CHAPTER II

Review of Related Studies:

A survey of Student attitudes, opinions and personality traits (World Brotherhood, 1960) published in 1960, showed that most of the undergraduate were dissatisfied with the administration of their schools and colleges. The study included 1700 students of Bombay area. The response to the questionnaire is divided into two broad groups.

(a) Academic matters. (b) The Environment, Social relations and extra-curricular activities. According to this survey, students felt that there was no way for them to express their complaints against the college authorities except by the technique of strike. They complained about the poor facilities, mainly the injustice and lack of fairness in their dealings sixty four percent of the respondents felt that the administration treated them as children. The reasons for discontentment for the majority (80% of the respondents) were overcrowding. There was absence of personal guidance. The study was done on a normal group of students. In terms of personality traits (Masani's personality inventory) only 12% of the sample could be described as emotionally disturbed. The report included with a series of suggested remedial measures designed to improve the situation.
The measures suggested included academic matters such as qualified teachers, teaching methods, syllabus, system of examination and the purpose of aim of university education. A congenial college environment was also essential to reduce tension. Proper use of leisure preventing unscrupulous interference of politicians provision of necessary amenities in college and hostels, introduction of counseling services and financial assistance were included in the recommendations.

These suggestions were given after discussing the survey report by the committee as well as leading educationists at a seminar held under the chairmanship of the then vice-Chancellor of Bombay University.¹

In 1960, All India Educational and Vocational guidance association voted to undertake a study of the problems of Indian College Students on an All India basis. Dr. Charles Riddle was appointed the Director. A questionnaire was administered to students of 35 Universities in India. Only about half of these Universities responded to the questionnaire and responses were obtained from about 3,000 students. A total of eleven problem areas were pointed out by at least 50% of the sample of student population. These eleven areas

were summarised under four headings of study: Habits and skills, vocational choice, knowledge of aptitude and abilities and sex education. It is reported that the main source of help students received, were from parents and practically no help had been forthcoming from college staff. About 80% of the respondents felt the need for assistance from non-parental source. (Seth 1962.) Almost similar findings have been reported on a sample of students at Allahabad University. Hence about 40% of the sample reported their difficulties in discussing their problems with parents and felt the need for professional help.

An extensive survey of educational, vocational and personal problems of students were conducted at Aligarh (Ummddin & Qudri 1964). Maladjustment among Hostel residents were reported including problems connected with study habits, vocational choice, family relationships, and mental hygiene.

Fuster (1964) reports a study utilizing Bombay College Students of both sexes. Results are reported separately for men and women. The needs felt by the students as reported in rank order were, achievement in life; self reliance, and sense of Security; success in College and University; to have an understanding friend and (for men) money.

Two surveys were conducted by the Ministry of Labour, Government of India. In 1954, about 1800 Delhi Universities Alumini were interviewed. It is reported that about 45% of the sample did not fulfil the expectation indicated by their Secondary School Leaving examination performance. Since they received a lower University rating at graduation. Many candidates could not use their training occupationally. A sizable percentages of alumini obtaining professional qualifications have to work as clerks and the report gives evidence of much aimless and unrealistic vocational choice. Among the 1954 graduates, 15% wanted engineering when they joined Colleges, but 63% had to change the aim; 12% wanted medicine and 61% had to change; 8% wanted accounting but 30% had to change. One third of the Alumini felt that some sort of guidance would have helped them to find suitable vocation and suspiciously a largest group appeared for honours but were finally granted only pass degrees. Ministry of labours second study involved about 30Universities outside Delhi area and a total of

22,000 graduates participated. From this a stratified sample of 7,000 was selected and a questionnaire was administered by post. Only about 35% of the sample returned the questionnaire and results agree significantly with the Delhi University Survey.

A study was done by Beltran Automic at the University of Kentucky on College Students educational, personal needs and academic achievements. The recommendation included among other things, strengthening of the College Student personal services, particularly their reading and tutorial programmes - planning for curriculum interventions to improve students self competency, group interaction and energy level. Also closer co-operation between the college faculty and staff and students in helping them making satisfactory personal and social adjustments in their first year.

Jacob in 1957 studied attitudes and found that the educational process has very little effect on changing of attitudes. The effect of College was to socialise the individual and to "shape up" his values. The College graduate was found to be more self important, conservative and more tolerant than the non-graduate. The curriculum,

quality of teaching and the teaching method appeared to have no influence on the value of the great mass of students; but certain teachers seemed to have influence on some students. This was found where the teachers were receptive and unhurried and held relaxed conversations outside class hours.

