CHAPTER II

Review of Related Literature
CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of literature related to the variables selected is an important event in the research process. Once a topic has been decided upon, it is entitled to review all relevant material which has bearing on the topic. It is necessary to show how the problem under investigation, related literature is one of the first sign in the research process. A review of literature reveals a number of studies relating in the way or the other to the present study. It is a summary of writings of recognized authorities and of research provides evidence that the research is familiar with what is already known and what is still unknown and untested.

Review of related literature is necessary to the investigator to get some information about knowledge in a particular area. A systematic canvas of the related literature is the means of determining whether the proposed study unnecessarily duplicator some earlier investigations. The knowledge gets from such reading in terms of sources, procedures and result represents essential orientation for definition of the problem selection of methods and interpretation of findings.

The up to date determination about the particular area is necessary to the investigator. It helps the researcher to make up a problem for research. The information about the area can be collected by reviewing the related literature. It should give the researcher ideas or design or of study that may eventually be used in conducting the research.

The survey of related literature also helps to avoid the difficulties of duplication serves of related literature-gives the investigator ideas, theories explanations and so on.
It gives the scholar an understanding of previous work that has been done. It provides the mean of getting to the frontlines in the particulars field of knowledge. It helps the research for developing a thorough understanding and insight into previous work.

2.2. PURPOSE OF THE REVIEW

According to Good, Bar and Scales (1935) the purposes of review of related literature are as follows.

1. To show whether evidence already available sources solves the problem adequately without further investigation and thus to avoid the risk of duplication.

2. To provide ideas, theories, explanations or hypothesis valuable in formulation of the problem.

3. To suggest the method of research appropriate to the problem.

4. To locate comparative data useful to the interpretation of the results.

5. To contribute to the general scholarship of the investigator.

2.3. CLASSIFICATION OF STUDIES COLLECTED

In the present study, the investigator has classified the related study into two main classes:

A) Related Indian Studies

B) Related Foreign Studies
A). RELATED INDIAN STUDIES

Study-1

Author : VARSHNEY.M (1984)

Title : A study of the effect of psychological Adjustment on the Behaviour of Educated Adolescent Girls in relation to social change.

Objectives

The Main objective of this study was to measure the attitude of adolescent girls to wards religion, equality of woman and family planning.

Hypotheses

1. Education is a factor determining the attitude of girls students towards religion.

2. Education is a factor in determining the attitude of girl students towards equality of woman.

3. Education is a factor in determining the attitude of girls students to wards family planning.

4. There is a significant difference in the attitude of adjusted and maladusted girl students towards religion

5. There is a significant difference in the attitude of adjusted and maladjusted girl students towards equality of woman

6. There is a significant difference in the attitude of adjusted and maladjusted girl students towards family planning.

7. There is a significant difference in the attitude of married and unmarried woman towards religion.
8. There is a significant difference in the attitude of married and unmarried woman towards equality of woman.

9. There is a significant difference in the attitude of married and unmarried woman towards family planning.

**Sample**

The Sample of the research was of the non probability type. Only female elements had been selected under two categories, namely married, unmarried and undergraduate and post graduate students. The tools were constructed and standardized in India. The foreign tests used were those of attitude towards religion and towards equality of women.

**Findings**

The main findings of the study were

1. It was supposed that the young woman in the society had a definite positive attitude towards their socio-psychological problems. However, it was found that the majority of the young unmarried girls were unaware of the seriousness of the problems they would have to meet in the future.

2. There were several factors responsible for this state of affairs. The major factors were religious superstition, lack of education and ignorance about the problems faced by the nation.

3. In spite of the fact that a large number of young girls were being educated and a change was taking place, the woman in particular and the masses in general were still unable to realize the gravity of situation.
4. Most of the young men and women were unable to understand the significance of freedom and equality when extramarital relations and unmarried families were concerned.

5. The result of the study showed that married women become sensitive to the problems of general family life and the value of freedom.

Application

A major implication is that sex-education should be imparted early so that young men and women do not learn about these things from their inexperienced friends and colleagues who misguide instead of guiding them. There should be a planned educational programme to prepare girls to understand change and to meet the challenge of social change.

