CHAPTER III
REVIEW OF RELATED STUDIES

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3.0 INTRODUCTION

In any research work the first task of the investigator is to look into the past work done in the area in which he proposes to take up research. Study of the related literature implies locating, reading and evaluating report of research as well as the reports of casual observation and opinion that are related to the individual's planned research project.

Walter¹ emphasises the meaning of related literature as "The literature in any field forms the foundation upon which all future work will be built."

The author further observes that if one fails to build this foundation of knowledge provided by the review of the literature, his work is likely to be shallow and naive, and will often duplicate work that has already been done better by someone else.

Good, Barr and Scates² point out:

"The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses, and provide helpful orientation for definitions and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to think."

3.1 PURPOSES OF THE REVIEW

Every investigator must know what sources are available in the field of research and how many of them are worthy to be used. As in other field, in the field of education also, the research worker needs up-to-date information regarding the problem, i.e. what has been taught and done in the particular area.

Good, Bar and Scates³ analysis the purpose of

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research review as follows:

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

(b) To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.

(c) To suggest methods of research appropriate to the problem.

(d) To locate data useful in the interpretation of result.

(e) To contribute to the general scholarship of the investigator.

When the researcher make a careful review of the related study, he becomes aware of the important and unimportant variables in the concerned area of research. A careful review also helps the researcher in selecting the variables lying within the scope of his interest, in defining and operationalising variables and in identifying variables which are conceptually and practically important. Thus, a review of the related study, on the whole, prepare the researcher to formulate a researchable problem in which conceptually and practically important variables are selected.
3.2 IMPORTANCE OF THE REVIEW

A review of the related study helps the researcher in avoiding any duplication of work done earlier. A careful review always aims at interpreting prior studies and indicating their usefulness for the study to be undertaken. Thus prior studies serve as the foundation for the present study. In some cases the duplication or replication of prior studies becomes essential. This is specially true when the researcher wants to test the validity of the earlier studies. In such a situation, too, a careful review helps the researcher in getting acquainted with the number and nature of the studies related to the study whose validity is being assessed at present.

A careful review of the related study enables the researcher to collect and synthesise prior studies related to the present study. This, in turn, helps the researcher in building a better perspective for future research. A synthesised collection of prior studies also helps a researcher to identify the significant overlaps and gaps among the prior works.

A review enables the researcher in discovering important variables relevant to the area of the present study. When significant variables are discovered, the relationship among them can be identified. Subsequently the identified relationship is incorporated into different
hypotheses. Thus, for conducting a scientific study, the relationship between the different variables must be explored by reviewing the related study so that a good context may be built up for subsequent investigation.

3.3 RESEARCHES ON ATTITUDE TOWARDS SCHOOL SUBJECTS

3.3.1 The Attitudes to Mathematics of High school Students of Saurastra - A Field Survey

Objectives:
Study was undertaken on the basis of the following objectives.

(1) To construct an attitude scale, and
(2) To measure the attitude towards mathematics of the high school pupils of Saurastra, in order to know if the students varied in their attitude with respect to sex, grade and the area they lived in.

Sample:
A stratified proportional random sample was selected for the investigation on the basis of number and types

of school in different districts of Saurashtra.

The sample of 3505 pupils consisted of 2280 boys and 1225 girls, 1821 from rural and 1684 from urban areas.

Procedure:

The attitude scale was constructed in Gujarati following the approach of Thurstone and Chave. Twenty attitudinal statements were finally arrived at, and these formed the second part of the instrument, whereas the first part included queries about name, age, sex, name of the school, grade, etc., regarding the subject.

The split-half and test-retest reliabilities were found to be 0.86 and 0.74 respectively. The validity of the attitude school was determined on the basis of teacher's ratings of the pupils attitudes. The validity co-efficient thus obtained was 0.66.

For analysing the data, mean and SD were calculated and significance test was applied.

Tool:

The attitude scale prepared by the investigator was used.

