2.01. INTRODUCTION

Researches in Education aims to make contribution towards the solution of the problem in the field of education by the use of scientific philosophical method; the method of critical reflective thinking. W.M.Traverse has defined the term Educational research, as “activity which is directed towards the development of science of behavior in educational situation”. Review of literature of the study becomes essential for the researcher in order to have complete and thorough understanding of the works cited in India and also it is possible to reform in this field as well as to stop the repetition of the study. The review of literature also gives the information about the method and the suggestions of the researchers. The researcher has done in the field of research to make this study more exact, clean and powerful and to get the success of the study. In short, by seeing the past studies one can get the way for his own study as some of the important works are reviewed here.

2.02. IMPORTANCE OF REVIEW OF RELATED LITERATURE

Educational research is considered as the foundation of education. It is essential to study the related literature as it is useful in problem and understanding, developing the idea of research design.

Review of related Literature helps to solve the problem of the research with the help of previous literature. It helps to know how to interpret data, analyse and collect data. The importance is as follows:
1. Researcher studies the same research in a different way and gives importance and on those studies, the researcher manages it very carefully.

2. With the help of review of literature the researcher knows the aim of the research and their results.

3. The researcher come to know the deep knowledge of the sample and get clear picture of the sample.

4. These literature will help to give proper guidance & avoid confusion.

5. The researcher come to know the problem which has arisen in the previous research. So the researcher can be aware of these problems while doing research will avoid such things.

6. These researches are helpful for future research.

2.03. STUDIES RELATED TO ACHIEVEMENT

Steven G. Rivkin, et al., (2005) studied the impact of institutes and teachers in influencing achievement with special attention given to the potential problems of omitted or mismeasured variables and of student and school selection. Semiparametric lower bound estimates of the variance in teacher quality based entirely on within-school heterogeneity indicate that teachers have powerful effects on reading and mathematics achievement, though little of the variation in teacher quality is explained by observable characteristics such as education or experience. The results suggest that the effects of a costly ten student reduction in class size are smaller than the benefit of moving one standard deviation up the teacher quality distribution, highlighting the importance of teacher effectiveness in the determination of school quality.
Zebun Nisa Khan (2005) conducted on 400 Teacher Trainees (200 boys and 200 Girls) selected from A.M.U., Aligarh-India, to establish the prognostic value of different measures of cognition, personality and demographic variables for success at higher secondary level in science stream. The scores obtained on different variables were factor-analyzed to get a smaller number of meaningful variables or factors to establish the predictive validity of these predictors. Factors responsible for success in science stream were identified. The prognostic value of the predictors was compared for high achievers and low achievers in order to identify the factors which differentiate them.

Gian Vittorio Caprara, et al., (2006) examined Teacher Trainees' self-efficacy beliefs as determinants of their job satisfaction and their academic achievement. Over 2000 teachers in 75 Italian junior high schools were administered self-report questionnaires to assess self-efficacy beliefs and their job satisfaction. Structural equation modeling analyses corroborated a conceptual model in which teachers' personal efficacy beliefs affected their job satisfaction and students' academic achievement, controlling for previous levels of achievement.

Aytunga Oguz (2008) found out the effects of active learning methods based on constructivist approach on the prospective teacher trainees’ achievements, attitudes towards the subject matter and perceptions about the learning process. Experimental design and qualitative research method were used in the study. In the experimental group, constructivist learning methods were applied and in the control group, traditional learning approach was followed. The participants consisted of 43 sophomores at Dumlupinar University Education Faculty. The results revealed a significant difference between the achievement levels of the experimental and control groups in favour of the experimental
group, but no significant difference was found in their attitudes. Depending on the findings, it can be said that constructivist learning activities enabled the students to become more successful and to develop positive perceptions.

Garry Hornby (2009) found cooperative learning to be effective in promoting academic achievement with students of all ages. It has been suggested that key elements of cooperative learning are individual accountability and positive interdependence. Forty-four final-year teacher trainees participated in a study which compared the effectiveness of a two-hour workshop on cooperative learning with and without these two key elements. A multi-choice test focusing on what students had learned and a post-workshop questionnaire focusing on the students' experiences of and attitudes towards cooperative learning were used to evaluate the impact of the workshop. Results indicate that academic learning was greater in the experimental group, in which individual accountability and positive interdependence were structured into the activity. They also indicate that the inclusion of these two elements did not significantly affect students' experiences of the workshop or their attitudes towards cooperative learning. These findings support the suggestion that to achieve optimum effectiveness, individual accountability and positive interdependence should be built into cooperative learning activities.

Mamta Garg and Sudesh Gakhar (2009) undertaken a study to locate the background and personal variables which may best predict the academic performance of secondary teacher trainees in distance education. The findings of the study showed that 72.1% of the variance towards the criterion variable of performance in theory papers was explained by fourteen independent variables (one background variable and thirteen
measures of personal characteristics), 63.5% variance in performance in skills in teaching of the trainees was explained by eleven independent variables which included ten variables of personal characteristics and one background variable, and a total variance of 62.8% in their overall academic performance was explained by their nine variables (one background and eight variables of personal characteristics). These findings may be used to improve the services provided to the distance teacher trainees. As guidelines for in-service education planners and educators, the findings of the study can help in redefining goals, needs and approaches to teach, for this group of double-role in-service teacher trainees.

Michaela S. Fasching, et al., (2010) addressed the magnitudes of and changes in four central components of teacher goal orientation (learning, performance approach, performance avoidance and work avoidance goal orientation) among prospective teachers. The findings reported here were gathered with a sample of 130 teacher trainees who responded to questionnaires at five measuring points over the course of the two years pre-service training which comprise the second phase of teacher education (“Referendariat”). Differential magnitudes and changes in teacher trainees’ goal orientations were analyzed using a hierarchical linear modeling approach. Cluster analyses were able to identify three typical growth trajectory patterns in goal orientation which were differentially associated with achievement levels at the end of the second phase of teacher education, stress experiences, attitudes concerning help seeking, as well as dropout tendencies.

Kourosh Amrai, et al., (2011) explored the correlation between academic motivation and academic achievement among Tehran University students. In this cross-
sectional correlation study, 252 Tehran University Teacher Trainees were requested to fill academic motivation questionnaire. This 43-item questionnaire measured 8 aspects of motivation. Criterion for academic achievement was a mark which students themselves reported. Data analysis indicated positive and significant correlation between Academic Motivation and Academic Achievement. Furthermore subscales of task, effort, competition, social concern within eight subscales had a significant relationship with academic achievement. Regarding the results, students’ academic achievement requires coordination and interaction between different aspects of motivation.

Fatima, Kaneez and Humera, Syeda (2011) studied the aptitude of B.Ed., trainee teachers towards teaching and academic achievement. The study was conducted at Aurangabad (M.S.) on the sample of 143 trainee teachers. Teaching aptitude test battery was used to study teaching aptitude and academic achievement was obtained from the college records. On the basis of findings it was concluded that B.Ed., trainees have above average level teaching aptitude & high academic achievement. The co-efficient of correlation between teaching aptitude and academic achievement is positive and low. There is no significant difference between male and female B.Ed., trainees for both the variables.

