REVIEW OF RELATED LITERATURE

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INTRODUCTION

The related studies and literature have a vital role in planning and preparing the whole programme of research. The researcher must be thoroughly familiar with previous theories and researches. It helped the investigator in the intelligent understanding of the problems under study. It provides ideas, theories, explanations and hypotheses valuable in formulating the problems. It also gives the way to identify the originality and reality of the research study. The term 'review' means to organise the knowledge of the specific area of research to evolve an edifice of knowledge to show that his study would be an addition to this field.

A careful review of the research journals, books, dissertations, theses and other sources of international on the problem to be investigated is one of the important steps in the planning of any research study.

Review of the related literature, besides, allowing the researcher to acquire himself with current knowledge in the field or area in which
he is going to conduct his research, serves the following specific purposes.

The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. It brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely. By reviewing the related literature the researcher can avoid unfruitful and useless problems areas. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It also gives the 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 tools and instruments which proved to be useful and promising in the previous studies. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies.

"Survey of related literature helps to show whether the evidence already available solves the problems adequately without further investigation and thus to avoid the risk of duplication" (Good, 1970).
"The review of related literature promotes the greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication (Mouley, 1963).

"An effective research is based upon past knowledge. It is essential that the researcher studies and authoritative writing related to the problem under investigation" (Best, 1959).

It is a crucial step which invariably minimises the risk of dead ends, rejected topics, rejected studies, wasted efforts, trial and error activity oriented towards approaches already discarded by previous investigators and even more important erroneous findings based on faulty research design (Mouly, 1959).

In this chapter the researcher presents a few contexts which were found to be helpful in the study. They are explained hereunder with suitable subheadings.

STUDIES ON CURRICULUM

Acharya (1984) in his study "compulsory primary education in Andra Pradesh a policy analysis" observes that no serious step was taken for the qualitative improvement of education by the government
of Indian provinces during the pre-independence period immediately after the second world war. A conspicuous change in primary education was noticed due to the return to power of the National Congress. Constitutional directive to provide education to all in the age group 6-14, mid-day meal programme and assistance to economically weaker sections of the society helped in the enhancement of the enrolment and retention of children especially in the rural areas.

The role of the rural elite and village people in the compulsory education programme in providing all required provisions for universal education was not encouraging.

Cottoel (1956) in his study revealed some reasons for the failure of in-service education programme.

They were:

(i) Failure to identify the real problems of faculty.

(ii) Inadequate supervision pre-publicity, poor timing facilities provided in the programme.

Chand (1984) investigated “effects of personalized system of instruction and Blooms Mastery Learning Strategy on the relations of high school students on a segment of science.
The objectives were:

To compare the immediate retention, two weeks retention and six week retention measured in the term of performance in the summative criterion test on the statement through Bloom’s mastery learning strategy and conventional method of teaching.

The major findings were:

The immediate, two weeks, and six week retention measured was found to be superior to that of the group following conventional method.

Caramer Alanera (1962) conducted a study of in-service education programme for public elementary school teachers in the division of Rizal and submitted a thesis for his master degree in education.

Chopra (1982) made an investigation to study the overall job satisfaction of teachers working in schools having different organizational climates. The tools employed were Sharma’s School Organizational Climate Description Questionnaire and Wali’s Teacher Job Satisfaction, followed by the autonomous, familiar, controlled, closed and paternal climate schools respectively and also there is no
significant relationship between teachers job satisfaction and student achievement.

Dave (1988) conducted a study on the pupil achievement at the primary stage. The objectives were to study enrolment, retention and stagnation in the project schools and to ascertain how competencies were developed in the pupils.

The findings were--the achievement in language was excellent in class, good in class II, and gradually decreased in classes III and IV. Achievement in Mathematics and environmental studies were found to be excellent in Classes I and II and good in Class III.

Das (1969) made a study on the incidence and rate of wastage and stagnation at the primary level of education in Assam. Grade wise global enrolment figures from the year 1951-52 to 1966-67 were used for the study. The term ‘wastagnation’ was used to mean wastage and stagnation combined. The causes of wastage and stagnation were analysed.

Some of the findings are the rate of wastagnation at the primary stage was high while the variation in various classes was significant.
The expansion seen in primary education during the post independence period is continuing. The rate of wastegenation was higher among girls than that of boys.

