight, measures of time, geometry, and business mathematics of the arithmetic test.

28. Mahapatra, P.L. 29 (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.

29. Mathur, S. 30 (1987) found favourable attitude towards creative learning and unfavourable attitude towards creative teaching in the study, 'Attitudes of teachers towards creative learning and teaching'.
30. Patel, D. (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.

31. Singh, R.S. (1987) concluded from his research study that the scores of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with only two variables - intelligence and attitude towards the teaching profession. There was a non-significant difference in the mean scores of male and female teachers, belonging to rural and urban areas, in their attitude towards teaching.

2.2 STUDIES DONE ABROAD

1. Zeigal, W.H. (1924) in his study entitled 'The relation of extra mural study of residence enrolment
and scholastic standing' studied the relationship among three kinds of education. They are residence, extension and correspondence education. His findings showed that the grades were lowest in residence study, medium in extension study and highest in correspondence study.

2. Crump, Robert (1928) in his study on 'Correspondence and class extension in Oklahoma, Columbia University' found the difference in the three instructional methods to be insignificant and explained that the class size, students' maturity and attitudes affect the grades.

3. Bittner and Mallory (1933) conducted a survey on correspondence instruction provided by the member institutes of the National University Extension Association, USA. The findings of this survey were later published in 'University Teaching by Mail' (1933). From this survey they concluded that a good student and an interested instructor can make any method effective. According to the type of students, nature of the course, the subject and method must vary. The habits and objectives of the instructor also need change in the method of teaching.
4. Sheffield (1938) collected data on 2730 books and analysed that more fiction is read by girls than boys. The popular books read by boys were adventures, exploration stories, school stories and sea stories while the girls prefer to read school stories, fairy tales and domestic tales. The majority of the children stated that they selected a book because they had read and liked books by the same author on the same subject. The physical attraction was a strong incentive specially among the boys. From the analysis of these books it was found that the students prefer to make their own choice of books.

5. 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.

6. Antell, Henry \(^{38}\) (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.
7. Glasgow 39 (1945) surveyed the reading interest of twelve years old children and found that 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.

8. Leeds 40 (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.

9. Kenmen, R.B. 41 (1948) made investigations on a selected group of students in the instructional correspondence school. He wanted to find out the factors influencing the selection of and persistence in courses and attitude towards correspondence study. He found that the reasons for enrolment in correspondence study are - flexibility of study hours, low cost study and the opportunity to pursue those courses not offered by local institutions.

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.

11. Kumeta, M. (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.

12. James and Wedemeyer (1959) expressed in an article 'Completion of University correspondence course by adults' that the students' motivation and success in the course depend upon family attitudes and study conditions.
13. Smith, J. (1965) in his study entitled 'The comparative study of self-instructional methods of learning including programmed instruction and correspondence course technique in classroom situation' found the correspondence study to be effective in comparison to programme instruction.

14. Fairbanks, W.W. (1966) in his research study entitled 'A study of correspondence students of the Oregon State System of Higher Education' made a survey of the characteristics of correspondence students, the reasons for which they have chosen correspondence study and the attitude they have developed towards this system. The majority of the students were of the opinion that the role of correspondence study was to provide diploma and degree courses to which one would otherwise lack access.

15. Sloan, D. (1966) worked on a research project 'Survey study of correspondence dropouts and cancellations' under the control of the University of Kenchuky. The findings were as follows:
1. The major reasons given by the students for non-completion of the courses were job interference, lack of time, uninteresting printed lessons etc.

2. On being asked to compare correspondence courses with face to face teaching, thirty students said that correspondence courses require more work, twenty nine said that lack of classroom teaching makes correspondence study dull, twenty five felt that both the systems were the same. For reducing the number of dropouts they suggested extension of time, thorough instructions from the teachers etc.

16. Donehower, G. 48 (1967) studied variables associated with correspondence study enrolments at the University of Navada (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.
17. Green, G.F. (1967) studied the effectiveness of a correspondence study method for teaching mathematics to in-service elementary school teachers using programmed instruction and television and tested the efficiency of the instructional system available for classroom learning situation and found that in-service teachers could learn the course content through correspondence without teacher as effectively as in the formal system with the help of a teacher.

18. Powell, E (1967) investigated students' reactions towards correspondence system of instruction under the project 'Survey of students enrolled for correspondence instruction'. He found that the students had a positive opinion about this system.

19. Wilson, R. (1968) studied 'The effects of selected programming - analog techniques of voice contact on completion behaviour in correspondence education'. He found out that the students were able to complete the course only when they were provided feedback in the form of correction of assignments or voice-contact with the teacher. Either of the two ways seemed to be essential for the completion of the course.
After reviewing the related literature, the researcher has found that the area of comparison between the two streams imparting teacher education i.e. formal and non-formal especially in relation to the variables scholastic performance, teaching aptitude, attitude towards teaching and reading interest is still an unexplored territory. Although some studies have been done in India and abroad with some of these variables, but hardly any study has been done with these variables in relation to the B.Ed. pupil teachers of the formal and non-formal streams. Thus, the attempt to compare B.Ed. pupil teachers of formal and non-formal mode with these variables is an afresh attempt by the researcher.

Dr. Govinda, the author of the trend report of Non Formal Education, 4th Survey of Research in Education (1983-88) by Dr. M.B. Buch, emphasises the need for encouraging more scholars to take up research and investigations in the area of non formal education as the largest number of studies in this area are at the elementary stage. Therefore, the present study is very significant and attempts to study the

Comparative perspective of the B.Ed. pupil-teachers of campus based and distance teaching modalities, in relation to the variables teaching aptitude, attitude towards teaching and reading interest and relation-
ship among and between these variable.

The study will also serve the purpose for prediction of contribution of these three variables towards Scholastic performance.

Thus, the review has helped in identifying this unique problem of vital importance in the area of teacher education.
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