K.M. Evans used the British version of All port - Vernon Lirzey study of Values and found two very slight changes of attitudes. The social and economic values of the men students were influenced by the course but the values of the women students seemed to be unaffected.

Nicholas studied 636 National merit Scholarships students attending 190 Colleges; they showed significant changes during the 4 years in the personality and Vocational choice variables. He estimated that of the charges manifested during College years. Only 15 will be due to the influence of the College.

Feldman and Newcomb studied 1500 cares and got similar results. All port - vernon Scales have been used in an investigation where 2500 students have been tested and re-tested at intervals. They discovered that there is a

decline in religious values and an increase in aesthetic values. Changes in other values occur at random fashion. In social, political and economic attitudes, the students showed change from conservatism towards liberalism.

Longitudinal studies have confirmed that there is less of racial prejudice, stereotyped thinking and dogmatism in students, as they go through College. General maturation and less authoritarian view points are found in those who attend college, also self confidence independence and autonomy. Male Students develop more feminine interest and females masculine interests. They show a greater readiness to express impulses in a spontaneous way.

METHODS OF TEACHING

The Norwiche Experiment by Trehaman - on Student Retention of lecture materials showed that as the time of testing prolonged, the amount remembered was less. Broadcast lecturers were played over to volunteers consisting of groups of students for different length of time. When they were tested immediately after, they seemed to have assimilated more (The recall was 3% more.)

In certain cases, motivation was used before a lecture. In the recall test the scores of the motivated group was slightly higher compared to the unmotivated group.
In 1923 Jones carried out studies on lecture method. In 1951 and 1967 Trehaman and in 1955 Nicholls studied various aspects of lecture method. In 1960 Rogers made an elaborate study of lecture and demonstrated a moderate relationship between lecture listening, ability and academic achievements.

The method of lecture has been criticised by Fichte and Schleiermacher in 1794 and 1808. Paulson (1906) defends this method as a qualified and effective teaching method. Dr. Samuel Johnson commented it is less useful compared to reading. In the Northern Polytechnic also it was discovered that the 'reading' group scored higher than the group 'listening to lecture'. In 1907 Sidgwick and in 1927 Quiker considered this method. In 1943 Bruce Truscot criticised the University education in Britain. In 1964 the Hale Committee went into the teaching methods and defended the lecture system. The Robbin Committee on higher education (1962) and Nekrasova in the Soviet Union (1960) discussed how lecture method can be used effectively. Ivashchenko (1966) discussed the defects of lecture. The Journal of higher education had a series of articles (1965, 1966 and 1967) about the place of lecture in higher education. Lloyd studied (1967) how students responded to lecture
Experimental work done to measure the actual discontent of Students towards different teaching methods showed that the favoured Tutorial and Seminar and strongly disfavoured lecture method. There was not much difference between the different groups, in their attitude towards different methods.

Reading University Students of first and second years (Cambridge) were given the same questionnaire. They showed a more favourable attitude to tutorials than to seminar and lecture methods. The lecture was neither favoured nor strongly disfavoured.

Consistency between teaching methods and teaching purposes of instructors at Silpakorn University (Thailand) was studied by Ditceyout, Vinita (1976). The teaching methods and their purposes were as follows:

   * Subjects were teachers of different categories in Schools and Universities and Students of education in Cambridge.
3. Dissertation Abstracts International A The Humanity and Social Sciences October 1976 Volume 37, Number 4. PP. 1957 A.
<table>
<thead>
<tr>
<th>Methods</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Factual knowledge.</td>
</tr>
<tr>
<td>Student centred discussion</td>
<td>Responsibility.</td>
</tr>
<tr>
<td>Instruction centred discussion</td>
<td>Problem solving skills.</td>
</tr>
<tr>
<td>Independent study</td>
<td>Increase of Students' self direction.</td>
</tr>
<tr>
<td>Team teaching</td>
<td>Varied points of view.</td>
</tr>
<tr>
<td>Laboratory method</td>
<td>Students skill in observation and in mani-</td>
</tr>
<tr>
<td></td>
<td>pulation of materials.</td>
</tr>
<tr>
<td>Discovery method</td>
<td>Creativity.</td>
</tr>
</tbody>
</table>

The instructors who were respondent indicated that lecture method was their main teaching method - other 6 methods were used less frequently.