Robert H. Stupnisky, et al., (2012) examined the intraindividual level and instability of perceived academic control (PC) among first-year college students, and their predictive effects on academic achievement. Two studies were conducted measuring situational (state) PC on different schedules: Study 1 (N = 242) five times over a 6-month period and Study 2 (N = 80) daily over a 2-week period. Consistent across both studies were confirmatory factor analyses and structural equation models demonstrating
significant PC instability, as well as negative correlations between intra-individual PC levels (average across measurements) and instability (standard deviation across measurements). Also, in both studies PC level positively predicted subsequent academic achievement, although no significant PC instability first-order effects were found. Both studies revealed a PC level by instability interaction, as students with high-unstable PC typically received poorer grades than high-stable PC students. Study findings highlight the importance of considering both PC level and instability, and identify a previously unknown group of first-year college students at-risk of under-achieving academically – students with high-unstable perceived control.

Rahmani Jahanbakhsh (2012) investigated the relationship between learning styles of female Teacher Trainees and their academic achievement based on their majors. The target population was female Teacher Trainees of Isfahan city including 3483 students. By means of multi stage randomly sampling method, 350 individuals were selected as sample of research. By descriptive - survey research method and a questionnaire named Felder and Solomon Learning Style Index (FLSI), required data were collected. According to the results sensing-intuitive learning styles shows significant correlations with academic achievement of students whose major was mathematic science. Academic achievement of students whose major was speculative science shows significant correlation with active-reflective learning styles. In students with empirical science, academic achievement shows significant correlation with both input dimension (visual-verbal) and understand dimension (sequential-global) of learning.
**Cuixin Peng (2012)** focused on the relationship between self-regulated learning behaviour and their academic achievement of college students of art. The results show that for students of art, the involvements in self-efficacy, intrinsic value and cognitive strategies are closely tied to their performance in the examination. However, test anxiety, as a negative emotional factor is negatively correlated with academic performance. And among the five variables, self-efficacy has the strongest influence on students of art's academic performance.

**Seyedeh Maryam Geramian, et al., (2012)** studied the relationship between personality traits of postgraduate international students at Universiti Teknologi Malaysia and their academic achievement. In order to study the students’ personality traits, big five inventory (BFI) by John (1998) was dispersed among 146 postgraduate international students, divided into two groups, 114 male and 32 female students, who were working towards their master degree. These students were asked to mention their last CGPA, which is used as a criterion for collegiate academic performance. Descriptive analysis and inferential Correlation were calculated for the statistical analysis of the data. From the five dimensions analyzed (Agreeableness, Extraversion, Conscientiousness, Openness to Experience and Neuroticism, only two hypotheses (Conscientiousness and Openness to experience) were highly significant at p<0.001 level.

**Yurdagul Bogar, et all., (2012)** examined on Teacher Trainees academic achievement, retention of knowledge and attitudes towards science course in matter of structural and characteristic subject with constructivist education version. This study was conducted with students 7/A (N=34) and 7/B (N=34) located in Ankara, during the spring period of 2008-2009 academic year. The study used a quasi-experimental research design.
with pre-test and post-test control group was used in this study. According to this research model achievement test and the scale of attitudes towards science were administered before and after instructional intervention. Achievement test were given both groups three months after intervention as retention test. Students in the control group were taught by traditional teaching method (narrative, question and answer, discussion, etc). The experimental group was taught constructive education besides traditional teaching method. The implementation was carried out in a four week period. After implementation, post-test (achievement test) was administered to both groups. The independent samples t-test was used to compare pre-tests and post-tests of control and experimental groups. The findings of the study show that there is a significant difference in favour of the experimental group who taught by constructive education version over the control group regarding to averages of academic achievement scores. Achievement test scores of experimental group were found higher than the control group after instructional intervention. Results of the study showed no meaningful difference between the experiment and control group according to attitudes towards science course. It can be stated that the teaching method used in experimental group was more successful, thus students in experimental group was scored high in the achievement test for retention.

Marayam Saadat, et al., (2012) studied self-esteem and its determined link to academic achievement of university students. According the results obtained from a study on 370 students, significant difference is observed in self-esteem among male and female students. However, male students for family self-esteem received higher scores than female students (t= -2/12, p< 0.05). The students of the faculties of basic sciences, psychology and educational sciences, and electro- computer showed significant
difference in self-esteem. Academic self-esteem and family self-esteem on the meaningful level of P< 0.05 had a direct and positive relationship with the academic achievement of students

Ghasem mohammadyari (2012) studied the relationship between general perceived self-efficacy and test anxiety in academic achievement of male and female students. This study is the correlation one. In the present study, 350 students (175 males’ and 175 females) were selected by random sampling method. To measure the general perceived self-efficacy, it was used self-efficacy questionnaire (), to measure the test anxiety, it was used test anxiety questionnaire (Abolghasemi and colleagues, 1996) and finally to gather demographic data, it was used a prepared inventory. The results showed that there was a positive significant relationship between general perceived self-efficacy and students academic achievement (female: r =0.551, P< 0.000, male: r =0.281, P<0.004) and a negative significant relationship between test anxiety and students academic achievement (female: r =-0.674, P<0.000, male: r =-0.121, P<0.043). The results of regression analysis showed that in academic achievement of female students, test anxiety (-0.084) and in academic achievement of male students, self-efficacy (0.057) had significant predictive power and in academic achievement of male students, test anxiety and female student's general perceived self-efficacy had no significant predictive power. As a result, Anxiety as a female characteristic and belief to be capable as a male characteristic can be imagined reasons of success in context of a gender role.

Norshidah Nordin et al., (2013) reported that there were deficiencies in educational outcomes among students in terms of their critical thinking, communication and problem solving skills. These deficiencies are thought to be related to students’
learning approaches that affect their ability to think critically and thus decrease academic performance. Hence, this study intends to examine the learning approaches used by the trainee teachers of UiTM; and whether any relationship exists between trainee teachers’ learning approaches and academic achievement. A total of 255 respondents participated in this study. The results showed that there was a positive but low relationship between deep and strategic approaches to learning on academic performance. The findings of this study have practical implications to educators in developing a more systematic approach to academic teaching and learning.

Beatrice B.S. Lukhele (2013) investigated relationships between attitudes to reading, reading ability, vocabulary and academic performance. The data were gathered and triangulated from an attitude questionnaire, an author and magazine recognition test, as well as from reading comprehension and academic test performance of 84 first- and third-year students studying for a Primary Teacher’s Diploma at a College in Manzini, Swaziland. The results suggest that whilst there is no relationship between reading attitudes and reading ability, there is some relationship between reading ability and academic performance. The statistical analyses further indicate a relationship between reading and vocabulary ability of the participants. The findings have grave implications regarding attitudes to reading, reading ability and academic performance for a professional cadre that is expected to be influential in the academic lives of impressionable primary school children in an English as Second Language (ESL) context.

