CHAPTER 3

REVIEW OF RELATED LITERATURE
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Researcher after analysing the problem carefully surveyed various relevant sources for development of concepts involved in the study and procedures to be carried out. After carefully going through the attitude literature it appears that a good deal of work on different aspect of attitudes have been done in different countries. He screened number of studies related to attitude scale construction and attitudinal changes as measured by the attitude scales.

Many of these studies are related to attitudinal changes in social or psychological groups due to various independent variables. Here the investigator has reviewed some of them as they are related either to his own problem or to methodological implications of the problem.

In this chapter the research work on the attitude towards teaching profession as carried out by workers in foreign countries is presented first and the Indian research work is reviewed afterwards.

3.1 Foreign Studies

1. CLINTON I CHASE of Indianna University\(^1\) has reported attitudes of two thousand teachers towards their profession. In his study the tool he used was National Study of School Evaluation (NSSE). The teachers' opinion survey. In this evaluation tool there were 64 statements about teaching situations. A sample was 2223 teachers from secondary and inter-

mediate schools. He selected the schools from 29 States of America. The total number of schools involved in the study was 58. The tool is divided into five subscales each one is of five point scale, starting from agree to disagree.

The subscales are as follows:

1) Focusing on the organization of administration of school.
2) Curriculum and instruction.
3) Students' discipline.
4) School community relation.
5) General job satisfaction.

Conclusions:

The researcher found that-

1) Over all teachers were pleased with their circumstances. It was observed that they have rated very highly to over all job satisfaction.

2) They had rated students discipline as the next highest.

3) The third number in this order was curriculum and instruction.

4) The fourth number was focusing on organization and administration of schools.

5) The lowest rating was observed in the case of school-community relation. The teachers were not so happy about their community relationship. They demanded improvement in this area.

The methodology of this study is similar to intended study of the researcher. Statements are somewhat similar to statements collected by
the author of this report. However on the basis of the frequencies of
the respondents, mean values are calculated by the investigator Clinton
I Chase of Indiana University.

2. A.L. BEYNON, Moray House, College of Education studied attitude
to professionalism as mediated through a computer aided learning programme.
The method of the study adopted a sample 164 individuals from students
of Colleges of Education, School teachers and Colleges of Education staff.
The author constructed the attitude scale using Thurstone Chave Method.
Starting from 110 statements he finally arrived at the scale values of
final 12 statements. He calculated the reliability coefficient equal to 0.61.
Using this scale he developed correlation coefficients between social values
and professionalism and also between political values and professionalism
for various groups involved in his sample.

Some of his main findings were-
1) Both the college staff and teacher group are group-dependent
   and conservative.
2) He also found that there is no significant difference between
   sexes. However he found that there is interaction between faculty
   and sex was observable. Women in arts faculty found to have
   higher scores on professionalism. The older male science students
   made the greatest gain on professionalism as a result of working
   through the programme.

2. A.L.Beynon; 'Attitude to professionalism as mediated through a Computer
   Aided Learning Programme' An Explanatory Study, Journal of Research
   in Education, No.33, May 1985, P.1
The author of this report found this conclusion somewhat useful as this particular trend in attitudinal change is highlighted by this study.

3) He found that in the case of teachers the correlation between attitude innovation and attitude to professionalism is positive, but he was not able to establish clear significant difference.

4) The investigator found that the correlation between social values and professionalism is positive and the correlation between political values and professionalism is negative. For measuring the values he used Richardson's Test of Values.

The author labeled factor F and factor G to indicate enthusiasm and surgency and qualities of consciousness respectively. He found from the teachers sample the social values of outgoing and participating individuals reflect heavily upon the factor F and factor G. That is desirable qualities are associated with teacher professionalism as the qualities of consciousness.

The results of this study are encouraging because they indicate attitudinal change due to training. The problem of the present researcher is related to the attitudinal change due to specific training and hence he found it important.

3. The author of the present paper found one study in Journal of Educational Research which hinted negatively upon the methodology of Likert Type Rating Scale. This particular article bears the name "The Effects of Halo and Lienency on co-operating teacher reports using Likert type rating scales."

3. Leadelle Phelps, Charles D. Schmitz, Blaine Boatright, 'The effect of Halo and Lienency on co-operating Teacher Reports using Likert Type Rating Scales'. (University of Missouri, Columbia), Jan/Feb. 1968, No. 3
This study was conducted by Leadelle Phelps, Charles D. Schmitz and Blaine Boatright, University of Missouri Columbia. They evaluated the adequacy of Likert type rating scales. The scale under their study was a rating scale having five categories for checking. The categories were starting from superior then through average and finally unsatisfactory as the end category. The statement were related to one of the five general areas of performance. These areas were 1) co-operation and regard towards pupils, administration and other co-teachers, 2) Scholarship on the part of the students-teachers, 3) Ability to plan teaching, 4) Discipline (classroom control), 5) Personality, self confidence, emotional maturity and dependability.