Findings:

The major findings of the investigation were as follows:

(i) The pupils with favourable attitude to mathematics preferred to offer it at the S.S.C. Examination; (ii) The
attitude of boys became more favourable as they moved from grade VIII to grade IX; their attitude was less favourable in grade X than in grade IX; (iii) Girls in grade X had a more favourable attitude to mathematics than those in grades VIII and IX; (iv) In general, pupils in grades IX and X had more favourable attitude to mathematics than those in grade VIII, their attitude being less favourable in grade X than in grade IX; (v) The boys and the girls of grade X had more or less similar attitude, (vi) Boys, in general, did not differ from girls in their attitude to mathematics; (vii) It had been observed that there was a grade X sex interaction in the attitude towards mathematics; (viii) Rural as well as urban children, as they advanced in their studies showed more favourable attitude to mathematics; (ix) Urban children, in general, had more favourable attitude to mathematics than rural children; (x) It had been found that there was an area x sex interaction in the attitude to mathematics; and (xi) Children in Saurashtra region as a whole had a favourable attitude to Mathematics; the students in Rajkot district had the most favourable attitude to mathematics while students in Surendranagar district had the least favourable attitudes.
3.3.2 A Study of Attitude Towards Mathematics of Secondary School Students

Objectives:
The objectives of the study were:

(1) To develop a Likert-type scale to measure attitude towards mathematics,

(2) To find out the relationship between attitude score and parents' qualification,

(3) To find out the relationship between attitude score and parents' income,

(4) To find out the relationship between attitude score and parents' profession,

(5) To find out the relationship between attitude and family size,

(6) To find out the relationship between attitude score and type of schools attended by students,

and

(7) To find out the relationship between attitude score and reading facility.

Sample:
A stratified random sample of 505 students (345 boys and 160 girls) was selected from the population of class X and XI students of Patna Municipal Corporation for studying the relationship.

Procedure:
On the basis of opinions from 500 students of secondary schools, seventy attitude statements were prepared of which thirty were finally accepted for the scale. The scale value and the t value of each statement were computed. The coefficient of reliability by the split-half method was 0.72.

Analysis of variance and t test were employed for the treatment on the data.

Tool:
The attitude scale prepared by the investigator was used.

Findings:
The main findings of the study were:

(i) Boys whose parents were better qualified and in prestigious professions, had more favourable attitude towards mathematics than others but this was not true in the case of girls;

(ii) Boys and girls from rich families had more favourable attitude towards mathematics than those from poor homes;
(iii) The types of institutions attended earlier had no impact on attitude; and
(iv) Boys and girls with study facilities had more favourable attitudes than others.

3.3.3 A Study of Attitudes towards Science and Scientists among various groups of Students and Teachers in India.6

Objectives

The major objectives of the study were:
(1) To construct an attitude scale so as to measure the differences of attitude towards science and scientists between male and female students and teachers; (2) To determine the relationship between the students' and teachers' understanding of nature of science; (3) To find out how far the favourable attitude of teachers helped developing favourable attitude of students towards science and scientists and in understanding the nature of science, and (4) To ascertain how the attitude towards science and scientists was related to the socio-economic background of the students and teachers.

Sample:

The sample of the study comprised 1000 students and teachers. The students were selected from high socio-economics strata and from seven English medium schools of Delhi and Rajasthan respectively.

Tools

The following were the tools of research; (i) An Attitude Scale, (ii) The test on understanding science, Form W (developed by Cooley and Klopfer) and (iii) The Socio-Economics Status Scale Questionnaire (SESSQ) Urban (developed by Jalota, Pandey, Kappor and Singh).

In addition, annual examination marks of the students were also used as data.

Findings

The major findings of the study were as follows:
(1) The sample reflected positive attitude towards science and scientists which was significantly related to understanding science, (2) The attitudes of students and teachers differed significantly, (3) There was significant difference in attitude towards science and scientists, between Nation Science Talent Search (NSTS) awardees and non-selected NSTS students, (4) Sex difference was not significantly related to attitude towards science and scientists, (5) The difference in understanding the nature of science between teachers and students was also not significant, (6) NSTS students and science teachers from different states differed significantly in respect of
understanding science. (7) There was a significant difference between NSTS and non-NSTS students regarding understanding science.

