CHAPTER II

REVIEW OF PAST WORK

2.0 INTRODUCTION

2.1 PURPOSE OF REVIEW

2.2 RESEARCH WORK DONE IN FOREIGN COUNTRIES

2.3 WORK DONE IN INDIA

2.4 OTHER STUDIES

2.5 CONCLUSION
2.0 INTRODUCTION

It is necessary for any research worker to study the past work done in the area in which he is prepared to work. Review work of research literature is essential for researcher to develop an insight into the problem and helps him indirectly to frame out an appropriate design for the problem in hand. Study of related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinions, which ultimately provides insight to the researcher to put his work on a logical foundation. Borg rightly said: The literature in any field forms the foundation upon which all future work will be built.\(^1\) Carter further explains the relevant importance of research review. 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 definition of the problem background for selection of procedure and comparative data for interpretation of

\(^1\) Aggarwal, J.C. Educational Research. Agya Book Depot, New Delhi, 1966, P.86
results, in order to be truly creative and original one must read extensively and critically as a stimulus to thinking.²

2.1 PURPOSE OF REVIEW

Besides this, some other substantial reasons that the researcher called out and supported by Aggarwal are as follows.

(i) The review of the literature is the basis of most of the research projects in physical sciences, natural sciences, social sciences and humanities.

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

(iii) The results of the review actually provide the data used in research.

(iv) It enables the researcher to know the means of getting to the frontier in the field of our problem. Until it is learnt what others have done and what still remains to be done in the area, one cannot develop a research project that will contribute to furthering knowledge in the field.

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

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

(vii) A review of the literature would develop the insight of the investigator, the information thus, gained will save the researcher much time.

(viii) A review of the literature can help the research worker to making him alert to research possibilities that have been overlooked.

(ix) A careful consideration of the chapters recommendations for further research in various research studies guides the researcher regarding the suitability of a problem and in assisting him in delimiting his research problems.

(x) The review of literature provides the researcher with an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research workers. This is inturn will lead to significant improvement of the research design.

Keeping in view these points in mind the researcher has made an attempt to review the available literature on the problem. The review has been presented as under:
(i) Work done in Foreign countries,
(ii) Work done in India.

2.3. RESEARCH WORK DONE IN FOREIGN COUNTRIES

Here are a few selected research reviews procured from the abstracts presented in some magazines and edited books reporting such abstracts.

Study-1

A Study of Thai Primary School Teachers' and Educational Administrators' attitude towards population education in Thailand.  

Objectives:

The objectives of this study were (i) to find out the knowledge concerning population problem, (ii) to find out attitude towards population education.

Tools & Techniques

The researcher prepared an attitude scale based on Likert's techniques. The attitude scale covered the following area. (i) Population growth and its consequences (ii) Role of the schools and population educators in extending the population policies of the government (iii) Family planning and population policy (iv) Attitude towards population Education activities.

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Sample :
The sample consisted of 1083 primary school teachers and 436 educational administrators. The above sample was randomly selected from the sixteen provinces of Thailand.

Findings :
The findings of the research were as follows (i) Primary school teachers and educational administrators included in the research sample showed lack of knowledge regarding the role of natural population increase in Thailand. (ii) Among the primary school teachers negative correlation was observed between the levels of training and knowledge of the government population policy. (iii) Positive attitude towards the population education were observed. (iv) People were ready to accept population Education Programme. (v) The primary school teachers and educational administrators included in the survey, agreed upon the level and the subject at which the population Education Programme was to be introduced. (vi) Schools were ready to implement Population Education Programme. (vii) The upper secondary school level was the most favoured level for introducing population education and the upper and lower primary schools level were least favoured. (viii) The subject of social study was the most appropriate subject, while English was the least appropriate subject for introducing population education programme.
Study II

Population pressure in Egypt - A Curriculum unit for student of world culture.  

Objectives:

The objectives of the study were (i) to overcome the shortcomings of traditional social study materials and teaching strategies which gave very little attention to the role of population dynamics.