Jafar Pourfeiz, Bahram Mohammadi Behjoo (2013) investigated the Academic Achievement of Turkish ELT students using a sample of 400 freshman students from state universities in Ankara, Turkey. The data for the study were collected through a
questionnaire consisting of 61 items measuring ELT students’ self-concept, study habits and socioeconomic status in relation to their academic achievement. The results of the study indicated that there was significant association between self-concept and academic achievement among boys and girls, also positive and significant relation between study habits and academic achievement. As for socioeconomic status, there was significant relationship between socioeconomic status and academic achievement among the groups.

**Johanna Kaiser, et al., (2013)** examined whether students' achievement influences teachers' judgments of their engagement (as a proxy for motivation) and vice versa. First, a field study was conducted with N = 52 teachers and N = 1135 students. Structural equation modeling revealed an effect of student achievement on teacher judgments of student engagement and an effect of student engagement on teacher judgments of student achievement—above and beyond the association of each student characteristic with teacher judgments of that characteristic. These results were then replicated in two experimental studies involving a computer simulation of an instructional situation, the Simulated Classroom, with N = 40 and N = 181 teacher candidates, respectively. The psychological determinants of the effects observed are discussed, as are their practical implications.

**Diane Joseph and Kandhanathan P. (2013)** studied the multiple intelligences of B.Ed., teacher trainees in Puducherry. 320 B.Ed., teacher trainees from four colleges of education form the sample drawn using random sampling procedure. Multiple intelligence test standardized by Howard Gardner was used. Teaching competency scale by B.K Passi and M.S. Lalitha, (1979) was used followed by a self prepared achievement test based on B.Ed., syllabus. The tools were pilot studied and found to be reliable for the
present representative sample. Results of the study indicate that there is positive correlation between total multiple intelligence scores with teaching competency (0.78) and academic achievement (0.64). Further with respect to the different multiple intelligences and academic performance there is correlation with most of the intelligences.

Rajshree S. Vaishnav (2013) studied the analysis of learning styles prevalent among secondary level Teacher Trainees. It was conducted on three learning styles- visual, auditory and kinesthetic (VAK). It also tries to find out relation and effect of different learning styles on academic achievements of students. A sample of 200 students of first and second year of Maharashtra state was selected for the study. Findings of the study reveal that, kinesthetic learning style was found to be more prevalent than visual and auditory learning styles among secondary school students. There exist positive high correlation between kinesthetic learning style and academic achievement. The main effects of the three variables - visual, auditory and kinesthetic are significant on academic achievement.

Megha Uplane and Gangotri V. Rokade (2014) contributed to a pedagogical approach that could be followed by the teacher trainees for improving the teaching process. It focuses on studying the effectiveness of Teaching programme using Interactive teaching strategies for Achievement in ‘Science and Technology’ subject. In this research, 33 second year D.T.Ed., Teacher trainees were structured as a sample. The teacher-made achievement test was applied to the sample. The significant difference between the mean value of pre-test and mean value of post-test was found in favour of the teaching programme prepared by using ‘Interactive teaching strategies’.
2.04. STUDIES RELATED TO ATTITUDE TOWARDS TEACHING

Nancy H. Barry and Judith V. Lechner (1995) examined preservice teachers' attitudes about the awareness of aspects of multicultural teaching and learning. Subjects provided background information and responded to 43 statements about multicultural education. Results indicate that most respondents are aware of many issues related to multicultural education and anticipate having culturally diverse students in their classrooms. While aware of the need to be able to work with students from diverse cultures, teacher education students are undecided as to just how well their teacher preparation has developed their abilities to teach children from cultural and religious backgrounds that differ from their own, or to communicate with children and families from diverse backgrounds. The authors recommend that teacher training programs address both theory and practice in multicultural education throughout the curriculum in a comprehensive, long-term manner, so that students can acquire the knowledge and confidence necessary to deal with multicultural issues in education with intelligence, professionalism, and understanding.

Brenda Kettle and Neal Sellars (1996) explored the professional development of two student teachers. Changes in their “practical theories”—their system of knowledge, attitudes, and values related to teaching—provide an insight into their professional development. The study reveals the evolution of their practical theory of teaching and identifies a number of interrelated factors which impinge on their professional development. The role of critical reflection is explored as one of these factors.

Tarik Tosun (2000) examined the beliefs of preservice elementary teachers toward science and science teaching. By examining prior experiences in science courses,
as well as achievement in such courses, the impact of requiring preservice teachers to continue pursuing science course work could be better defined. An analysis of such beliefs may contribute important information and direction for preservice teacher education reform. An analysis of the interview responses yielded both interesting and, at times, predictable patterns. Descriptors used by study participants were overwhelmingly negative, suggesting that negative feelings overshadow achievement in science as an influence on science teaching self-efficacy.

Bhalla A, Jajoo UN and Kalantri SP. (2002) assessed the attitude of 31 teachers. Twenty one of them were of the rank of Reader and above and had more than five years teaching experience. Ten were of the rank of lecturers with three years of teaching experience. The assessment was done by a likert type scale containing 20 items on various aspects of teaching. All the participants were given the scale and requested to mark the agreement or otherwise on a scale i.e. strongly disagree, disagree, cannot say, agree, strongly agree. The mean score was 3.808, which indicates a positive attitude. There was not much difference in attitude of teachers in different group. Thus indicating that our study group has predominantly positive attitude for most of the items. This positive attitude helps the teachers to be role model for the future generation of students.

Lee Ong Kim et al., (2005) explained one important variable, in the attitude towards Teaching put under investigation in a longitudinal study of teacher preparation and professional development (Pre-service to beginning teacher), is their attitude towards teaching. Attitudes can be measured. What is needed is the construction of the variable and the location of the individuals concerned on the rating scale used in its construction. An individual’s beliefs, expectations, opinions, likes and dislikes, contribute towards the
formation of his or her attitude. Hence the rating scale constructed for this measure contains items for these components, and the items then calibrated in order that individual attitude measures can be obtained. These calibrations will be used as anchors for all future measures of this attitude, at different time points, thereby enabling comparability for the tracking of attitudinal change over time, from entry point into their respective programmes at the National Institute of Education (NIE), Singapore, up to the time they serve as beginning teachers in schools. As a triangulation to these quantitative measures, a smaller sample of subjects were selected and interviewed. This study involves three categories of teacher trainees at NIE. They are the Diploma in Education, Postgraduate Diploma in Education (Primary), Postgraduate Diploma in Education (Secondary) and the B.A./B.Sc., Degree programme.