American college testing scores (ACT Scores) were one of the source of data and the second source was grade point averages (GPA). The third source was the grade assigned in the course. STRF (student teaching record form) variables were also calculated using the attitude scale. Co-efficient of correlation were calculated to draw conclusions. The investigators established Halo and Lineiency effect as a result of evaluation of the Likert type measuring instrument. Carefully screening of the statements and more rigorous mathematical approach is necessary while constructing Likert type scale, this effect is summoned by the authors. They pointed out one of the limitations of the instrument. It is said that the construction task of Likert type scale is relatively easy and therefore many investigators construct and use Likert type scales frequently. However if proper care at the screening stage and at the making stage is not taken, the instrument suffers due to Halo and Lineiency effects.

Thus the study accentuates on proper construction of the scale.
The study "Development of an Instrument to measure Teachers' Attitude towards curriculum use and planning", was designed by Michel Langanbach of the University of Oklahoma who developed an instrument that discriminated between teachers with positive and negative attitude towards curriculum use and planning and to determine if teachers' in an inservice situation with curriculum planning experience have more positive attitude towards curriculum use and planning than teachers in service without such experience. The investigator collected 307 statements to elicit responses ranging from strongly agree to strongly disagree. However the usual 'cannot decide' option was not given to avoid the ambiguity of interpretation. The scale used was a six point scale, following the usual procedure of scale construction. The maker was able to retain 45 items. The reliability co-efficient were also concluded to be 0.54 for homogeneous group and 0.66 for less homogeneous group. The investigator was able to differentiate teachers on the basis of their attitude towards curriculum use and planning by means of curriculum attitude. Investory (CAI) Teachers with participation experience scored higher than the teachers without such experience.

Apart from the utility of methodological implications the author of this report found the conclusions are of some importance. The changes in the attitude-scores are related to the participation on the part of respondent. Thus the courses laying stress on practice-teaching in conducting and other related experiences, in planning the curricular activities planned for the student-teachers are responsible for the development of their attitude.

3.2 Indian Studies

There are many studies conducted in India regarding the attitudinal changes towards teaching profession due to specific training programme. The question whether the attitudinal change is a function of training is answered by many researchers. Almost all of them show the general agreement that training is responsible for the attitudinal change towards teaching profession.

M.B.Buch (1959) carried out the survey "A Survey of the Attitude of Teachers Towards the Teaching Profession". He found that the training has a favourable effect on attitude development.

The studies conducted separately by J.C.Goyal (1980), Yeshodhara K. (1979), R.N.Mehrotra (1973) all show similar results, they all confirmed the fact that training is positively related to attitudinal change.

However the studies conducted by S.P.Ahuwalia (1974) and Kakkar (1970) negatively reflected the findings of the investigators mentioned above.

All the investigators including Kakkar and Ahluwalia agree on the point that are institutional differences in the development of the attitude. Thus the development of attitude is a function of specific training imparted in the institution. The question remains to be answered that if the training activity is controlled by the same syllabus laying stress on similar learning activities whether the changes in the attitude is a function of the training or not? The author of this report has not come across any study shedding light on this fact.

The question whether various components considered separately of the same course have similar effects on the development of attitude in various institutions is not answered by any of the investigator so far.

Agrawal (1966) has found that the factors like designation, age, sex and experience do not influence the attitudes.

The related research work conducted by the various investigators is reviewed below.


The sample consisted of 90 teacher trainees enrolled in L.T.Course.

The total employed was Anluwalla Teacher Attitude Inventory. The academic achievement scores were taken from the entrance records of the trainees. Using the attitude scores and achievement scores, the product moment coefficient of correlation was computed.

In case of teacher trainees no relationship was found between previous academic achievement and attitude towards teaching profession.

It seems that the study was carried out in the beginning of the session and the academic achievement related to specific training was not taken into consideration in this study. It is therefore necessary to establish relationship between the academic achievement and development of attitude at the end of the course.
2. S.P. Ahluwalia studied the relationship between the teacher training and one of its implications, the development of attitude towards teaching profession. He developed teacher-attitude-inventory and also standardised it by studying reliability and validity of the tool.

The objectives of the project were i) to develop a teacher attitude inventory (TAI), ii) to measure the changes in the professional attitudes of the student-teachers as a result of teacher education course of one academic year duration. iii) to make inter institution and intra institution comparisons for a deep and probing analysis, iv) to study the sexwise differences in professional attitudes of the selected student teachers of Uttar Pradesh.