Study —2

Author : SAHANI, S.J. (1961)

Title : A sociographic study of students of the X and XI classes of Gujarati and Marathi High School in Paroda.

Objectives

The objectives of the study were,

1. To study the relationship between education and society as illustrated by the high school students of classes X and XI of Baroda city.

2. To study the relationship between the social stratification and the educational system.

3. To study how for education had been a force making for occupational mobility in particular and social mobility in general.
Sample

The sample consisted of the students studying in classes X and XI of Marathi and Gujarathi medium schools.

Tools

Data were collected by using questionnaire administered to the students.

Findings

The findings of the study were,

1. High school education was dominated by a few castes who ranked high in the caste hierarchy.

2. Twenty percent of the high school students came from various minor castes.

3. The difference in the caste structure between the Gujaratis and the Maharastrains was accompanied by a difference in occupation. Service was the only major occupation,

4. Of the Gujarathi students 30 percent were not residents of Baroda.

Study 3

Author : RAO. R.B (1986)

Title : A study of inter-relationship of values, Adjustment and Teaching Attitude of Pupil Teachers at various levels of socio-Economic status.

Objective

The Objectives of the study were
(i) To study the values (v), adjustment (AD), and teaching attitude (TA) of pupil-teachers (PT) at various Levels of socio-economic status (SES)

(ii) To find out the inter-relationship among V, AD and TA of pupil-teachers at various levels of (SES)

(iii) To find out the significant differences among the various SES groups with special reference to V, AD, and TA

(iv) To extract the various factors on the basis of different variable measures through tests of V, AD, and TA

**Sample**

The sample consisted of 500 pupil-teachers.

**Tools**

The Tools of the study were

(i) The personal values Questionnaire (PVQ)

(ii) Teacher Attitude Inventory (TAI)

(iii) The socio-economic status scale (SESS)

**Findings**

The findings of the study were

1. The factors that emerged out of factor analysis of five adjustment, six attitude and ten value variables in order of merit were adjustment, Attitude, citizenship, Aesthetic, Health and Hedonistic.

2. In home adjustment (HAD) the female PTs of the total SES group were significantly better than male PTs.
3. The correlations of the total SES group, along with its sub-groups, revealed that adequate and effective HAD promoted better adjustment in emotional, education, health and social areas.

4. No significant sex difference were observed in attitude towards classroom teaching, The upper SES group had significantly more favorable attitude than the lower middle SES group in this context.

5. Correlations revealed that adequate adjustment in home, health, social, emotional and educational areas, adequate knowledge value along with a conducive attitude.

6. Correlations revealed that adequate adjustment in home, health, social, emotional and educational areas, adequate knowledge value along with a conducive attitude towards teachers, teaching profession, the educational process, child centred practices and pupils definitely played key role in promoting amicable ATCT.

**Study - 4**

Author : OM PRAKASH (1981)

Title : A study of some psycho-social variables among caste Hindu and Scheduled caste children in the rural set up.

**Objectives**

The objectives of the study were

To study five psycho-social variables among caste Hindu and scheduled caste children in a rural set up. The variables studied were the intellectual level of the groups,
the socio-economic status of parents, their concept of self, social prejudice as practiced and aggression, frustration etc.

**Sample**

The study was conducted in nine schools of the community development block-Ballabgarh.

**Tools**

The tools of the study were,

1. standard progressive matrices.
2. socio-economic status scale
3. self-concept scale
4. social prejudice scale

**Findings**

The findings of the study were,

1. There were significant difference in intelligence between caste Hindu and scheduled caste subjects.
2. The caste Hindu children had a significantly better self-concept.
3. The caste Hindu children scored significantly higher than the scheduled caste children or social prejudice.
4. Significant differences existed between the caste Hindu and schedule caste children or ego defensives.
5. When compared to super ego factor dimension, the scheduled caste children second scored higher than caste Hindu children.
Study-5

Author : ZUBERI, I.A.,

Title : A study of relationship between personal values Needs, Job Adjustment, Temperament, Academic careers of secondary school Teachers with their Teaching Behaviours.