Marie-Christine Opdenakker and Jan Van Damme (2006) examined effects of teacher characteristics (gender, teacher education and certification, class management skills and job satisfaction) and teaching styles on indicators of good classroom practice in mathematics classes in secondary education by means of multilevel analysis. The study reveals that the presence of effective classroom practices can be explained by a learner-centered teaching style and by good class management skills. Furthermore, it was found that teachers with a high level of job satisfaction give more instructional support to their classes, especially to classes from a low-ability range, than teachers with a low level of job satisfaction.

Osunde, A. U. and Izevbigie, T. I. (2006) attempted to obtain empirical evidence on teachers’ attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary
schools in the area under study. The Teacher's Attitude Questionnaire was the main instrument used for data collection. Results of the study indicated among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status. Some recommendation to enhance the image and status of the Nigerian teachers and the teaching profession were made.

Catherine Mulryan-Kyne (2007) addressed the issue of teacher education for multigrade. The main thesis of this paper is that the professional knowledge and skills that are relevant and necessary to teaching effectively in single-grade contexts are also relevant and necessary for effective multigrade teaching. However, many of these skills need to be given a specific multigrade emphasis in the context of the preparation of teachers for multigrade teaching. This does not necessitate separate teacher education programmes for multigrade teachers. The paper makes comparisons between multigrade and single-grade teaching in terms of outcomes and teaching practices and highlights the importance of effective teacher education programmes that cater for the needs of teachers in a broad rather than a narrow sense. The content of programmes aimed at the specific preparation of multigrade teachers are examined, and a categorisation of specific areas of content that need particular emphasis in the context of teacher education for multigrade is provided.
Robert A. Wiggins et al., (2007) sought to influence both, through on-site coursework and a long-term field placement at a culturally diverse urban elementary school. Participants were predominately single, white females from suburban communities. Questionnaire responses suggest that this immersion program improved the attitudes of these pre-service teachers. Findings support the idea that a targeted field placement, support from peers and teachers, and meaningful coursework facilitates the preparation of culturally responsive teachers—even for those with little or no prior experience in culturally diverse communities.

Adediwura and Bada Tayo (2007) investigated the relationship/effect of students’ perception of teachers’ knowledge of subject matter, attitude to work and teaching skills on students’ academic performance. The population consisted of senior secondary three (SS.III) students in the South West Nigeria senior secondary schools. The study sample consisted of 1600 purposively selected SSS III students from 15 selected secondary schools. A questionnaire with four sections was developed and administered on the subjects. It is a test battery with section A containing the demographic data and the remaining three sections containing twenty items each. The collected data were analyzed using simple percentages, Pearson Product Moment Correlation and chi-square statistics to test the three hypotheses generated in the study. The result show that students’ perception of teachers’ knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students’ academic performance.

Muhammad Azeem (2008) offered an overview of attitude structure, formation and development of an attitude scale to measure the professional attitude of prospective
teachers. Structural review focuses on both models of individual attitudes and models of attitude systems. The main research question of this study was “How appropriate individuals are selected to admit in different teacher training programs and recruited for teaching jobs? Finally developed 6-point scale consisting of 30 items was administered to 115 prospective teachers of Provincial Institute of Teacher Education (PITE) and University College of Education, Lower Mall, Lahore. Hypotheses were tested by independent sample t-test and positive/negative attitude towards teaching was analyzed by using mean scores and standard deviation from mean. In dependent sample t-test is applied to compare the attitude of pre-service teachers at PITE and University College of Education, Lower Mall, Lahore. The major findings are 1) Most of the teacher students have no interest in teaching, 2) have negative attitude towards teaching profession, and 3) have no priority towards teaching.

Ibtesam Halawah (2008) designed to determine the main factors that influencing perspective teachers’ attitude toward teaching. Participants were 212 fourth year-students (166 females (82%)) from the College of Education at Ajman University at the United Arab Emirates (UAE). Students responded to a scale that has 37 Likert-type items describing many issues related to teaching. Results showed that there are six factors clearly extracted from the data. These six factors together accounted for more than 50% of the variance in the model. The first and most important factor consisted of seven items related to salaries and promotion. The second factor had six items about the relationship between teachers and society and parents. Enjoy in teaching was the third factor affecting perspective teachers’ attitudes. The last three factors were teaching load, curricula, and
students. Results of this study were compared with similar findings from related literature.

**Yasemin Kirkgoz (2008)** reported a 2-year case study (2003–2005) on teachers’ instructional practices, and the impact of teacher understandings and training upon the teachers’ implementation of the Communicative Oriented Curriculum (COC) initiative in the context of a major curriculum innovation in teaching English to young learners in Turkish state schools. Using multidimensional qualitative research procedures, comprising classroom observations, teacher interviews and lesson transcripts, a picture is developed of how 32 teachers implemented COC. Results showed that teachers’ instructional practices ranged along the transmission and interpretation teaching continuum, and teachers’ understandings and their prior training had an impact on the extent of their implementation of the curriculum initiative. The study highlights the need to provide continuous teacher training and teacher development opportunities, particularly during the critical first few years of the innovation process to promote the implementation of curriculum innovation in Turkish primary education.

**Niyaz Ahmad (2009)** examined the relationship between attitude towards teaching and academic achievement of student teachers. Descriptive research method was used to study the variables. Tool prepared by Gnanaguru A.S. and Kumar S. (2007) was used to collect the data. 97 student teachers from a college of education were randomly selected as sample for the study. It was found that there is no significant difference in the attitude towards teaching of student teachers on the basis of medium of instruction and three levels of academic achievement. Further no significant difference was found in the academic achievement on the basis of three levels of attitude towards teaching. The study
further reveals that no significant relationship was found in the attitude towards teaching and academic achievement of average and low academic achievers as well as on the basis of medium of instruction. On the other hand a significant relationship was found in the attitude towards teaching and high academic achievement of student teachers.

Sehnaz Ceylan, et al., (2009) examined the relation between the viewpoints of preschool teaching students towards children and their attitude towards teaching. Workgroup of this research includes 222 sophomore and senior students who continue preschool education teaching program in Vocational Education Faculty of Gazi University, selected using the method of random sampling. In the research, “Personal Information Form”, “Inventory for Viewpoint towards Children” developed by Ulutaş, Ceylan and Ömeroğlu (2007) and “Teaching Attitude Scale” devised by Çetin (1996) are used. The data of this research is analyzed by calculating the values of t test and correlation.

Affizal Ahmad and Rafidah Sahak (2009) examined the relationship between teacher-student attachment and teachers’ attitude towards work, showedthat teacher-student attachment and teachers’ attitudes towards work appear critical in promoting and maintaining positive teacher behaviours. Communication connects students with teachers, improving the classroom atmosphere. Teachers who communicate effectively with their students can give them appropriate and helpful feedback. Teacher-student interaction is extremely important for a successful relationship through the entire school year.

Ikbal Yetisir, Mustafa Kahyaoglu (2010) introduced “Teaching Evolution Theory Attitude Questionnaire” developed by researcher. Validity and Reliability of the Questionnaire was carried out with 273 preservice teachers, 152 male and 121 females.
Five Point likert type scale, having 30 items, which is composed for this purpose, was used as the assessment instrument. Collecting data were analyzed with SPSS program and validity and form of scale was examined with factor analysis. Consequently, it has been confirmed that the scale may be used confidently to determine attitudes toward teaching of Evolution Theory.

