CHAPTER III

REVIEW OF PAST WORK

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"The competent physician must keep abreast of the latest discoveries in the field of medicine, obviously the careful investigator should become familiar with the location and use of sources of educational information."

In any research 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. So it is essential for the investigator to study the past and allied work done in the field with a view to developing an insight into the problem as well as in planning and design, and also with a view to finding out technique employed for studying attitudes scales used in the measurement of attitudes.

3.1 IMPORTANCE OF REVIEW

Review of related literature is an important step because it gives the idea about different approaches, methods, tools, samples and analysis.

It also helps us to know that what difficulties were faced by the research workers and what are the remedial steps.

The most important thing that it helps the research worker in deciding whether he duplicated the work.

J.C. Aggrawal indicates the importance of the review as follows:

1. The review of the literature is the basis of the most of the research projects in the physical science, natural science, social science and humanities.

2. A review of the related literature gives the scholar an understanding of the previous work that has been done.

3. The results of the review actually provide the data used in research.

4. It enables us to know the means of getting to the frontier in the field of our problem. Until we have learnt what others have done and what still remains to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field.
5. A review of the literature would develop the insight of the investigator.

6. The importance of the review is quite obvious in delimiting the research problem and in defining it better.

7. The review of literature will give the student the insight he needs to convert his tentative research problem to a specific and concise one.

8. A review of the literature can help the research worker in making him alert to research possibilities that have been overlooked.

9. In the process of reviewing the literature, the student is on the alert for finding out research approaches in his area that have proved to be sterile.

10. The review of the literature provides us with an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research workers. This in turn will lead to significant improvement of the research design.

11. A careful consideration of the chapters entitled 'recommendations for further research' in various
research studies guides regarding the suitability of the problem and in assisting him delimiting the research problems.  

Meaning of the related study

Study of the related literatures implies locating, reading and evaluating reports of research as well as the reports of casual observation and opinion that are related to the individual's planned research project.

Walter R. Borg emphasizes the meaning of related literature as:

"The literature in any field forms the foundation upon which all future work will be built".

It is with these objectives, the review of the related and past work done was carried out and a few related studies are described here.

The investigator tried to procure the studies on reading attitude of pupils. As a first source the investigator referred to encyclopedia and other available journals.

3. Ibid., p. 108.
The investigator while referring to journals, magazines and other reading material found that amongst many aspects of reading much work has been done in the field of reading readiness, reading comprehension and reading interest. But so far as this problem is concerned very little work has been done in this area of reading. The following paragraph is the evidence for the work done.

"Research in reading has not explored some basic questions about attitudes such as the relationship between pupils attitudes and reading achievement or the change of attitude toward reading over a period of time. The most probable reason that this aspect of reading has been neglected and that valid and reliable assessment tools have been lacking."

Studies particularly in the area of reading attitudes are not available. Hence it was thought that a few studies in the area of reading be reviewed which can help the investigator to develop some insight into the problem.

The review of related literature is divided into two parts:

1. Work done in foreign countries.
2. Work done in India.

3.2 REVIEW OF WORK DONE IN FOREIGN COUNTRIES

Here an attempt is made to procure a few studies in this area from different research journals. The related one are described and reviewed here:

Study I: Vaughan, Joseph L., Jr. 1977, studied a scale to measure attitudes towards teaching reading in content class rooms.

They describe the design of a rating scale to measure secondary teachers' attitudes towards teaching reading in content area class rooms. The co-efficient of internal consistency was reported to be 0.87 for the scale. Two aspects of reliability internal consistency (0.87) and stability (0.77) were examined relative to the scale; and 3 aspects of validity - convergent validity, sensibility to treatment and discriminent validity - were included in the construct validation.

Vaughan reported that resulting data support the conclusion that the scale has a reliability higher then

that typically found in measures of affective constructs, as well as strongly suggesting that it has construct validity. There are 15 items in the scale and they are scaled on 7 point by using Likert method.