He collected 300 items for inventory and retained 150 items after screening. Then a group of 2169 student teachers were given the inventory. This sample was five percent of the total population of B.Ed. students in Hindi speaking states. He calculated reliability coefficient by split half method. It was 0.79. The inventory was validated through the application of known group and stimulus group techniques.

The major findings were:

i) TAI was reliable and valid tool for measurement of teachers' attitude.

ii) The mean attitude scores, as a general rule, were found to decrease rather than improve, at the end of training programme.

iii) The mean attitude score were changed as a consequence of the nature of training programme provided by different institutions.

6. S.P. Ahluwalia, Development of a Teacher Attitude Inventory and a Study of change in Professional Attitudes of Student-teachers, (Dept.of Edn.BHU,1974, NCERT)
iv) Sexwise and institutionwise mean attitude score differences were calculated but these were not significant.

v) Sex was not found to be either a determinant or differential change in the professional attitudes of student-teachers as a consequence of teacher preparation programme.

This is the most important Indian study somewhat similar to the one intended by the author of this report. The author of this report wanted to verify some of the findings of the study.

3. One of the studies conducted by the Nayar P.R. is named as "Mysore Teacher Attitude Scales."

The purpose of Nayar's study was to construct and standardize attitude scales to measure four teacher attitudes namely i) Attitude to teaching as a profession (ATP Scale); ii) Attitude to students in general (ASG Scale); iii) Attitude to school work as a whole (ASW Scale) and iv) Attitude to professional growth (APG Scale).

The Likert technique was used in construction of the scales. On the basis of opinions of a team of selected teacher-educators, thirty items on each attitude, more or less balancing the positive and negative categories, were selected. The consolidated preliminary form was administered to nearly 400 teachers of varied experiences drawn more or less evenly from different parts of the four states. Chi-square test was used for selecting discriminating items.

The final form which consisted of 110 statements (ATP-25, ASG-30, ASW-30, APG-25) was administered to a representative sample of 400 teachers.
The split-half co-efficient of reliability were 0.78, 0.83, 0.78 and 0.98 for the ATP, ASG, ASW and APG scales respectively for the empirical validation of each scale taken as a whole, the scores of 100 teachers indentified by their head masters and colleagues as having very good professional attitudes were compared with those of 100 teachers identified as having poor professional attitudes. The scales were grouped into seven classes and chi-square values of discrimination which were significant at one percent level of significance were selected for all the four scales.

Percentile norms and the upper and lower limits of the stanine classes were calculated with references to the validation sample.

This study accentuates on proper construction of the scale from the point of view of reliability and validity. The methodology of the study is similar to the one intended by the author of this report. He has in his mind to use Likert technique of construction of Attitude Scale. From this point of view the study was found to be useful. However, his approach to scale construction is slightly different than the one intended. The division of the whole scale into four subscales is not intended, the author needs one scale to evaluate the performance of the pupil teachers taking B.Ed. course prescribed by Poona University having three areas. The change in attitude is more important to him, as a dependent variable. The investigator (Nayar) neither used this scale for evaluating of any training course nor any type of further work, carried out by the researcher (Nayar) is known to this author. Therefore its utility is not known.

4. Similar to Anluwalia's study, another study was conducted by Yeshodhara K. The title is "A Study of some Attitudinal and Proficiency Changes Achieved through Education."
This study was designed to find out (i) the changes in the selected attitudes and proficiencies brought about in student-teachers through the pre-service teacher education programme, (ii) the extent to which intelligence, social intelligence, subject scholarship and sex (taken separately) affect the changes in respect of the attitudes and proficiencies and (iii) the extent of interaction effect of intelligence and subject scholarship and social intelligence and sex on the changes, if any, brought about in respect of the attitudes and proficiencies.

The study employed both the experimented and correlational approaches. The sample for the study included 310 student teachers drawn from six colleges of education of Mysore University. The whole B.Ed. programme was considered the experimental treatment variable. A pre-test-post-test single group design was employed. The criterion variables were attitudes towards teaching as a profession, students in general, school work as a whole, professional growth and proficiencies in class-room instruction, lesson planning and test construction. The criterion variables were measured by using Mysore Teacher Attitude Scales (Nayar) and Mysore Teacher Assessment Tools (Nayar). The predictor variables were intelligence measured on Nafde's Non-verbal intelligence test, social intelligence on the Mysore Social Intelligence Test. Subject Scholarship in terms of marks in the subject of specialization obtained in the qualifying examination and sex. One tailed t-test, one way and two way analysis of variance, chi-square test and contingency coefficient were employed to test the various hypotheses.