**Hulya Yesil (2010)** analyzed the relationship between candidate teachers’ communication skills and their attitudes towards teaching profession. This research is a descriptive study and the sample for the research consists of students at the departments of Turkish language teaching at the universities in the Turkish Republic of Northern Cyprus. The instruments used to collect the data for the research were “Teacher Communication Skills Scale” and “Scale for Attitudes towards Teaching Profession”. The data obtained was analyzed using the statistical analysis, standard deviation, the Pearson Product Moment Correlation Coefficient and independent samples ‘t’-test techniques were used. As a result of the research, significant difference in communication skills and affection sub-dimension was determined according to gender independent variable; it was also determined that there is a significant correlation in a positive way between communication skills and affection sub-dimension; between communication skills and harmony sub-dimension; and between communication skills and attitude towards teaching profession.

**Shaukat Hussain et al., (2011)** measured the attitude of secondary school teachers towards their teaching profession. This study was descriptive in nature. An Attitude Scale Towards Teaching Profession (ASTTP) developed by Hussain (2004), having sixty-six items and four components was administered to the respondents to
determine the subjects’ attitude towards teaching profession. All the secondary school teachers, teaching at secondary level in district Multan (Pakistan) constituted the population of the study. Forty secondary schools comprising male and female, rural and urban, and public and private were selected as a sample of the study. Three secondary school teachers, each science and arts, were selected at random from the sampled institutions. Mean, Standard Deviation, t-test, correlation were applied to measure and compare the attitude of secondary school teachers towards their profession. The analysis of the data revealed that the majority of the secondary school teachers does not possess positive attitude towards the profession. It was also found that the female secondary school teachers have more positive attitude towards the profession as compared to the male secondary school teachers. The teacher working in the public sector institutions were found more committed and satisfied as compared to the teachers working in private sector. It uncovered the fact that the majority of teachers working in the rural areas was more committed and satisfied as compared to the teachers working in urban areas. The in depth qualitative study should be conducted to investigate variables affecting attitude of secondary school teachers.

**Omer Engin Akbulut and Fatih Karakus (2011)** determined how pedagogical content courses taken during teacher education programs affect the pre-service teachers’ attitudes toward teaching profession. 239 secondary school science and Mathematics (Physics, Chemistry, Biology, Mathematics) pre-service teachers participated in the study and “Teaching Professional Attitude Scale” was used to collect data. The data was analyzed by using t-test for binary comparisons; the one-way analysis of variance (ANOVA) and Turkey HSD test for multiple comparisons. The findings revealed that
pre-service teachers’ attitudes toward teaching profession were positive. However, the attitude scores of the pre-service teachers who are studied to content courses, decreased at the end of the pedagogical content courses.

Peter Mtika and Peter Gates (2011) showed a range of perspectives for pursuing a teacher training course: failure to follow a desired career, springboard to other careers, to upgrade, and teaching out of vocation. It shows that trainee teachers held a range of images about teaching: its ability to enhance knowledge; low pay with no incentives, low status profession, and lack of trust of male trainee teachers. Teacher educators and policy makers need to consider the perspectives of trainee teachers to reduce resource wastage and support trainee teachers appropriately.

Nwanekezi et al., (2011) ascertained the attitude of student teachers towards teaching practice. This study was conducted in the Faculty of Education, University of Port Harcourt. The sample comprised of 120 Students who were on teaching practice in 2008/2009 Session, 10 principals and 20 teachers of practicing schools were drawn by simple balloting. Three research questions and one hypothesis guided the study. The instrument for data collection was a 40 – item questionnaire developed by the researchers. The instrument was validated and an internal consistency of 0.87(87%) was calculated using Cronbach Alpha techniques. Data was analyzed using means and analysis of variance (ANOVA). The findings revealed that if all the strategies for improving students attitude towards teaching practice would be adopted the students’ attitude towards teaching practice, no doubt, will be affected positively. Based on the findings, recommendations were made among others that the Faculty should have a
micro-teaching laboratory where the students will be well exposed to the rudiments of teaching before they should be sent to schools for actual practice.

Claire Ting and Linda Gilmore (2012) explored preservice teacher attitudes towards teaching a deaf student who uses Australian Sign Language (Auslan) compared to a student who is new to Australia and speaks Polish. The participants were 200 preservice teachers in their third or fourth year of university education. A questionnaire was created to measure attitudes, and participants were also asked to list teaching strategies they would use with the two students. A factor analysis yielded two subscales: Teacher Expectations and Teacher Confidence. Results showed that teachers had higher expectations of the Auslan student than the Polish student, and were more confident about teaching the Auslan student. Differences between the two conditions were also found for suggested teaching strategies. The findings have implications for teacher education programs.

Seda Gun E. (2012) determined the attitudes of teacher candidates on the teaching profession. Within the framework of this objective, the Likert type scale comprising of 25 attitude sentences were developed in order to be used in the study. The sample of the study consists of a total of 150 teacher candidates studying at Hacettepe University. In the study, the views and suggestions of the teacher candidates with regards to the improvement of this profession were studied in detail. Attitude scales were applied to the students at the primary school teaching department. After analyzing the data collected, relevant recommendations were set forth in the proposal.

Tezcan Kartal, et al., (2012) determined prospective science teachers’ attitudes towards teaching profession in terms of different variables. This research was designed as
a descriptive study. Participants in the study group were selected among the students who were attending the 1st, 2nd, 3rd and 4th grades in the Department of Science Teaching, Faculty of Education, Ahi Evran University during the 2011-2012 academic year. While forming the study group, maximum variation sampling, which is one of the purposive sampling methods, was used. Data of the study were collected using the “Attitude Scale towards Teaching Profession” which was developed by Investigator. In the analysis of the data collected, descriptive and inferential statistics via SPSS 15.0 Package Program were utilized. According to the study results, there was no statistically significant difference between prospective science teachers’ points related to their attitudes towards teaching profession and gender, general academic average, family's monthly income and where they lived before university. However, a statistically significant difference was observed between their attitude points and their departments.

Kang Zhao & Kuang-yun Ting (2013) explored effective teaching and learning in the British higher education system from a student’s perspective. To explore the differences in level of knowledge of UK teaching methods between three subgroups of students and their attitudes towards those methods; to examine whether or not there is a relationship between students’ knowledge about those teaching methods and their attitudes towards them. Twenty participants at one University in UK were chosen. A survey research method was applied. Data collection was conducted through questionnaire with closed items, and then SPSS was used for data analysis. There existed a significant difference between Western and Eastern students in their knowledge of teaching methods used in UK universities. The difference in attitudes towards teaching methods between male and female students was not significant, either. Neither a positive
nor a negative relationship between student knowledge of teaching methods and their attitudes towards them was found. Although there was no positive relationship between knowledge of teaching methods and attitudes towards those methods used in UK universities, some important implications about cross-cultural teaching and learning might be drawn from the significant difference between Western students and Eastern students in their knowledge of those teaching methods.