3.3.4 A Study of the Attitude of the School Going Adolescent towards Physical Education Programme in the school with reference to personality characteristics.

Objectives

The objectives of the study were: (1) To construct a valid and reliable scale to measure the attitude towards physical education of school going adolescents, (2) To study the attitude towards physical education of school going adolescents in the context of their body build, (3) To study the attitude towards physical education of school going adolescents coming from rural and urban areas, (4) To study the attitude towards physical education of school going adolescents in the context of personality characteristics, (5) To investigate whether there were any sex differences with regard to attitude towards physical education of school going adolescents, and (6) To investigate whether family interest in sports and game had

any relation to attitude towards physical education of school going adolescents.

Sample

The sample of the study comprised 773 students of secondary schools. The sample was selected from the various talukas of Kheda district.

Procedure

The investigator constructed an attitude scale for measuring attitude towards the physical education programme by adopting the Likert Method of Summated Ratings. He constructed statements on the six aspects of physical education namely physical aspects, psychological aspects, sociological aspect, educational aspect, moral aspect and organizational aspect. Initially 150 statements were prepared and subjected to item analysis by using t-test technique. Out of 150 statements, 60 statements were selected on the basis of t-value. Ten statements in each of the aspects were selected out of which five were positive and five were negative. The reliability of the whole scale by test-retest method and split-half method was 0.924 and 0.865 respectively. The validity of the scale was established by correlating the total score with the score on each aspect of physical education. The percentile norms were established. For measuring personality trait 16 PF was used. 2x2x2 factorial design was contemplated and analysis of variance approach and multiple regression technique were used for analysing the data.
Tools

The investigator used the following tools for the study: (1) The attitude scale developed by investigator, and (2) 16 PF Questionnaire (Form C) Adopted from R.B. Cattell.

Findings

The major findings were: (1) The sex of the students did not influence significantly their attitude towards physical education, (2) The students of classes VIII, IX and X did not differ significantly in their attitude towards physical education, (3) The students from urban area excelled in their attitude towards physical education, as compared to the students from rural areas. (4) The Aloofness—Warmth, Silent—Enthusiasm, Simplicity—Sophisticated and conservative—Experimental traits played some part in attitude towards physical education, (5) The provision of facilities such as playground, equipment, gymnasium, etc., in the school had a significant effect on attitude towards physical education, (6) The parents' interest did not play an important role in developing the attitude towards physical education. (7) The students having normal weight did not significantly differ in their attitude towards physical education from the students who were overweight and underweight, and (8) There was not significant interaction effect of the facility of the school and the area of the school on the student's attitude towards physical education.
3.4 RESEARCHES ON ATTITUDE TOWARDS OTHER SUBJECTS

3.4.1 A Study of the Attitude of Students, Parents and Teachers towards the current system of Higher Education.

Objectives

The objectives of the study were (1) To study the attitude of students, parents and teachers towards the present system of higher education, and (2) To study the differences in their attitudes in the basis of subject combination, educational status and sex and their interaction.

Sample

For the study, students of undergraduate classes of the affiliated colleges in the Varanasi region, their parents and their teachers were taken up. To obtain precise unbiased samples, the random sampling technique was adopted and the size of the sample was kept considerably large—students 500, Parents 200 and teachers 300, with a total of 1000.

Procedure

The attitude scale was constructed by the investigator and was administered to the sample. A Questionnaire

was also used for getting information about the present system of higher education.