Das (1974) investigated the impact of the physical conditions of primary schools on the retentivity and regular educational process of children. Data were collected by computing the product-moment correlation coefficient. Association between physical facilities and wastage in education was also tested by applying the Chi-square test. The investigator revealed there was notable relationship between efficiency in education and physical facilities in schools. Better facilities increased the attractive and retentive power of the school and reducing wastage in education.

Gupta (1984) designed a study to explore the dimensions of effective teacher behaviour and evolve hypothesis for effective teaching methods. It was a survey type to co-relational study. A seminar was conducted to arrive at a Consensus of teaching objectives. A random sample of 180 class nine pupils was drawn from four average schools. The sample comprised equal number of boys and girls and eight attitude scales were developed. One scale comprised general teacher
behaviour and the rest were teaching subjects. Cluster analysis was used to isolate the various dimensions of teacher behaviour.

Gakhar, Markanda and Phutela (1984) conducted a study to analyse and compare job satisfaction among primary, middle and secondary school teachers of private and government schools according to their sex. Srivastava’s job satisfaction scale was employed to collect the data. They concluded that significant difference existed in job satisfaction of teachers belonging to different types and levels of educational institutions and sex.


The objective of the study were:

-- To study the effectiveness of MLL and the conventional teaching method in relation to student achievement in mathematics.

-- To study the effect of MLL and self concept of students.

-- To study the change in attitude of students towards mathematics due to MLL.
The mastery learning strategy affects the achievement of students in mathematics. The experimental and control groups are very different in terms of mean levels of achievement in Mathematics. They were relatively small differences between the experimental and control students on the measures of effective characteristics.

David Craig (1993) a study was organised to determine the relationship between organisational climate and teacher job satisfaction in the Gwinnet Country (Georgia) public school. The organizational climate description questionnaire and Minnesota satisfaction questionnaire were employed for the study. The major finding of the study was that a significant relation existed between organizational climate and teacher job satisfaction.

Bhatnagar Asha (1988) communication between teachers, parents, and the community strategies materials and the media has shown that the home has an enormous impact on the developing child and the school has the second most important influence on him, and that a pastorship between home and school is supportive of the developing child right from the pre-school stage through the senior secondary stage.
Strategies for working with parents. The logical outcome of effective communication with parents is their understanding and appreciation of the school activities and their willing co-operation and active involvement in the school programmes.

Phase I Laying the foundation for positive teacher parent relation.

Phase II Expanded teacher-parent contacts.

Phase III Parents orientation to school.

Phase IV Parent assistance and involvement in school.

Singh Amar Kumar (1988) developing national identity in Indian children. The highlights of this paper is there have been two broad explanations of social tension and intergroup conflicts in India and elsewhere. The psychological socio-economic.

Sen Anina (1988) preparing children for future citizenry. This paper emphasizes certain considerations that should be kept in mind while planning education such as socio-cultural milieu and also the socio-economic strata of the pupils. The paper makes out a case for extension of education beyond school years and also that this responsibility of ensuring fullest development of the child should be
shared by all; home, school, community, government, voluntary, social and political organisations.

Singh (1984) studied mastery learning strategies on certain non-cognitive variables of high school students. The study compared the effects of programmed instruction, Bloom's mastery learning strategy and the conventional method of teaching on self concept, achievement, motivation and test anxiety of students often taking instructions in social studies.

The findings were:

Programmed instructions, Bloom's mastery learning strategy and the conventional method of teaching did not significantly affect the self concept of high school students after taking instruction in the subject of social studies. There was significant increase in the achievement motivation of high school students after taking instruction in social studies through Bloom's mastery learning strategy in comparison with those students who received instruction through programmed instruction. However there was no significant difference in achievement motivation of the groups of students which took instruction through Bloom's Mastery Learning Strength and the
Conventional Method of Teaching. But did not significantly affect the test anxiety of high school students after taking instruction in the subject of social studies.

Srivastaga, Misra, Sumithra and Kundu (1988) use of computers and educational technology with reference to child centred education. A significant point putforward in their paper was that the educational technology helps to stimulate the right hand side of the brain which is responsible for creative thinking process development of which is being imparted today, the left hemisphere gets primarily focused with the excessive emphasis on verbal skills, memory, reasoning and comprehension etc. Through educational technology the attempt is to trigger off the right hand side of the brain.