Objectives

The objectives of the investigation were

(i) Classroom behaviours of teachers.

(ii) Classroom behaviours of indirect-direct teachers

(iii) The relationship between values, needs, job adjustment, temperament, academic careers of school teachers and their teaching behaviours.

Sample

Data on the classroom behaviours of teachers were collected from a sample of 200 male teachers with the help of a modified version of Flander’s Interaction Analysis category system. Academic achievement was obtained from a sample of 104 teachers chosen randomly from the larger sample of 200 teachers.

Hypotheses

The relationship between these five independent variables and teacher behaviour was studied by the help of the product-moment coefficient of correlation and ‘t’ test for the significance of difference between means.

Findings

The major findings of the study were
1. The majority of teachers put questions rarely and mainly employed the lecture method.

2. Indirect teachers employed behaviours that in creating a positive social emotional climate, encouraged and extended pupils ideas.

3. Teachers high on theoretical values were found to dominate their classes with talk and rarely asked questions, those high on economic values exhibited facilitate behaviours, asked narrow questions and praised their pupils high on aesthetic values used controlling behaviours.

4. Well adjusted teachers exhibited characteristics of indirect teachers on almost all the dimensions of teacher behaviour.

5. Academic career was not found to affect the teacher behaviour.

6. Well adjusted teacher exhibited characteristics of indirect teachers on almost all the dimensions of teacher behaviour.

7. Active teachers exhibited a tendency towards indirectness. Vigorous and dominant teachers criticized pupils to a lesser degree, stable teachers provided opportunities of initiation and correct feedback frequently, sociable teachers motivated their students more often than others.

**Study – 6**

Author : PANDY (1981)

Title : Social aspects of academic achievement and aspirations of scheduled tribe students.

**Objectives**

The major objectives of the study were,
1. To identify teacher taught relationship and analyse it in the contest of tribal students' socio-cultural background.

2. To identify interaction patterns among tribal and non tribal students and to analyse them in the context of tribal students academic achievement and social environment.

**Sample**

The sample comprised 264 students studying in High Schools, Intermedials and Graduate classes in Mirzapur district.

**Tools**

The tools used in the study were,

1. Interview schedule

2. Field dairy

**Findings**

The major findings of the study were,

1. The tribal students were not able to avail properly of educational opportunities provided by the formal educational set up due to their socio-cultural backwardness and the gap between the school environment and family background.

2. Their poor economic condition forced them to do manual labour. This was also responsible for low achievement.

3. The better and negative interaction pattern between non-tribal and tribal students was also responsible for poor academic achievement.
4. The teacher taught relationships the context of tribal students in class and out of class was reportedly not congenial.

**Study-7**

Author: SINGH., R.S (1987)

Title: A Study of teachers effectiveness and its correlates at higher secondary stage in Eastern.

**Objectives**

The Major objectives of the study were

(i) To compare teacher effectiveness of male and female teachers of urban and rural areas.

(ii) To compare their intelligence socio-economic status, attitude towards teaching profession and adjustment.

(iii) To find out the relationship between teacher effectiveness and the selected correlates, viz., intelligence, adjustment, attitude and SES.

(iv) To determine the combined effect of the correlates on teacher effectiveness.

**Sample**

The sample comprised 330 teachers of urban and rural areas.

**Tools**

The tools used were the teacher Attitude, Inventory, Teacher Adjustment inventory, SES scale and teacher Effectiveness Rating scale.
Findings

The major findings were

(i) No significant difference in the earn scores of male and female teachers in their effectiveness was observed

(ii) The difference in the mean intelligence scores of male and female teachers was not significant.

(iii) It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness.

(iv) There was no significant difference in the mean scores of male and female teachers belonging to rural and urban areas in their attitude towards teaching.

(v) There was no significant difference in the mean scores of adjustment of male and female teachers.

(vi) 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.

(vii) The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment.