**Tools**

The following tools were used in this study:

1. The attitude scale and
2. A questionnaire for getting information about the present system of Higher Education.

**Findings**

In the present study:

1. Strongly favourable or strong unfavourable attitudes were not shown by any group. Almost all the groups had shown a neutral attitude. The students were found to be quite higher on the attitude continuum than the parents and the teachers.
2. The parents seemed to make an objective assessment of the system. The teachers were at the lowest point on the attitude continuum because their judgement was ever more objective than that of the parents.
3. Amongst the students, no significant difference was found between the attitudes of arts students and science students, but quite a significant difference was observed between the attitudes of boys and girls.
4. Among the different groups of parents non matriculates were on the highest point on the attitude continuum, and
5. Among the teachers, the female arts teachers were highest on the attitude continuum. Next to them in order were male science teachers and male arts teachers.
3.4.2 A Study of Parents' Attitude Towards Secondary Education in Kaira District.

Objectives

The main objective of the investigation was to study the parents' attitude towards Secondary Education in context of (1) locality of their residence, (2) their education level, (3) their income, (4) their profession, (5) their age, (6) the size of their family and (7) their sex.

Sample

The sample of the study consisted of 2000 parents from Kaira District, selected by simple stratified sampling method.

Procedure

An attitude scale was prepared by Thurstone's method. Analysis of variance was used to analyse the data.

Tools

An attitude scale prepared by investigator was the tool of the study.

Findings

The findings of the study were: (1) Educated

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parents had more favourable attitude towards secondary education than less educated ones; (2) Sex had no influence on parental attitude; (3) Parental attitude had a negative relation with their age; (4) attitudewise, serving parents were more favourable than farmers and businessmen, and farmers were more favourable than businessmen; (5) Rural parents had less favourable attitude than urban ones; (6) There was downward trend in favourableness of parental attitude with the increase in their income; and (7) Parents' with smaller family size had more favourable attitude than those with a larger family.

3.4.3 Attitudes of Married Lady Teachers Towards the Teaching Profession

Objectives

The objectives of the study were: (1) To assess the attitudes of married women teachers towards the teaching profession; (2) To develop a tool for assessing the attitudes of married women teachers towards the teaching profession; (3) To investigate the felt problems of married women teachers in actual job situations in the context of their dual responsibilities at home and school. (4) To examine the reasons for the selection of the

teaching profession by married women teachers, and (5) To compare the professional attitudes of these women with their felt problems and reasons for selecting the job.

Sample

The universe of the study was restricted to government girls' secondary schools of five administrative divisions of the state of Rajasthan, viz. Ajmer, Bikaner, Jodhpur, Kota and Udaipur.

The random sampling technique was used to select married women teachers from government girls' secondary schools in Rajasthan on the basis of lists supplied by the Department of Education, Rajasthan.

Findings

The findings were: (1) The gestalt of the attitudes of the married women teachers signified that a majority of the teachers favoured the profession; out of the 240 married women teachers, 177 (73.75%) favoured the profession, while the remaining did not. The difference between the favourable and the unfavourable attitude was significant; (2) A semi-projective technique revealed fifty possible reasons for the choice of the teaching profession. The reasons fell under almost the same areas as those of the attitude scale, namely, personal-social, educational, financial, professional, family and miscellaneous. The number of reasons given under each area was twenty, fourteen, fourteen and two, respectively; (3) The felt problems of
married women teachers in actual work situations were identified with the help of a free projection test; the problems were categorized under four areas, namely personal (eleven), house and financial (nine), leave and timing (five), and educational (four); (4) They wished to improve their service conditions, status, salaries, etc; (5) A high percentage of those who were identified as having a favourable attitude towards the teaching profession also revealed the highest percentage of problems in actual work situations.

3.4.4 Investigation into the Reading Attitude of High School Student of Kaira District.\textsuperscript{11}

Objectives

The major objectives of the investigation were:

(1) To provide the secondary schools with a valid and reliable verbal attitude scale towards reading; (2) To study the reading attitudes of the secondary school students; (3) To study the relationship between the reading attitude and some demographic variables such as sex, area, age, size of family, birth order; and (4) To study the relationship between the reading attitude and the study habits of pupils.