Tools & Techniques

In 1967, Allen in consultation with professor Edwin, developed curriculum units on historical demography for students and their teachers which did not put emphasis on achieving the objectives of social studies but put emphasis on increasing concern over population dynamics.

The unit consisted of the following (i) Student booklet which contained reading material and activities, (ii) A teacher guide with lesson plans and evaluation materials, (iii) Audio Visual kit consisting of studies and transparencies.

Findings

The findings of the research were (i) Social studies students learnt concept of demography. (ii) Students applied their knowledge regarding demography to explain the historical events and contemporary problems. (iii) Students examined successfully the impact of population pressures upon

the aspiration and developmental plans of emerging nations. (iv) Students developed insight into the problem of the quality of human life. (v) The syllabus of social studies should include the problems pertaining to over population with a view to developing understanding among students about the benefits of a small family.

Study III

Elite perceptions of populations problems and potential solutions. Research to guide an elite oriented population education programme in Kenya.5

Objectives

The objectives of the study were (i) to find out factual information on the elite audience by the local organisations responsible for developing a communication strategy in support of Kenya's family planning programme. The study consisted of three major elements. (a) A case study of the emerging support for a population policy in Kenya since 1952. (b) An analysis of the results of interview conducted with elites of Kenya in 1971. (c) A content analysis of statements given by elite in the local press since 1967.

Sample

The sample consisted of 10 ministers of government,

education project. (iii) to develop the population education programme.

Tools & Technique

The methodology followed in the research was as follows.

The elementary and secondary teachers were trained to develop curricula and material in the subject of social studies, science, mathematics, health and home economics to integrate and to spread the population concepts for one week. Six week intensive training course with emphasis on population content based more on a discovery oriented methodology and theoretical and practical aspect of population education was conducted for the future staff of population education programme.

Findings

The findings of the research were (i) Researcher succeeded in serving as a catalyst in completing the training programme which were arranged for future workers of population education programme like primary school teachers, secondary school teachers and persons working in the training institutions. (ii) Population Education curriculum for elementary and secondary school was developed. (iii) Training programme succeeded in developing the capacities of persons attached to population education programme to implement it successfully.
Study V

Knowledge, attitude and beliefs about population education of teachers in Thailand. A comparison of secondary school teachers in training and instructors in teachers' training institutions.7

The objectives of the study were (i) To know attitudes towards limiting growth in Thailand, participating in population education in activities, family planning and related matter and teaching of family planning in the schools. (ii) to investigate the beliefs regarding proper age of first marriage, ideal number of children for the people of various age-groups. Consequences of population growth and feasible strategies for establishing a population education programme.

Tools & Techniques

The researcher prepared a questionnaire keeping in view the following aspects of population education. (i) Elementary facts on population matters, the national population policy, methods of family planning, sources of information and family planning service of Thailand.

Sample

For this study data were randomly collected through the nation by the population education project North Carolina university in 1974. The sample consisted of 3149 person, out of which 1228 were secondary school teachers, 682

instructors and 1239 teachers in training. Relative frequencies one way analysis of variance with non orthogonal design were the principal means of data analysis.

Findings

The findings of the research were (i) Knowledge about elementary facts of population matters of Thailand was poor among all the groups of teachers. (ii) Teachers did not know much about the national population policy. (iii) Teachers of all the groups had knowledge about the ovulation period for women and contraceptive device for men. Sterilization was the most well known method of family planning. Hospital was the most known family planning service centre. (iv) Most of the teachers in all the three groups agree upon (a) to limit population growth (b) to introduce population education in the schools (c) to participate in population activities (d) to accept family planning as a means (e) to participate in family planning programme and to develop teaching materials regarding family planning. (v) The teachers had following beliefs about the population education, (a) the age of girls should be 21 to 25 years and for boys it could be 26 to 30 years at the time of first marriage. (b) Family with an income of less than 1000 baths should have three or more children. (c) The present rate of population growth would lead to serious problems regarding the social and economic development of Thailand. (d) Population education should be introduced in the school curriculum as well as in adult education programme. (e)
Teachers had different beliefs about the level at which population education should be introduced.