The findings of the study were:

1) The student-teachers made significant gains in each of the four attitudes and three proficiencies in all six Colleges of Education;
although there were institutional differences.

ii) There was significant positive relationship between the initial
and final positions of the student-teachers on each of the attitudes
and proficiencies.

iii) Intelligence was significantly related to the final attitude towards
school in general and towards school work but not to the attitudes
towards teaching as a profession and professional growth.

iv) Social intelligence was related to all the attitudes except professional
growth.

v) Subject scholarship was related to attitude towards school in
general.

vi) Intelligence was significantly related to the final status of three
proficiencies.

vii) Both social intelligence and subject scholarship were significantly
related to the final level of class-room instruction and lesson
planning.

viii) The effect of intelligence was on gains in attitude towards school
work and proficiency in class-room instruction.

ix) Social intelligence is positively affected attitude towards school
in general and negatively affected attitude towards proficiencies
in class-room instruction and test construction.

x) Subject scholarship had significant effect on all the three profici-
cies but not on any of the attitudes.

This study is very important, it reveals the effect of training on
attitude development. Almost all these findings are useful in building various
hypotheses of the study intended by the author of the report.

5. Another similar study conducted by Mehrotra R.N. named as "Effect of Teacher Education Programmes on the Attitude of Teachers Towards the Teaching Profession."

The study was undertaken to see the impact of the B.Ed.course on the attitudes of those who had gone through it.

The study was based on the data collected from the full-time and correspondence course students of the 1968-69 session. A scale prepared by the method of summated rating on the lines suggested by Likert was used to measure the attitude of teacher-trainees towards the teaching profession. The final scale consisted of thirty statements. Mean and S.D. were used to analyse the data.

The findings were:

i) The attitude of those who completed the course was more favourable than that of those who did not.

ii) The mean score of the full-time students who left the course after the first administration was much lower than that of the other 121 who completed it.

iii) The mean attitude score of full-time students was lower than that of the students of correspondence course of the beginning of the course but it was higher at the end.

iv) In both the groups the attitude of women students was more favourable than that of men.
v) The attitude of male students of the correspondence course was more favourable than that of the full time course men, both at the beginning and at the end of the course.

vi) The attitude of correspondence course women was more positive than that of full time course women in the beginning but was lower at the end.

vii) The attitude of full time science students was more favourable than that of the humanities students while in the correspondence course group, the attitude of humanities students was more favourable than the science students.

viii) The attitude of science students in the full time course was more positive than the students in the correspondence course while in case of humanities, students of correspondence course students scored better than the full time students.

ix) The attitude of some age groups towards the teaching profession at the end of the course was less than at the beginning.

x) The attitude was more favourable with higher age group and it increased as the age increased except a decrease in between the age group thirty two thirty six and;

xi) The attitude became more positive with more teaching experience except for the group with thirteen to seventeen years of experience.

This study is very important from the point of view of attitude scale construction as well as its application. It reveals the effect of training on attitude development. It seems that measuring the attitude of the student
teachers in the beginning of the course and also at the end of the course will yield the data which can be treated to adjudge the dependent variable.

That is the change in attitude as an indicator of the dependent variable. The course content is responsible for this change, and hence can be treated as independent variable when considered as built of components. The relative effectiveness of each component can be related to dependent variable. According to author of this report this is the most important reflection on the study.

6. A related study named, "A study of Relationship among Attitudes, Job satisfaction, Adjustment and Professional interests of teacher educators in India" conducted by J.C. Goyal in Delhi University.

The main objectives of the study were:

i) to measure attitudes, job satisfaction, adjustment and professional interests of teacher educators of different categories based on sex, age, qualification and experience.

ii) to find out the difference in attitude, job satisfaction, adjustment and professional interests among groups of teacher-educators based on sex, age, qualification and experience.

iii) to find out the relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators of different categories and

vi) to predict job satisfaction of teacher educators by treating their attitudes, adjustment and professional interests as independent variables.
The sample consisted of 314 teacher educators working in thirty-eight institutions which included men and women of different age groups possessing different qualifications and teaching experience.

The tools used were a self constructed attitude scale, Indivesan's Job Satisfaction Inventory, Bells' Adjustment Inventory and self development inquiry form for professional interests of teacher educators, mean, standard deviations, t-test analysis of variance, product moment correlation multiple linear regression analysis were used for statistical interpretation.

The major findings of the study were:

i) A large majority of teacher educators were favourably inclined towards their profession and were satisfied in the job, however they were not well adjusted and had low professional interest.

ii) The attitude and job satisfaction of different groups did not differ significantly.

iii) A majority of the teacher educators had low interest in profession.

iv) Emotional stability among the teacher educators increased with age.

v) Professional interest among teacher educators increased with teaching experience in a school.

vi) Attitude, job satisfaction and occupational adjustment among teacher educators were associated with one another, whereas social and emotional adjustment and professional interests were not related with other variables.
vii) Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

Though study is not related to attitudinal changes in student-teachers, it is related to attitudinal changes in teacher-educators, however the methodology employed by researcher is useful from the point of view of intended study.