Procedure

A reading attitude scale was constructed on the basis of equal appearing intervals. The reliability of the scale was established by parallel form, test, retest and split-half methods. The reliability co-efficient as determined by these methods for class VIII ranged from 0.60 ± 0.09 to 0.87 ± 0.05. For class IX it was between 0.09 ± 0.13 and 0.34 ± 0.058 and for class X it was between 0.60 ± 0.09 and 0.89 ± 0.04. The concurrent validity obtained for Form A and B for class VIII was 0.50 ± 0.14 and 0.70 ± 0.19, for class IX it was 0.60 ± 0.125 and 0.81 ± 0.067 and for class X it was 0.52 ± 0.143 and 0.89 ± 0.067.

Tools

The reading attitude scale developed by investigator was used as a tool for the study.

Findings

The major findings of the investigation were:

(1) Reading attitude was a function of grade; (2) The scale did not indicate significant relationship with cultural settings, sex differences, age groups and birth order; (3) The higher the SES, the better was the reading attitude. This was true irrespective of the grade level; (4) Between reading habits and reading attitude, there was significant positive relationship; and (5) Students of small size families had a more favourable reading attitude than those of large size families.
Objectives:

The main objectives of the study were: (1) To find out the positive and negative attitudes of teachers and students of the postgraduate level of Bangalore and Mysore Universities towards the semester system of education, (2) To find out the differential attitude of students grouped on the basis of levels of higher education, family size and income; (3) To find out the differential attitude of teachers working in different levels of institutions and with different specializations; and (4) To find out the possible reasons for favourable and unfavourable student of teachers and students towards the semester system.

Sample:

The attitude scale was mailed to 500 students and 150 teachers of postgraduate departments of the Bangalore and Mysore universities. The returned from 280 students (56%) and 118 teachers (79%) formed the final sample of the study.

Procedure:

An attitude scale having twenty six Likert type items, selected on the basis of the initial responses of 50 students and 10 teachers.

Percentage analysis and chi-square techniques were employed as statistical procedures.

Tools:

An Attitude scale having twenty six Likert type items was used as a research tool of the study.

Findings:

The main findings of the study were:

(1) There was no consensus either among students for favouring or disfavouring the semester system; (2) The system was favoured by both teachers and students on certain positive aspects. The system was found to be useful by them on account of the fact that it helped to divide the curriculum into smaller units, that the short duration made learning and teaching more regular and that it kept the students busy throughout the year; (3) It was not favoured by them because students were not oriented to studying under this system, they found it difficult to adjust themselves, it needed a lot of planning and there was delay in admission and the starting of classes; (4) Both the teachers (96 percent) and the students (94 percent) tended to agree that the system could be successfully implemented with a smaller teacher-pupil ratio of 1:30. The teachers
and the students suggested that the orientation programmes should be conducted for teachers to work under the system.

(5) Both the teachers and students (80 and 85 percent respectively) favoured the system since it reduced the stress and strain on the mind of the students. But the students felt that the system reduced the opportunities for co-curricular activities to which about 45 percent teachers agreed. A majority of the students (78 percent) and the teachers (75 percent) tended to favour the system as it helped to reduce the uncertainty of one's success by expanding the scope of evaluation based on the performance throughout the semester.

(6) The chi-Square test revealed no significant difference in the attitude of the teachers of institutions for women and of those working in co-educational institutions;

(7) There was no difference in the attitudes of teachers and students of women's institutions the disciplines of physical sciences and social sciences. There was a significant difference in attitude of teachers and students of general education institutions and professional institutions;

(8) The student coming from different income groups and from different family sizes differed in their attitude towards the semester system of education.
Objectives:

The major objectives of the study were: (1) To study the attitude of rural and urban students towards national defence; (2) To find out the relationship between national defence and socio-economic status (SES), (3) To identify the social values of subjects in relation to their attitude towards national defence; and (4) To understand the relationship between sex and national defence attitude.