Study – 8

Author: Shah, B. (1981)

Title: A sociological study of educational development of Graduate students of Kamarun University with special reference to caste.
**Objectives**

The objectives of the study were,

1. To find out the relationship between various sociological characteristics pertaining to the graduates of Kamaun University.

2. To know whether the differences in the sociological characteristics of the graduates of different castes account for any significant difference in their educational development.

3. To identify the sociological characteristics that turn out to be the common and significant predictors of the educational development of subjects.

4. To study the effect of caste belongingness and educational development on the level of social adjustment and social distance.

**Sample**

The sample of 1050 graduate students was drawn from students in graduate level from Seven institutions of Kamaun University.

**Tools**

The tools used in the study were,

1. Social characteristics description questionnaire

2. Social distance scale

3. Social adjustment inventory

4. Indian caste prejudice scale.

**Findings**

The important findings of the study were
1. The graduates of all castes were almost similar on the variables of curricular preferences, vocational mobility and position among siblings.

2. Academic reinforcement was more prominent among the graduates of other castes than their higher caste counterparts.

3. Educational development was affected more by different sociological variables than caste belongingness.

4. There were no caste difference as regards social adjustment.

**Study-9**

Author : GARG,N.K (1983)

Title : A study of teachers professional responsibility in relation to Administrative styles and Organizational climate at secondary level

**Objectives**

The objectives were

(i) To study the extent of a sense of professional responsibility present in the teachers of secondary schools in the context of the type of school, boys-girls, government-private, rural-urban, large-small.

(ii) To study how teachers professional responsibility was related to administrative styles of principal/headmasters.

(iii) To study how teachers professional responsibility was affected by the organizational climate of the schools.
Hypotheses

1. Teachers professional responsibility is normally distributed over the total sample of the teachers included in the study.

2. There is a significant difference between the degree of professional responsibility of the teachers of boys and girls schools.

3. There is significant difference in the degree of professional responsibility found in the teachers of government and private schools.

4. Teachers professional responsibility is related to the administrative styles of the principals.

5. Teachers professional responsibility is related to the organizational climate of the school.

Sample

The Sample comprised 870 teachers and 48 principals of secondary schools from UP state.

Tools

A Teachers professional responsibility schedule (TPRS) was developed by the investigator. Its split-half reliability coefficient was 0.89. The Organizational climate Questionnaire (OCQ) developed. The reliability was established by using the KR-21 formula and coefficients ranged from 0.79 to 0.87. The data were analysed with the help of the kolmogorov smirnov Test.

Findings

The Findings were
1. The degree of teacher's senses of professional responsibility was less in some secondary schools while it was more in others.

2. The teachers of girls schools were significantly more responsible professionally than teachers of boys schools

3. The level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of the teachers of rural schools.

4. The size of school was not a contributing factor to a teacher's professional responsibility.

5. Teachers in high support and satisfaction climate were found to be more responsible professionally than teachers in low support and satisfaction climate schools.

6. The remaining dimensions of organizational climate, namely, disharmony, hindrance, authoritarianism, democracy and freedom and academic emphasis were found to have no significant relationship with a teacher's sense of professional responsibility.

Study — 10

Author: KASTHURIBAI KRIUBAMANI, R. (1997)

Title: Attitude of X standard students towards caste system and its effect on their academic achievement.

Objectives

The major objectives of the study were,

1. To assess the spread of scores of attitude towards caste system among X standard students.
2. To assess the academic achievement of X standard students.

3. To find out the association of attitude towards caste system among X standard students with their community, religion and nativity.

4. To find out the association of academic achievement of X standard students with their community, religion and nativity.

**Sample**

The sample of the study included all the X standard student of Dan Bosco higher secondary school at Dindigal.

**Tools**

The attitude scale was used for data collection.

**Findings**

The major findings of the study were,

1. Attitude towards caste system among X standard students is normally distributed, but with moderate positive skewness and very slight lept-Kurtic peak,

2. Academic achievement of X standard students is normal distributed, but with moderate positive skewness and alright lepto-Kurtic peak.