Study VI

High School teachers' readiness for population education. 8

The objectives of the study were (i) to find out the level of knowledge of understanding of teachers regarding the basic concepts of demography, (ii) to know the attitudes of the teachers towards population education.

Tools & Techniques

The questionnaire was prepared by the researcher. The questionnaire was administered to 1000 teachers teaching social sciences, mathematics, and natural sciences. The sample was selected randomly from the different parts of the United States of America.

Findings

The findings of the research were (i) Teachers had only an elementary knowledge about demography. (ii) Only 15 percent of the teachers could estimate the time to reach zero population growth in U.S.A. Once replacement fertility levels were established. (iii) The majority of persons included in the sample could not answer correctly, the questions on world population size, doubling time, depending ratio patterns, rural-urban proportions and the causes of

recent population growth. (iv) Most of the teachers agreed that population education should be the part of high school curriculum. (v) 48 percent of the teachers agreed that the subjects they were teaching were appropriate to introduce population education. (vi) Teachers who were teaching social sciences showed education more favourable attitude towards population compared to other teachers.

**Study VII**

Population Education case studies on the implementation process in secondary schools.  

The objectives of the study were (i) to know the status of the population education process which were implemented in secondary school, (ii) to explore the circumstances and events when individuals recognize the need for population education, (iii) to explore attempts made to introduce population topics within standard curriculum and schedules, (iv) to study the various factors which influenced the implementation process.

**Tools & Techniques**

The case study method was used. The main source of data were the precourse survey written and telephone logs, a school visit and a final interview.

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Findings

The findings of the research were (i) individual teachers had the greatest influence on the kind and quality of implementation. (ii) the success depended upon how appropriately the topics, materials and activities regarding population education was knitted into the existing course content.

Based on these findings the infusion strategy was advocated as the method by which implementation was most likely to occur, using this approach population topics were included into existing course content and teaching schedules.

Study VIII

A curriculum on population education for the Nigerian Secondary Academic Schools.¹⁰

The objectives of the study were (i) to review the existing literature regarding population education which was included in the school curriculum of advanced as well as developing nations. (ii) to develop a systematic curricula for population education to be used in the Nigerian Secondary Academic Schools.

Findings

The findings of the research were (i) Population education was existing in the school curriculum of only a

few countries. (ii) The analysis of two curriculum materials representing the orientations of the advanced and developing nations within the frame of a conceptual model developed by the author showed that both of the selected curricula lacked emphasis on the essential concepts of population dynamics. (iii) The outline of course and the description of content were generated from the structure of population education in the study.

2.3 WORK DONE IN INDIA

In this part of the report, the researcher has made an attempt to review the work done in India.

Study IX

Developing a curriculum in population education for secondary teachers under training. ¹¹

The objectives of the study were (i) to develop a curriculum in population education for secondary teachers under training (ii) to select content and the learning experiences in the curriculum and to arrange the content on specific heads of teaching learning units. (iii) to tryout

the developed curriculum in the normal setting of a secondary teachers training college. (iv) to evaluate the effectiveness of the curriculum in terms of the resultant change in the knowledge, understanding and attitude of the student teachers.

Sample

200 teacher trainees of secondary training college, Ahmedabad during the academic year 1978-79 formed the sample, out of this 89 were women and 111 were men. 72 teachers were married and 128 teachers were unmarried.

Tools & Techniques

(a) A curriculum model was developed in six phases namely diagnosis formulation of objectives, selection of content, selection of learning experiences, organization of content and learning experiences and lastly evaluation. The curriculum thus developed was tried out and evaluated during the academic year 1978-79. (b) The model was consisted of ten areas of knowledge, on different aspects of population together with different co-curricular activities reflecting the message of population education was tried out on 200 teacher trainees of the secondary training colleges. An objective type knowledge test, and an attitude scale based on the Likert techniques (Methods of Summated Ratings) developed for the purpose served as the pre and post test.