Ezgi Guven, Mustafa Aydogdu (2014) determined candidate science teacher's attitudes towards computer assisted teaching and also to reveal whether teacher candidate's attitudes show a difference according to gender. The sample of the research is consisted of total 117, candidate science teachers who attended a big university in Ankara. In this study descriptive model was used. Computer assisted teaching attitude scale which includes 25 items has been used as the data gathering tool. One of the results obtained in the research is that teacher candidate's attitudes towards computer assisted teaching change according to the items in the scale. Another result obtained in the research is teacher candidate's point averages which have taken from the scale indicate a meaningful difference according to gender.

2.05. STUDIES RELATED TO STUDY HABITS

Gill (2000) dealt about the study habits of college going girls. It aims to identify the study habits of medical, commerce and art students. The sample size of the study was 90 girls. It analyzed the study habits of the students belonging to the 3 groups are almost the same. However the students of medical and commerce group devoted more time to studies, consulted text books, prepared notes for difficult topics, revised by writing important points through logical reasoning. A large number of medical students take
tuition from college teachers in the beginning of the session for 2 to 3 hours daily for thorough understanding of subject matter and also for the preparation of examination.

**Mamta Garg (2011)** investigated the styles of learning and thinking, study habits, achievement motivation of teacher trainees along with their attitude towards teaching and perception for B.Ed., course. It also explored the predictors that may determine the academic success of these pre-service teachers. The data were analyzed by employing product moment correlation, factor analysis and multiple regressions. Findings showed that a total of 29.7% variance in marks in theory papers may be explained a total of 29.7% variance was explained by eight measures whereas five measures contributed towards the explanation of 29.5% variance in skills in teaching. But only three predictors emerged that accounted for 13.1% variance in their aggregate marks in B.Ed., The major predictor for overall academic success was participation of these trainees in dramatics in their colleges. Attitudinal variables were ineffectual in determining the overall academic success of pre-service teachers.

**Garg, Mamta and Gakhar, Sudesh (2011)** conducted to describe and compare the background variables, personal characteristics and academic performance of secondary teacher trainees in distance education and face-to-face mode. The results indicated that teacher trainees in distance education differed from their counterparts in age, marital status, sex and socio-economic status. Distance trainees outperformed the on-campus trainees on their preference for left-hemispheric styles of learning and thinking, budgeting time, learning motivation, overall study habits, academic motivation, attitude towards education, work methods, interpersonal relations, and on their perception about relevance of course content of theory papers in B.Ed., but on-campus trainees
outperformed distance trainees on preference for right-hemispheric learning styles, need for achievement, motivation for sports, attitude towards teaching profession, child-centered practices, teachers, overall attitude towards teaching along with their perception for development of teaching skills and attitude, personality development during B.Ed., course. In academic performance distance trainees lag behind the on-campus trainee in their marks in theory papers, skills in teaching and in aggregate.

Naeemullah Bajwa et al., (2011) determined the difference between the study habits of students from Formal and Non-Formal systems of education in Pakistan. Five hundred students from the Islamia University of Bahawalpur and 500 students from the Bahawalpur region of the Allama Iqbal Open University were taken as sample. A forty item questionnaire on five stages scale was administered to the students and questionnaire was divided into seven clusters i.e. (Time management, Class attendance & participation, General study strategies, Exam preparation, Goal setting & motivation, Textbook reading and Note taking). Data was analyzed by using SPSS XII the reliability of the questionnaire was 0.869 (Cronbach’s alpha). Students of formal system are significantly better on time management. Students of non-formal system are significantly better on class attendance and participation. Students of non-formal system are significantly better on general studying strategies. Students of formal system are significantly better on exam preparation. Students of non-formal system are significantly better on general setting and motivation. Students of non-formal system are significantly better on text book reading. Students of formal system are significantly better on note-taking. Over all students from non-formal system of education are significantly better than the students of formal system.
Tuncay Ergene (2011) investigated the relationships among study habits, test anxiety, achievement, motivation, and academic success in a Turkish tenth grade high school sample consisting of 510 participants, 267 (52.4%) of whom were females and 243 (47.6%) were males. The data were collected by the Turkish version of Test Anxiety Inventory (TAI), Study Habits Inventory (SHI) and Self Evaluation Inventory (SEI). Students’ GPA was accepted as the indicator of their academic success. Small but significant correlations were found between the worry subscale of TAI scores and academic success ($r = -0.18, p < 0.01$), and between the Study Habits Scale scores and academic success level ($r = 0.15, p < 0.01$). A positive relationship between study habits scores and achievement motivation level ($r=0.39, p < 0.01$) was found. Gender, worry subscale of TAI and study habits predicted academic success in general. No correlation was observed between achievement motivation and academic success. Test anxiety and study habits were associated positively with academic success and there was no association with achievement motivation. Females were significantly higher in test anxiety scores as consistent with the literature. The results were discussed in the light of the literature.

Shabbir Ahmad Rana and Rukhsana Kausar (2011) conducted to compare Pakistani British and White British students on study habits and their academic performance. The sample comprised of 200 science students of 10th class recruited from four multiethnic schools of England, UK. Survey of Study Habits and Attitudes (Brown & Holtzman, 1955) was used to assess students’ study habits and their last year academic grades were used to assess academic performance. Statistical analysis revealed that although White British students had significantly better study habits than the Pakistani
British but no significant difference was found in their academic performance. Country of origin and schools had significant interactive effect on study habits of students but did not have an interactive effect on academic performance of the students. The study has important implication for the educationists.

**Jagannath. K. Dange and Girish T K (2012)** examined the impact of study habits of post-graduate students of Kuvempu University in relation to Academic achievement, Gender and Faculty. The main objectives are to analyze the study habit of postgraduate students and to compare it in relation to Academic- Achievement, Gender and Faculty of the Post- Graduate Students. It is a quantitative in nature. The sample selected randomly out of 200 students- 100 were boys and 100 were girls. Out of these 200 students- 100 were Arts group, 100 were Science group. The Researchers administered the questionnaire for collecting data from the Post- Graduate students and t-test and Pearson Correlation statistical method was used for analysis of data. The study found that there is no significant difference in mean study habit in relation to gender, and faculties such as arts and science.