3. Attitude towards caste system of the X standard students is not associated with their community at both level.
Study-11

Author: SHARMA, R.S (1984)

Title: Teaching Aptitude, Intellectual level and morality of prospective Teachers.

Objectives

The objectives of the study were

(i) To find out aptitude, Intellectual level and morality of prospective teachers.

(ii) To compare these factors between male and female teachers

(iii) To compare teachers of different disciplines in relation to these factors.

Sample

The sample of the study included 412 students-teachers who were studying in ten teachers colleges of three universities of Rajasthan.

Tools

The Teaching Aptitude Test, Group Mental Ability Test and Self made Teachers Morality Test were used for data collection.

Findings

The important findings of the study were

1. About 75 present of student teachers were below average in aptitude and intellectual ability.

2. An insignificant difference was found in teaching aptitude ability in sex wise and discipline-wise comparison
3. A positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers.

**Study-12**

Author: SRIVASTAVA, M.K (1986)

Title: A Study of qualities, values attitudes, activities and adaptation of teacher Educators.

**Objectives**

The objectives of the investigation were

(i) To study the social, economic and educational qualities of teacher educators.

(ii) To know the quantity and quality of their work.

(iii) To study their service conditions, participation in co-curricular activities, etc.,

(iv) To analyse the attachment of teacher-educators to certain values.

(v) To study their job satisfaction and its relationship with their qualities.

(iv) To give suggestions for improving teacher-educator’s conditions.

**Sample**

The sample of the study consisted of 73 teacher-educators working in all the ten affiliated colleges of Avadh university having B.Ed classes.

**Tools**

The tools of the study were a questionnaire and a two-point scale for measuring job satisfaction. Personal discussion with the educators and teachers organisation record was also undertaken.
Findings

The main findings of the study were

1. Teacher educators were mostly upper-caste Hindu, male, married and were permanent in service.

2. Mostly, the educators were from joint families. Their parents were, more educated than their grand-parents

3. The educational background of the teacher-educators was of medium level

4. Teacher-educators and their family members had good health.

5. Facilities of library, reading room, staff room etc. were not up to the mark in the institution.

6. A few teacher-educators had also experienced of teaching at primary level

7. The teacher colleges differed in size. Due to the different nature of the activities of other faculties and the large number of students, the professional activities of teacher-educators were found to be affected.

Study-13

Author: MATHUR,S,(1987)

Title: Attitudes of teachers towards creative learning and teaching

Objectives

(i) To study attitudes of teachers of the pre-higher secondary school stage towards creative learning and teaching.

(ii) To make a comparative study of attitudes of teachers of pre-higher secondary school stage i.e., primary and junior high school teachers towards creative
learning and teaching on the basis of age, sex, teaching experience and academic disciplines.

(iii) To study attitudes of teachers of the higher secondary school stage towards creative learning and teaching.

(iv) To make a comparative study of attitudes of teachers of the higher secondary school stage towards creative learning and teaching on the basis of age, sex, teaching experience and academic disciplines.

(v) To make a comparative study of attitudes of teachers of the pre-higher secondary, and higher secondary school stages towards creative learning and teaching formed on the basis of age, sex, teaching experience and academic disciplines to ascertain the effect of educational stages on their attitude.

Sample

A two stage design was used to select a sample of 400 teachers, including 200 pre-higher secondary, 200 higher secondary teachers of Agra city to mirror the attitudes of the population of teachers of various stages towards creative learning and teaching.

Tools

Percentages, significance of percentage differences, means, standard deviations and 't' values were computed to verify the hypotheses

Conclusions

The following conclusions were arrived at
1. By and large, teachers of pre-higher secondary, higher secondary stages tended to have favourable attitudes towards creative teaching and unfavourable attitude towards creative teaching.

2. Age, sex, teaching experience and academic disciplines did not tend to affect the attitudes of teachers of pre-higher secondary and higher secondary stages towards creative learning and teaching.

3. The teachers of the pre-higher secondary stage tended to have more unfavourable attitudes towards creative learning and teaching than those of teachers at other stages.