Findings

The findings of this study were (i) A Curriculum
model for imparting population education to the trainees of secondary teachers training college was developed. The model drawn the content from the following ten areas (a) Introduction to population education (b) Population dynamics and population situation, (c) Population growth and economic consequences, (d) Population growth, environment and natural resources, (e) Population growth and food problem, (f) Population growth and social implications, (g) Population growth and urbanisations, (h) Population growth and education, (j) Population growth family life, health and nutrition. (j) Teacher as a population educator. (ii) The curriculum model developed on the basis of this study was effective in carrying the message of population education to the teacher trainees (iii) The model did not help in imparting the knowledge of population dynamics and the effect of population growth on developmental programmes but also helped in developing a positive attitude among teacher trainees towards the introduction of population education in the school curricula. (iv) The ten topics included in the model were taught in 20 periods of 40 minutes each (2 period for each topic) and another ten periods were required for imparting the message through co-curricular activities.

Thus it was established by this study that it was possible to impart an effective training programme in population education to the teachers under training in secondary teachers training colleges in a programme lasting for 30
periods of 40 minutes duration.

Study X

To develop a learning package on population education and to study its effectiveness.12

The objectives of the study were (i) to develop a multimedia package on population education, (ii) to find out the effectiveness of the multi-media package in terms of achievements.

Sample

The selected sample of 260 students from Surat city were used by the researcher. There were 130 students in controlled and 130 students in experimental groups.

Tools and Techniques

The investigator used the following tools.

(i) The tape recorded dialogue of three experts on population education
(ii) Work-book - 1
(iii) Work-book - 2
(iv) Three films
(v) Eighteen slides
(vi) Four question sheets
(vii) Instructional Manual
(viii) Criterion test

Findings
The findings of the study were (i) The learning package was more effective than the traditional method in teaching the content of population education to the pupils of class IX, (ii) It was concluded from the results that the package was successful in teaching the content of population education to the pupils of class IX. (iii) It was concluded that through the traditional teaching the knowledge regarding population education in pupils of secondary schools enhanced considerably. (iv) The city group gained higher than the remaining two groups. From the results it was concluded that treatment given to the experimental group proved to be more effective for the city students to rural students performance of the two pupils was the lowest among the three sub-groups. It was not possible for the researcher to find out or to suggest the factors which led the city students to the highest performance.

It was concluded that the traditional method was least effective to the pupils of two groups. This finding was a matter of further research. It would be interesting for the investigator to know difference of various teaching approaches on various groups of students.

Study XI
Trying out a strategy of bringing about attitudinal change in the context of population education.  

The objectives of the study were (i) to prepare and try-out and attitude scale to know the attitude of students of class IX, people and field workers in the family planning programme towards population education. (ii) to study the effect of multi media learning package on attitude towards population education.

(a) to study the attitude of students of class IX of the secondary schools towards population education after administering the learning package on population education.

(b) to study the attitude of people towards population education after administering the learning package on population education.

(c) to study the attitudes of the field workers in the family planning programme towards population education after administering the learning package on population education.

Sample

The sample consisted of three categories (i) 1000 students of class IX of the secondary schools of Surat city and rural area. Boys and girls were included in the sample. (ii) 300 people of Surat city and rural area which included male and female. (iii) 100 field workers in the field of family planning programme which included urban and rural area, male and female from Surat city.

Tools & Techniques

The investigator used (i) Attitude scale for
treatment of learning package also showed significant positive improvement (at 0.05 level) in the attitude towards population education. (vii) The male people (No. of subjects - 150) who were exposed to the treatment of the learning package showed significant positive improvement (at 0.05 level) in the attitude towards population education.

Study XII

A study of population awareness among school students in Goa (standard VII to XI) as well as teachers and parents and their reactions to the inclusion of population education in the school curriculum.14

The objectives of the study were (i) to assess the degree of awareness of population among Goan school children and their teachers and parents. (ii) to find-out their preparedness for the inclusion of population education in the school programme. (iii) to understand their views about the ways and means of introducing population education in the school system. (Standard VII - XI).