**Rajakumar M. and Soundararajan M. (2012)** found out the study habit of higher secondary students in Tirunelveli District. 1060 Higher secondary students were taken as sample. The tool used to find out the study habit is Study Habit Inventory, by Patel (1975). The mean value of Study habit scores 142.12 (63.16%) indicates that the higher secondary students are having good study habit. There is no significant difference between male and female, rural and urban higher secondary students with respect to their Study habit. There is significant difference between day scholar and hostel staying, government and aided higher secondary school students with respect to their study habit.
Osa-Edoh, G.I. and A.N.G. Alutu (2012) examined the usefulness of Imbibing in the students study habit as a means of enhancing their academic performance. The study tried to delve into the fallen standard of education in Nigeria and reasons for the fallen standard from the perspective of the stakeholders in education, the teacher, parents as well as the students themselves. The study also examined efforts that have been put in place in die past to put an end to the fallen standard of education. In these regard, some hypothesis were raised to find out reasons for the fallen standard. However, the study showed a high and academic performance. Furthermore, the difference in the study habits are attributed to the facts that students do not know how to study and those that manage to study do not adopt effective study methods.

Ogoemeka, Obioma Helen (2013) determined which of the eight study habits skills components namely; Home work and Assignments, Time Allocation, Reading and Note taking, Study period Procedures, Concentration, Written work, Examinations and Teacher Consultation, Constituted the best Predictor of academic performance of teachers trainee in Nigerian higher institution. The study also sought to establish whether any significant sex differences existed in the predictive function of these study habits skills components for the academic performance of the students. A standardized instrument was used to collect data from 300 College of Education students. The data collected were analyzed by Means, Standard deviation ‘t’-test statistics and Pearson’s product moment co-efficient. The result indicated that Home work and Assignment was potent predictor of the academic performance of the students. The study also revealed that the best predictor variable of the academic performance of the second year students was study period procedures while it was Homework and Assignment for the third year students. It
was also revealed from the result that there were significant sex differences in five, out of the eight study habit components skills, all in favour of females. Based on these findings, it was recommended, among others, that courses in Study habits be introduced in the institutions either in the department of Guidance and Counselling, or Educational Psychology or Foundations of Education.

Ayodele, C.S and Adebiyi, D.R (2013) examined study habit as a determinant of academic performance of undergraduates in Nigeria. It also investigated how faculty and gender influence their study habit. The study employed a descriptive research survey type. The research instrument was titled” Study habits determinants Questionnaire”. The face and content validity was ascertained by psychologist and Guidance and Counselling experts. A reliability coefficient of 0.85 was obtained using split half method. The population of the study includes all faculties in the university. Samples were selected through stratified and random sampling techniques. Two hypotheses were generated and were tested using student t-test and ANOVA at 0.05 level of significance. The descriptive analysis revealed that self concept was very strong determinant of study habit, so also was method of study, family background, socio-economic status, peer group and course of study. Again, gender was found to have no significant difference on undergraduates’ study habit while on the other hand faculty of undergraduates had a significant difference on their study habit. The outcome of this study would be of immense help to undergraduates, helps to improve their study habits skills and in turn facilitate students’ performance. Improvement in students’ academic performance will therefore lead to national development as qualitative manpower will be produced. It was recommended based on the findings that home-front factors should be thoroughly addressed such that
students will be able to manage other determinants. Also, the school, government and all stakeholders should make facilities and materials that facilitate studying available to students.

Onuoha, Uloma Doris and Subair, Mosunmade (2013) examined the study habits of third year undergraduate students in three federal universities in Nigeria with the objectives of ascertaining their study habits in relation to time management, methods of knowledge assimilation and preferred study environment. Descriptive Survey Research design was used for the study. The population consisted of two thousand and eighty six (2086) respondents from eight (8) different departments. Structured questionnaire was used for data collection. Data collected were analysed using frequency and percentage counts. Findings from the study revealed that 326 (51.5%) of the respondents spend their free period studying and normally organise their studies. Note-taking during lectures was also found to be the most used method for knowledge assimilation followed by memorisation as affirmed by 350 (55.3%) and 324 (51.2%) respondents respectively. Respondents totalling 420 (69.4%) were found to study in quiet places, followed closely by 352 (55.6%) who study in the hostel rooms. Based on the findings, the study concluded that it is the responsibility of undergraduate students to work towards the achievement of academic success. It is recommended that students pay more attention to planning their study activities using time tables for study and setting of specific goals for each study session. Although memorisation can aid retention, the study however, recommends other knowledge assimilation methods like self-test and summarisation as they can lead to better internalisation of what has been studied.
Lajwanti and Atm Prakash Sharma (2013) made to know effect of internet use on study habits and adjustment of higher secondary students. The sample consisted 480 (240 boys and 240 girls) studying in various secondary schools of Agra city in India were selected by using purposive sampling method. Self developed S.H.I.C.S. was used to know the study habits of higher secondary students. Through this tool study habits of students from eight areas were studied: Comprehension, Concentration, Task-Orientation and Sets, Interaction, Drilling, Writing, Supports and Recording and Adjustment Inventory for College Students by A. K. P. Sinha and R.P. Singh have been taken for data collection. For the analysis and interpretation of the data, descriptive and inferential modes of treatments were adopted. CR-test was applied for testing the significance of Hypotheses. The results revealed that the mean of study habits and adjustment scores of internet users and non-users differ significantly.

Vaishli Mahakulkar and Shashi Wanjari (2013) investigated personal reading habits of trainee teachers, and found out they were a daily reader, reason for reading, time spend for reading, the language in which they like reading, the sources of reading materials and the material they likes to read. The study was carried out in twelve hundred B.Ed., trainee teachers randomly drawn from the colleges of Vidharbha region. In the study, questionnaire was developed and applied to all the trainee teachers.

Suresh Chand (2013) conducted on 200 secondary school students to find out the study habits of the students studying in government and private schools as well as students belonging from nuclear and joint family. Study habit inventory (Hindi version) constructed by Dr. B.V.Patel (1975) was used to collect the relevant data. Mean, S.D.and t-test was used to analyse the data. The finding revealed that there exists no significant
difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

**Naga Raja and Viswanatha Reddy (2013)** investigated on 120 high school going children to find out the effect of gender, locality, type of management and TV viewing hours on their study habits. Study habits inventory developed and standardized by Nagaraju (2001) was used to assess the study habits of the subjects. Results revealed that there are significant differences between boys and girls, rural and urban, government and private management school students and the amount of time spent on TV viewing on their study habits. Boys adopted better study habits than girls; students resided in urban locality were better in their study habits; subjects hailing private schools are good in their study habits and the student whose TV viewing hours are less possess good study habits.

**Jagannath K. Dange (2013)** found out the effectiveness of Computer-Assisted Instruction in the development of Study Habits in relation to Gender, Locality and Socio-Economic Status of Secondary School Students. Pre-test, post-test parallel group experimental design was followed and Purposive sampling technique was used to form thirty students each control and Experimental groups. Standard Progressive Matrices [SPM] by Raven.J.C [1988] and Test for Higher Mental Ability in Science (THMAS) by
Sansanwal and Anuradha Joshi (1989) were administered to make parallel groups. Computer Assisted Instruction package was developed on IX Science content and same used for experimentation. Study Habit Inventory by Sansanwal and Mukhopadhaya [1992] was used to assess the Study habits of IX standard students. The ‘t’- test and Two-Way Analysis of Variance were used to analyze the obtained data. The result showed that Computer assisted instruction was more effective than conventional method of teaching science in developing Study habits among students. Significant effect of Gender, Locality and Socio-Economic Status was not found on the development of Study habits when students learnt through Computer Assisted instruction.