4. By and large, educational stages tended to affect the attitudes of teachers of various groups formed on the basis of age, sex teaching experience and academic disciplines towards creative learning and teaching.

**Study –14**

*Author:* SHANRAJ (1990)

*Title:* Environmental awareness and environmental attitude of secondary and higher secondary school Teachers and students.

**Objectives**

The objectives of the study were,

1. To determine the extent of awareness about the environment among students and teachers.

2. To find out the difference between teachers and students and male and female group concerning the environment.
**Samples**

The samples collected for this study comprises of the secondary and higher secondary teachers and students.

**Tools**

The study was conducted mainly through a survey and the application of a tool developed by the investigator to test attitudes and awareness.

**Findings**

The major findings of the study were

1. It was found that 95% teachers and 94% students possessed positive environmental attitude.

2. The environment, trained teachers and untrained teachers did not differ on environmental awareness.

3. Girls possessed significantly more attitude than boys.

**Study – 15**

Author : REGINA, S.(2000)

Title : Attitude of higher secondary school teachers towards social change.

**Objectives**

The main objectives of the study were,

1. To find attitude of teachers working in higher secondary schools towards social change.

2. To find the significant difference between male and female teachers regarding attitude of social change.
3. To find the significant difference among teachers qualification with regard to attitude towards social change.

**Sample**

The sample selected for the present study consists of the teachers working in the higher secondary schools of Sattankulam Taluk.

**Tools**

The tool selected for the study is attitude questionnaire.

**Findings**

The major findings of the study were

1. Attitude of teachers towards social change in moderately favourable.

2. There is no significant difference between male and female teachers with regard to attitude towards social change.

3. There is significant difference between teachers with low and high income with regard to attitude towards social change.

**(B) FOREIGN STUDIES**

**Study-1**

Author: POWERS, CATHERINE MARGARET (1997)

Title: The influence of the puzzle place television program on preschoolers social behaviour.

The purpose of this study was to determine the influence of the puzzle place television program a program designed specifically to develop social skills in preschoolers, on preschooler’s behaviour. A 2X2 Factorial ANOVA was used to
examine the mean gain scores of the four treatment groups on each of the four program goals.

**Goals**

The treatment groups were

1. Those who watched the program and used the accompanying guide.
2. Those who used only the guide.
3. Those who only watched the television program.
4. The Control group.

The four program goals were appreciation of diversity self-confidence, social skills and problem solving and decision making.

**Hypotheses**

There were no significant gains on the measures of social skills from watching the television program. Use of the guide resulted in significant gains on measures of appreciation of diversity, social skills and problem solving and decision making. The group of preschoolers who used the puzzle place television program along with the accompanying guide did not make greater gain scores in any of the four goal areas than preschoolers in the other three treatment groups.

**Sample**

Sample lessons on social skills from the logs kept by the teachers are provided. Recommendations for future research and discussion of the findings are included.
Study-2

Author: HEMMING, HEATHER EVELYN SMITH (1997)

Title: The teachers role in facilitating critical thinking about social issues.

The purpose of this study is to examine the nature of the teacher's role in facilitating critical thinking about social issues within a child-centred, whole language based curriculum.

This study is approached in two separate yet obviously related ways. First, there is a philosophical analysis of major works dealing with child centred education, whole language and critical thinking. Second, there is an empirically based case study of a sixth grade teacher who aims to have children think critically about social issues in a whole language, child-centred curricular context. The analysis of the case study focusses on values implicit in the curriculum and explicit attempts to facilitate critical thinking about social issues.

The finding from the philosophical analysis and the empirically based case study are integrated to construct a framework for understanding the teachers in facilitating critical thinking about social issues. The qualities and characteristics of such a teacher include directedness, democratic value, acritical stance, sensitivity, thoughtfulness, authority and courage.

Study-3

Author: ANELLO, FRANCISCO RAFAEL (1995)

Title: Behaviors and attitudes of teachers and principals concerning effective supervision.
The purpose of this investigation was to look at the behaviours and attitude of teachers and principals in elementary public schools in Springfield, Massachusetts and to determine the frequency of their perceptions with which each behavior and attitude occurred.