Sample

(i) The sample consisted of about 2039 students which formed 5 percent of students population from standard VII to XI from eleven talukas of Goa district. (ii) The teacher sample consisted of 400 middle school and secondary school

teachers which formed about 15 percent of the total number of teachers teaching in middle and secondary schools in Goa in 1970-71. (iii) The parent sample consisted of a representative sample of 200 parents from different socio-economic strata covering all the eleven talukas of Goa district.

Tools & Techniques

In order to survey the opinion of students, teachers and parents separate questionnaire was developed for each category so as to elicit their opinions. The students questionnaire consisted of nineteen items. The teacher questionnaire consisted of eleven items and the parents questionnaire consisted of eleven items.

Findings

(i) Great majority of Goan students were aware of the population problem of the country. (ii) They were willing to learn more about population. (iii) Nearly 50 percent of them desired to learn it as incorporated with other subjects of the school curriculum. (iv) The school teachers of Goa were sufficiently aware of the population problem of the country as a whole. (v) They were in favour of introducing population education in the school curriculum. (vi) They desired the integration of population education with major subjects of the school curriculum. (vii) They were in favour of teaching sex education along with population education. (viii) They wanted population education to be taught by teachers themselves but with some training. (ix)
The parents also felt that population education should be introduced in schools. They were of the opinion that it should be taught by teachers themselves rather than by outside experts. Some teachers of the schools should be given specialized training so that they might teach the contents of population education effectively.

**Study XIII**

Developing population education curriculum for out of school youths. 15

The objectives of the study were (i) to develop the content of the curriculum by eliciting opinion of educators and national planners. (ii) to categorise the different contents into suitable categories. (iii) to develop the objectives and contents of population information to be given to out of school youths. (iv) to develop a curriculum model for the out of school youths.

**Sample**

The theoretical model of the curriculum was tried out on 300 students of Bangladesh.

**Tools & Techniques**

Two questionnaires, one to elicit experts opinion on the objectives and the other on the contents of population education were developed.

Findings

The curriculum model developed for imparting population education for out of school youths included the following five areas. (i) population situation in family, community and country. (ii) Population growth: factors affecting population growth, causes and nature of population growth in Bangladesh. (iii) Consequences of rapid population growth on (a) quality of life, availability of food, clothing and shelter (b) Economic and social facilities, resources, health and medical facilities, nutrition, water supply, educational facilities, transportation, employment facilities, law and order situation. (c) Environmental pollution and ecological balance. (iv) Population control for better living beliefs and superstition, responsible parenthood role of family planning personnel. (v) Human reproduction and methods and devices of birth control.

2.4 OTHER STUDIES

The main aim of the experiment was to develop suitable curriculum for the pupils of grade VIII to IX and test its effectiveness in imparting the message of population education.16

Sample

The sample consisted of 250 pupils from five schools

Design and Approach

The curriculum was developed on the basis of the factors influencing everyday life in the family and covering the following topics.

(a) Significance of population education.
(b) Population education and environmental factor.
(c) Decision making in families.
(d) Home relationship.
(e) Role perception, role and status of women.
(f) Health and Hygiene.

As a part of the package programme the curriculum contained 12 experiments covering the following major theme.

(a) Let us prepare our budget.
(b) Visit to a planned family.
(c) How shall we save.
(d) My image of a family.
(e) How many are we - our population.
(f) Collective efforts.
(g) Proverbs.
(h) Bring the city back to people.
(i) Shall we have ourselves ?
(j) Why is it so ?
(k) The biggest problem.
(l) Changing values.

The effectiveness of curriculum was found by five

2.5 CONCLUSIONS

From the review of the past studies which were related mostly to the present problems, the investigator got an insight into the selection of the proper method of constructing the tool and collecting the data and its analysis. The review also helped the investigator to describe the method which would be useful for present study and also for the study of the attitudes of the student teacher of primary teacher training colleges towards population education.