Sinha, Rath and Misha (1988) Child centred education--future perspective talking about the future perspectives, one of the speakers started that child-centred education has to be visualised in terms of the child in the eco-cultural setting. Elaborating the idea an example was quoted about an African town Losetho where the economy of the country depends upon the cattle herd and the teachers follows the students along with herd, thus teaching them in the context of their
ecology and community. It was emphatically stated that one has to visualize the child centred-education in terms of not only the child but his total environment.

Other points put forward in views of the tetralogy of child-centred approach to education were related to changing the context and methodology of the curriculum and the examination system in the perspective of learner centred approach, strengthening the communication technology and the interaction between family home, and community, etc.

Verma (1983) conducted a study on the child development curriculum on its relevance on job competencies.

To identify the nature of jobs taken up by alumni of the department of child development, MS University of Baroda and the competencies required in the jobs.

To evaluate the extent to which the curriculum of the department had helped the alumni in developing these competencies and

To make necessary modification in the curriculum with the aim of increasing its relevance in based incompetencies expected in the field.
Six hundred and three Alumini were identified from the enrolment registers since 1950, among which address of 440 alumni were produced. 197 responded to the initial questionnaire. Based on the formation received from these alumni, as well as from additional contact address obtained from them, 215 alumni who had been employed at some period other after graduation, were contacted through a second questionnaire out of these, 107 responds a sample of A1 experts in the field of child development.

Pillai Sivadasan (1968) has aimed in his investigation the content and scope of primary and secondary school curriculum in Kerala. His study focused the origins of social studies as a school subject. He has pointed out a harmonious blending of several subjects in the syllabus of school studies for high school classes. Topics included in the syllabus of social studies are very helpful to the children in understanding the world and discharging their duties as true citizens.

Amita (1997) in her paper ‘child centred approach in preschool education implications for primary education” examines some of the key concepts of the child centred approach including development of total personality of children, activity based programme with alternative
teaching strategies, discipline through guidance, non directive teaching, nondirective teaching, maintenance of positive human relationships and above all the central theme the play way method.

The second part of the paper explores the modifications required at the primary school levels in order to consider a child centred approach at the levels. Modifications are required in terms of curriculum development, physical setting and classroom organisations, methods and materials, teaching strategies, and teachers attitudes, preservice and inservice teacher training and evaluation of children's performance.

Baquer in his paper 'Psychology of the child and the primary school teachers' claims that psychological factors play an important role in learning. The teacher often face to take note of them while teaching in the classroom with the result that a child face to respond to his efforts. The child is a thinking, feeling and willing organism who is constantly interacting with the environment in which he is placed.

Bhalachandra in his paper the efficiency of child's learning is dominated by his home work it is an integral part of the classroom
teaching. For educational psychologists, the home work is an essential activity to make a child develops some qualities like, self reliance, independence, to organise time to improve study skills and to make use of leisure time effectively. It should be ability based. For teachers home work is a tool to see the outcome of their teaching and feedback and to achieve wider end results.

Pande in his paper highlighted the importance of systematic emotional (affective) education which has witherto, failed to receive the attention of educational psychologists it observes. The paper not only trusts the need and importance of emotional education but also shows how it can be made feasible by incorporating it in the regular school curriculum.

Thukral (1997) in his paper the specific objectives of the learner centred approach at the lower secondary and secondary stages are: a) to assist the pupils to understand their strength and weakness, (b) to enable them to secure information about educational and vocational world, (c) to help them to make realistic choices both educational and vocational, and plans based on considerations of all relevant factors, (d) to assist them in secondary solutions to their problems of personal and social adjustments in school and home.
Filmer, Land, Pritchett (1997) in their study shows that in India there are large gaps in enrolment between the rich and poor. Wealth gap in enrolment varies widely within India across the states, from 9 per cent in Kerala to 56 per cent in Utterpradesh. Gender is also plays a lot, but also variable role across the state.

Nair (1998) in his article on 'Teacher Education for the 21 century Perspective' has pointed out that certain inadequacies in teacher education in India as our obsession in the past stereotyped programmes and our failure to indigenes the systems as a major weakness of the present teacher education system. He points out certain precautions to be taken in future in the selection of teachers. He also pointed out the needs to restructure of the present system to make it competency based teacher education.

Soman (1998) in his article he points out that any programme for compensatory education will have to suit sceptic problems, conditions and solutions. This includes scientific planning, consolidation of inputs, formulation of strategies etc. the could be integrated to give shape to a comprehensive programme