**Hypotheses**

This study was guided by the following questions:

1. What do experts in the field identify as behaviours and attitudes which are necessary for an effective supervisory cycle?

2. What have been the historical (1600's to present) supervisory practices in the schools in the United States?

3. How does clinical supervision, as a model, provide for the difference in teachers and principals behaviours and attitudes?

4. What significance will this study have on teachers and supervisors (Principals and assistant Principals) in the area studied?

**Tools**

The instrument used in this study was replicated from one used by Gwinn Chunn(1985) conducted in one hundred school districts in Mississippi. Twelve behaviours and attitudes of supervisors and twelve behaviors and attitudes of teachers were identified. These behaviors and attitudes were identified as existing in an effective supervisory cycle. These behaviours and attitudes were compiled into a questionnaire which was given to the principal and a randomly selected teacher at each of the 27 elementary schools in Springfield, Massachusetts. The chisquare test
for independent samples to determine if the responses of the two independent groups were significantly different at the 0.05 level of probability was used.

Overall the principals in this study indicated a perception that the teacher is not an integrated part of the supervisory cycle. Principals also perceived that they were supervising well in their schools. In this school district the principal felt that each behaviors or attitude pertaining to the principal was very critical and occurred frequently in their schools, but when responding to behaviours and attitudes pertaining to teachers the responses indicated that they were not as critical and did not occur as frequent in their schools, but when responding to behaviours and attitudes pertaining to teachers the responses indicated that they were not as critical and did not occur as frequent in their schools.

The teachers indicated that they wanted to be a more active participant of supervision, but also gave an indication that they were satisfied with the supervision given and were satisfied with their supervisor. Overall the teachers indicated that the behaviors and attitudes pertaining to the principal were not as critical as those of the teacher and that they did not occur as frequent in their schools.

**Study-4**

Author: GRAHAM,BARBARS MARY (1998)

Title: Changing cultures changing teachers. A study of structural and cultural change.

Efforts to improve the educational system embody particular values, assumptions and perspectives about the purposes of education, about what kind of society is desirable and about how children can be educated to be productive in such a society. The following study describes one school district's effort at institutional all
change in which the personal agency of teachers is juxtaposed against hierarchical, systematic and cultural constraints.

A team of superintendents, in collaboration with teachers and board members, introduced a multi-dimensional and integrated effort designed to improve learning environment in the district. Their vision of teaching and learning builds on the Capacities and abilities of teachers. The Over-reaching plan was to build communities of inquirers within each school. The two cornerstones of the plan, continuous reflection on practice and focussed discussions on educational issues, demonstrate the conviction that knowledge is a social construction, that change is a dialectic between the personal and the social context and that teachers working in communities can improve educational practices. The reforms challenged teachers to redefine their professional roles, responsibilities and relationships.

The Study explores how teachers jointly construct meaning from policy documents and analyse some of the contextual forces that both enable and inhibit professional learning and development. It probes that the tension between the personal agency of teachers and the constraints of the hierarchical system. It explores the influence of the large political, ideological, and economic forces on the reforms.

What is discovered, through extended classroom observation, interviews with teachers and an examination of district research data, is the complexity of change initiatives that focus on values and assumptions. The study traces a tenuous and circuitous connection between the intentions of policy makers and classroom practices before suggesting an approach to educational change, which allows practitioners to "author" authentic and ethical professional selves that are responsible and answerable to their practices.
Study-5

Author: WITZLEB, MARY PEARL (1998)

Title: The effects intervention scripts on treatment integrity, intervention outcome, and teachers ratings of social validity.

The purpose of this study was to investigate the use and effectiveness of intervention scripts developed through the PASS key method of naturalistic intervention on the behavioral problems of elementary students. This study also examined the teacher's acceptability ratings of the scripts, the treatment integrity with which the scripts were employed, and the changes in the clients target behaviours during script implementation.