Sample:

A sample of 690 students was chosen randomly from recognised high schools and intermediate colleges of Kumaun region. The sample consisted of urban boys (UB, 135), Urban girls (UG, 147), rural boys (RB, 341) and rural girls (RG, 67).

Procedure:

The National Defence Attitude Scale (NDAS), SES and measurement of study of the values were administered among sample subject to collect the data which were analysed with the help of mean, S.D. and t-test.

The National Defence Attitude Scale (NDAS) and SES Scale were used as the tools of the study.

Findings:

The main findings were:

1. No significant difference was found between the rural and the urban students in the area of national defence attitude;
2. The students coming from different SES strata were found to be almost similar in their attitudes towards national defence;
3. No remarkable difference was identified in the level of national defence attitude of RB and RG as well as of UB and RG;
4. A significant difference in the mean national defence attitude scores of RB and UG and similarly of UB and UG was found;
5. The rural and the urban boys of all groups of SES (high, Moderate and low) were more or less similar in their social values;
6. Similarly subjects belonging to different SES groups had shown negligible difference in their social values whereas in case of RG a significant difference between high and moderate as well as between high and low SES groups was identified;
7. RB of low and moderate SES groups had shown differences in their aesthetic and religious values but were found to be almost similar in the area of political, economic and theoretical values;
8. RB of high and low SES groups differed only in the area of theoretical and aesthetic values while no remarkable difference in the area of
social values was identified between high and moderate SES group rural boys; (9) No significant difference in the social values (related to all the five areas) of UB belonging to low and moderate as well as to high and low SES groups were found; (10) The difference between high and low SES group UB was found to be significant only in the area of theoretical values; (11) The comparisons in the social values of RG of high and low SES groups as well as of low and moderate SES groups had not shown any significant differences but a significant difference between moderate and high SES groups was found in their political values; (12) UG of high and moderate SES groups were found to be almost similar in all the five areas of social values whereas a significant difference between low and moderate as well as of high and low SES groups was identified in the area of economic values.

3.4.7 A Study of Attitude towards NCC Training of Girls Students of Intermediate Level

Objectives:

The major objectives of the study were (1) To

develop feelings of cooperation, self dependence and discipline among girls through NCC training, and (2) To develop sentiments regarding self-respect, moral duties, character-building and patriotism.

Sample:
First, intermediate girls' colleges were selected randomly from three districts—Nainital, Rampur and Muradabad. Then 500 girls of intermediate level from the arts (N=350) and Science (N=150) streams of these sample institutions were chosen randomly.

Procedure:
The SES and the five-point attitude scale were administered to the sample subjects and the collected data were analysed with the help of quartile deviation, Coefficient of correlation and t-test.

Tools:
The SES scale and The Five Point Attitude Scale were used as tools in this study.

Findings:
The main findings were: (1) The girls showed keen interest in NCC training; (2) The girls with different socio-economic status backgrounds had a highly favourable attitude towards NCC training; (3) People of high and low income groups were similar in their attitudes.
towards NCC training; (4) As compared to the Arts Group students, the Science group students had a highly favourable attitude towards NCC training; (5) The attitude towards NCC training was almost similar in Brahmin, Kshatriya, Vaishya, Kayastha and Muslim girls; (6) The students of Government Khurshid Girls' Inter College, Rampur had a highly favourable attitude towards NCC training as compared to the students of the remaining five girls colleges; (7) The guardians with different vocational statuses had almost similar attitude towards NCC training programme for girls.

3.4.8 Attitudes of Teachers and Administrators towards Population Education in Rajasthan.

Objectives:

The major objectives were: (1) To concretize the concept and scope of population education with particular reference to school environment; (2) To evolve an attitude scale for finding out the attitude of teachers and administrators of the department of education, Rajasthan, towards population education; (3) To find out the reliability and validity of the attitude scale; (4) To develop

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sex-wise norms of attitude in relation to teachers and administrators; and (5) To compare the attitudinal differences between the teachers and administrators of the Department of Education, Rajasthan.