They report the construction of a semantic differential instrument to assess primary school teachers' attitudes towards reading and the teaching of reading. Both the semantic differential instrument and a standardized test of reading comprehension, the co-op Y reading comprehension test, were administered to 317 final year primary school student teachers from 5 Victorian teachers' colleges. This was done to with an objective to see whether favourable attitudes associated with reading and the teaching of reading were positively related to reading achievement.

The data were analysed in 2 ways: One with attitudes about reading operationally defined by 6-SD evaluation scores and once with such attitudes defined by S-D distance

scores. Although sex differences were not marked, the analysis was limited to the data from females only (N = 281) because of the small number of males (N = 36). Of the 6. SD evaluation scores used to define attitude to reading, 2 were significantly related to reading achievement.

The association between achievement and attitude toward reading thus received tenuous support. Teachers' reading achievement was not significantly related to positive attitudes toward teaching reading to children. The evaluation method of analysing the SD data appeared more sensitive than the distance measure in detecting the association between attitude and achievement.

**Study III**: Eunice N. Askov and Thomas J. Fischbach. (1973)7 investigation of primary pupils' attitudes toward reading.

**Objectives**

1. To study the pupils attitudes of first and third grade.

2. Whether a diagnostic teaching approach in reading would result in more positive attitudes toward

reading on the part of the children involved.

**Tool used**

*Non-verbal reading attitude inventory.* The paired comparisons format, proved effective. A child is asked to choose between a picture of child reading and a picture of engaged in a favourite recreational activity (as determined by interviews with children) by making the picture depicting the activity that he prefers to do after school and on weekends. Distractors, involving a choice between two recreational activities are included. The test contains only fifteen items out of which eighteen of them involve reading activity. The remaining are treated as distractors. Thus a score of 18, indicating that the child consistently choose reading over other activities is the highest possible score and 0 the lowest.

**Conclusions**

Although definite conclusions cannot be drawn on the basis of study. The results do raise interesting questions about the relationships among variables. Particularly interesting is the relationship between attitude and achievement. With the effects of sex grade and grade by sex interaction controlled, attitude scores are positively related to paragraph meaning sub-test scores.
but not to scores on the word Reading Sub-test. Since the paragraph meaning sub-test assesses the global reading process while the word reading sub-test primarily measures vocabulary, a favourable attitude toward recreational reading might indeed be associated with good readers who have few comprehension difficulties. The other findings are also described below:

Girls have more positive attitudes toward reading than boys, both before and after removing the effects of achievement. This difference is in line with the expectation of role differences between boys and girls. Boys generally are expected to vigorous activities or hobbies over reading, the reverse is expected girls grade placement does not have a significant relation to attitude toward recreational reading.

Apparently first graders in this sample had some concept of independent recreational reading and were able to exhibit either positive or negative attitudes toward it. In general attitude toward recreational reading tends to remain stable over the summer. The stability of scores might also be inferred as another evidence of test reliability. If great fluctuation in scores had occurred, one might question the accuracy with which attitude was assessed.
3.3 STUDIES DONE IN INDIA

Study IV: Supkich Sotud of Sardar Patel University Vallabh Vidyanagar (1979) studied a study of the reading attitudes of pupils of class VIII of secondary schools of Central Region of Thailand.

The objectives of the study are:

1. To study the reading attitude of pupils of class VIII of secondary schools of Central Region in Thailand.

2. To compare the reading attitude of pupils of Government Schools and private schools of the Central Region of Thailand.

3. To compare the reading attitude of the students coming from urban schools and coming from rural schools.

4. To study the sex differences in the reading attitudes of pupils of class VIII.

5. To classify the pupils according to the degree of attitude.

6. To study the relationship of reading attitude with achievement in school subjects.

Limitations

The present study is confined to 500 students of secondary schools of ten provinces of Thailand.