PASS key (Planned Activity, Systematic Sampling and Keystone behavior) is an intervention model, which is used to identify significant problems or instructional situations and to develop subsequent interventions. The PASS key system combines tenets of consultation and eco-behavioural analysis within a naturalistic intervention design. PASS key is designed to assist teachers and other direct service providers in the identification of problem behaviours and situations, and to develop interventions based on naturally occurring variables.

Five teachers and five students served as the participants in the study. The teachers and consultant developed the intervention scripts, which were then implemented by the teachers. The teachers provided weekly acceptability ratings of the scripts and independent observers recorded treatment integrity and behavioral data.
Overall, the teachers rated the scripts as acceptable and implemented the interventions with moderate to high levels of treatment integrity. Rapid and significant changes were noted in the target behaviors.

**Study-6**

Author: JOHNSON,BRUCE(1998)

Title : The relationships between elementary school teachers perceptions of school climate, student achievement, teacher characteristics and community and school context.

Teachers' Perceptions of school climate in 59 elementary schools in southwestern U.S. city were assessed using the school level environment questionnaire. Exploratory and confirmatory factor analyses led to the use of 35 of the original 56 items arranged in five of the original eight factors. Factor scores were calculated and used in further analyses.

Using structural equation modeling, a statistically significant, positive relationship was found between school mean teacher’s perceptions of how good schools were for students and to teacher job satisfaction. A second model, adding school mean teacher characteristics, did not improve the overall model, thought it resulted in a smaller, non-significant between school climate and student achievement. A third model, adding community and school context variables, also was not a better model. It did, however show such strong relationships between community and school context and student achievement that other relationships in the model were overwhelmed.

Overall, schools with higher student achievement, more experienced, non-minority, female teachers, with fewer low income and limited English proficient
students, and in communities with higher family income and higher adult education levels has more positive school climates.

This study revealed the need for better measures of the effectiveness of schools, particularly regarding teacher characteristics of school climate are important and should be part of school effectiveness assessment as well as a focus for school faculty and administration improvement efforts.

**Study-7**

Author: WASANASOMSITHI, PUNCHALEE (1998)

Title: An investigation into teacher’s attitudes toward the use of literature in the Thai EFL classroom

One of the major changes in second and foreign language instruction in the past several decades is the shift in teaching methodologies—from a focus on the structural properties of the target language to an emphasis on the expression and comprehension of meaning. This change has created a need for instructional and methodological alternatives to be employed as part of ESL and EFL curricula to supplement or replace traditional methods and textbooks, which aim only at bettering learner's linguistic proficiency. Given such need, one of the alternatives which researchers have investigated in the use of literature both as a rich source of meaningful language input and as a tool from which a variety of motivating classroom activities can be generated.

This study, therefore, proposes an investigation that will help establish the integration of literature in the teaching of English as a foreign language in Thailand. Although previous research has suggested that literature does have a prominent part in English language teaching, and that the integration of literature into EFL instruction can be effective, the introduction of literature based instruction in Thailand where then
traditional grammar-translation method still prevails has to be carefully carried out. With a belief that any instructional innovation should begin with altering teacher’s attitude and opening their minds to alternative ways of teachings, together with a belief that teachers’ points of view on certain issues have to be made clear before any attempt at changing them can be made, this study explores EFL teachers’ attitudes towards, and present practices in, using literature as part of their resources for English instruction in Thailand.

**Findings**

The findings from the survey questionnaires completed Thailand and the in-depth interviews with the selected sub-sample have significantly contributed to understanding of the present practices including the role literature currently plays in Thai EFL instruction. They have also shed light on the possibility of making more use of literature in EFL instruction in the country. The findings from the survey are also related to current language learning theories up to which a set of recommendation for literature-based language instruction are based.

**2.4. Critical Review**

The investigator has collected a lot of information regarding the attitude of B.Ed Students with special reference to social change. A lot of related studies and literature have been reviewed. Though a plenty of literature is available regarding attitudes, only a few studies, probably none has been found to be done in the selected area.

All the studies were not related to attitude of B.Ed Students towards social change. Hence the investigator has launched into the research on the title “Attitude of B.Ed Students towards social change”.

61