Procedure:

An attitude scale based on the Likert type was prepared and standardized on the teachers and administrators of the State of Rajasthan. The scale was based on the accepted principles and procedures used for the attitudinal measurement and scaling in the educational world.

Tool:

An attitude scale constructed by the investigator was used as a tool of the study.

Findings:

The study revealed: (1) The reliability of the attitude scale ranged from 0.516 to 0.887; (2) The validity coefficients of the scale varied from 0.05 to 0.54 in case of teachers and from 0.15 to 0.35 in case of administrators; (3) There was no significant difference between the opinion of male and female teachers of Rajasthan, towards population education; (4) There existed a significant difference between the attitude of male and female administrators; (5) The higher scores of the administrators were more seasoned and experienced persons in comparison to the teachers, and therefore, could better
understand the importance of population education; (6)
The opinion of female teachers and female administrators
was, by and large, the same in the case of population
education; (7) The teachers and administrators differed
significantly in their opinion towards population education.

3.4.9 An Investigation into the attitude of
the Teacher Educators towards the
programme of Non-Formal Education
leading to life long Education in Thailand.16

Objectives:
The objectives of the study were: (1) To construct
a tool to measure the attitude of teacher educators towards
the non-formal education (NFE) Programme; (2) To study
the attitude towards the NFE programme of teacher educators
possessing different levels of creativity; (3) To compare
the attitude towards NFE programme of teacher-educators
with different levels of experience; and (4) To compare
the attitude towards the NFE programme between male and
female teacher educators.

16 Unchai Pramua, An Investigation into
the Attitude of Teacher Educators
Towards the Programmes of Non-Formal
Education leading to life long Education
in Thailand, Unpublished Ph.D. Thesis,
Sardar Patel University, Vallabh
Vidyanagar, 1986.
The investigator constructed and standardized an attitude scale to measure attitude towards the NFE programme by following the Likert method of Summated Ratings. Initially, 153 scale items were prepared and on the basis of t-value, 60 items were selected for inclusion in the final form of the scale. The reliability of the scale as determined by the test-retest and split-half method was 0.93 and 0.97 respectively. The stanine scores were determined for the study of the other variable. The creativity Test by Donald W. Mackenan was adopted. Its reliability was established by the test-retest method and was found to be 0.83. The 3x2x2 factorial design was adopted and analysis of variance technique was used for testing the hypotheses.

The investigator used an Attitude scale to measure attitude towards the NFE programme as a tool for the study. For the study of the other variable, the investigator used the Creativity Test by Donald W. Mackennon.

The major findings were: (1) The teacher educators possessing high creativity level were significantly better in their attitude towards the NFE programme than those possessing moderate creativity level; (2) The
teacher educator possessing moderate creativity level were significantly better in their attitude towards the NFE programme than those possessing low creativity level; (3) Male and female teachers educators possessing high creativity did not differ in their attitude towards the NFE programme; (4) Teacher educators having more experience did not differ significantly from those with less in their mean attitude scores; (5) There was no interaction between creativity level, sex, and experience; (6) There was a definite linear trend in attitude towards NFE across the creativity level. This confirmed the trend that the teacher educators having high creativity level had a more favourable attitude towards NFE than those with other creativity levels.

3.5 RATIONALE OF THE PRESENT STUDY

Attitude is one of the aspects of psychology, that are related to learning. One basic observation, which is verified by research, is that there is a remarkable difference in attitude trait from individual to individual. Similarly, there is a remarkable difference in attitude aspect from individual to individual.
There is a lack of consistency in the pattern of attitude and behavioural expectances of the individuals. Various studies on attitude would throw some light on this phenomenon.

The review of research studies made in this chapter showed that certain factors like area, sex, grade, intelligence, socio-economic status, personality etc. had effect on the attitude.

The review of related studies helped the investigator to select the independent variables and a research method pertaining to the problem in hand.