Tool used

Reading attitude scale prepared by Dr. B.V. Patel. It is translated to Thai language.

Conclusions

1. The boys have more favourable attitudes than their counter part.

2. Pupils of urban area have more favourable attitude than their counter part.

3. Pupils studying in Government schools have more favourable reading attitudes than the pupils studying in private schools.

4. Age and reading attitudes have no relation that is the increasing age does not mean the pupils will show more favourable reading attitude and vice-versa. The pupils of age group 14 for one or the other reasons have the highest reading attitude score than the remaining age groups under study.

The following were the objectives of the study.

1. To study Reading Achievement of boys and girls in relation to the combined effect of attitude and anxiety.

2. To study absolute relationship of attitude and anxiety with Reading Achievement.

3. To study the differences between the Reading Achievement of boys and girls.

4. To study Reading Achievement of boys and girls in relation to their attitude towards reading.

Limitation

The study is restricted only 200 students of class VIII of secondary schools situated in urban and rural areas of Kaira District.

Procedure

Casual comparative methods were used for the analysis of data both descriptive and inferential.

statistical methods and techniques such as mean, SD, Mdn, analysis of variance, Duncan's Range Test, Product moment correlation and partial correlation were used.

**Tools used**

- Reading Ability Test
- Reading Attitude Scale
- The Text Anxiety Scale for children (T.A.S.C.)

**Findings**

1. Students of group 5 and group 1 are found better in Reading achievement in comparison to the students of group 4 and group 8, group 5 and group 1 have favourable attitude towards reading and low anxiety.

2. Group 5 and group 1 and entire sample of boys and girls do not show any significant difference in their reading achievement. Consequently sex does not play any role in reading achievement.

3. Attitude and Reading Achievement show absolute positive significant relationship between them.

4. Girls show more significant positive attitude towards reading, hence they could be better readers.

5. Anxiety and Reading Achievement show absolute negative significant relationship. Hence higher the anxiety lower the Reading Achievement.
6. Girls are more anxious than boys, hence the point of low anxiety is in the favour of boys.

7. Girls have a favourable factor of attitude but higher anxiety is a negative side, however attitude is more related to Reading Achievement than anxiety to R.A. So they balance the achievement of girls in Reading Achievement.

Besides this, it is found that there are other studies carried out in the area of attitude measurement but they are not directly related to topic on hand. For information studies are cited here. They are either related to the construction of the attitude scale or study of attitudes towards some institutions, object, subject or an idea in context of certain variables.

3.4 OTHER RELATED STUDIES

**Study I :** A Study of the Attitudes of Primary School Teachers towards basic education by Shri D.H. Suthar of Sardar Patel University, Vallabh Vidyanagar, M.Ed. dissertation, 1972.

**Study II :** A study of attitudes of young towards the Aged. by Mrs. M.S. Warty of M.S. University, Baroda for her Ph.D. degree in 1967.
Study III : Students attitudes towards Hindi by Shri M.M. Chokshi of M.S. University for his M.Ed. degree in 1962.

Study IV : An Attitude scale to measure the attitude of secondary school teachers of Gujarat towards the teaching profession by Y.F. Patel of M.S. University, Baroda for her M.Ed. degree in 1959.


From the review of the past studies either related to the topic or pertaining to the construction of the attitude scale, it is found that most of the investigators have used Thurstone and Chave method of constructing and standardizing the scale. Very few have used Likert method. The review thus helped the investigator to decide the method to be adopted for the study of reading attitude of pupils of high schools. The investigator after
carefully weighing the pros and cons of the different methods used for constructing and standardizing the attitude scale, came to conclusion that though the Thurstone method is time consuming method of preparing and standardizing a scale as it involves the scaling to be done by judges selected from the society will quite suitable and appropriate for constructing and standardizing the present scale for measuring attitudes towards reading. Accordingly Thurstone method was selected for the purpose.