Reena Rani (2013) conducted on 100 secondary school science students to find out the relationship between study habits and home environment of the science students studying in secondary school of Haryana. The results of the study revealed that a significantly positive relationship of home environment components of rejection with study habits of boys is revealed, there by meaning that It can be affected the study habit of boys. However, the correlation of other components of home environment is significantly negative with study habits among boys. The study also found that there was no significant difference of home environment between boys and girls studying in science stream of senior secondary school. The study has implications for educationists and parents as well.

Aravind N. Chaudhari (2013) intended to explore the study habit of higher secondary school students in relation to their academic achievement in the Banaskantha District of Gujarat. The sample of the study selected through Simple Random Sampling Technique. The sample comprised of 80 higher secondary school students. The results of
the study revealed that there is a significant positive correlation between study habit and academic achievement of higher secondary school students as whole and dimension wise. Further, there is a significant difference between high and low academic achievement student on study habits in general.

Mohd. Moshahid (2014) found out the study habits among B.Ed., and D.T.Ed., Urdu medium trainees. B.Ed., (115) and D.T.Ed., (95) Urdu medium student-teachers constitutes the sample of study and they are selected through stratified random sampling method. For the collection of data, study habits inventory constructed and standardized by Mathur is used by the researcher. By applying percentage and t-test, the findings of the study reveal that B.Ed., Urdu medium student-teachers are found to have significantly better study habits than D.T.Ed.,Urdu medium student-teachers. Moreover, the study habits of female Urdu medium student teachers are found to be significantly better than their male Urdu medium student teacher counterparts.

2.06. STUDIES RELATED TO STUDY INVOLVEMENT

Jalynn Roberts and Mary Nell McNeese (2008) investigated student involvement/engagement based on educational origin. The 190 students in the sample graduated with bachelors’ degrees from a public university in the south-eastern United States in either 2006 or 2007. Results of the data analysis showed that students were involved/engaged at their university on statistically different levels based on their educational origin. Indigenous students were different from the transfer students but the transfer students were the same regardless from where they originated. The indigenous students were the most involved, followed by transfers from junior/community colleges.
Transfer students from four-year colleges and universities were the least involved/engaged.

Mohana Kumari V. (2008) analyzed the academic performance of college students and the various personal and adjust mental problems faced by them in day to day life. The research design adopted in this study is descriptive. The universe of the study comprises of the all post graduate I and II year students of Bishop Heber College, Trichy. The size of the universe is 339. The researcher adopted probability method for selecting the sample by using of stratified sampling. The sample size was 171 respondents. The data for this study is collected on the basis of questionnaire method prepared by the researcher and translated version of study involvement inventory (Jayalakshmi 1978) are used to know about the academic profile of the college students.

Mieke Van Houtte and Peter A. J. Stevens (2009) examined how students’ study involvement varied between multilateral schools (in which all different tracks are offered) and categorial schools (in which only particular tracks are offered) and whether the relation between track and study involvement varied between these school types. Multilevel analyses of data gathered in 2004 and 2005 from academic and vocational third and fifth grade students in a sample of Flemish secondary schools showed that vocational students had slightly lower study involvement in multilateral schools. Although academic students were more study involved than vocational students, this difference was larger in multilateral schools than in categorial schools. The data suggest that in multilateral schools, vocational students compared themselves with academic-track students, consistent with the hypothesis of increased status deprivation, resulting in
even stronger antischool attitudes. The implications of these findings for further research and social policy are discussed.

Jessica Sharkness and Linda DeAngelo (2011) compared the psychometric utility of Classical Test Theory (CTT) and Item Response Theory (IRT) for scale construction with data from higher education student surveys. Using 2008 Your First College Year (YFCY) survey data from the Cooperative Institutional Research Program at the Higher Education Research Institute at UCLA, two scales are built and tested—one measuring social involvement and one measuring academic involvement. Findings indicate that although both CTT and IRT can be used to obtain the same information about the extent to which scale items tap into the latent trait being measured, the two measurement theories provide very different pictures of scale precision. On the whole, IRT provides much richer information about measurement precision as well as a clearer roadmap for scale improvement. The findings support the use of IRT for scale construction and survey development in higher education.

Fauziah Md. Jaafar, et al., (2012) used a survey research method to test the Malaysian University Student Learning Involvement Scale (MUSLIS), a measurement model of student engagement in the local university context. The MUSLIS is a 24-item scale designed to obtain feedback on the extent of student engagement at the tertiary level in the Malaysian context. The questionnaire was distributed to 347 final year students from University Utara Malaysia. The data was analysed using the SPSS software (version 16.0) to run the exploratory factor analysis (EFA) and AMOS (version 16.0) to analyse the confirmatory factor analysis (CFA). Holistic evaluation of the model of student engagement found that the data collected acceptably fit the model. The instrument used
was also found to be reliable. This study pioneers research in the measurement of tertiary student engagement, the first of its kind, in the Malaysian context. However, a wider sample comprising data from different universities in the country should be conducted to further confirm the usability and validity of the proposed MUSLIS. The instrument can be used in studies which seek to examine the outcomes of student involvement. In practice, the measurement of student involvement provides useful information on the extent of student participation in activities on and out of campus, whether these are academic oriented or societal activities.

**Surinder Singh Thakur (2012)** investigated the study involvement among women students in relation to residence locality, type of institution and socio-economic status. The sample of the study comprised 406 women subjects of Senior Secondary Schools who were selected through random cluster sampling technique. Two tools were used for data collection - (1). Study Involvement Inventory by Asha Bhatnagar and Socio-Economic Status Scale Questionnaire by Jalota et al., were used. The findings revealed that type of institution and SES had significant influence on study involvement of women students. Residence locality were not found to be important factors in study involvement.

**Kyeongheui Kim (2013)** examined the relationship between teaching approaches and the learning involvement of students from Korea in US college level classes by examining what these students did to complete writing assignments required for classes and what approaches professors adopted to assist students with English writing. It also examined how and why their involvement changed from active to less involvement to withdrawal or passive involvement to active involvement. In other words, this study
examined how much professors’ teaching approaches influenced students’ attitudes towards English writing. Korean students who grew up in a culture where the whole society regards teachers highly expected more from their professors and were more dependent on professors. It appears that study participants’ English language proficiency also played a role in their dependency on their professors. There was a gap between these students’ expectations for professors and some of their professors’ teaching approaches. Also, there was some professors’ bias perceived by study participants, whether intentional or not, against non-native English speaking students and minority students, which disappointed and frustrated study participants and influenced these students’ degrees of involvement in learning.

Gnanadeepam Sudhakar and Devasahayam Selvakumar (2013) intended to find out the difference between boys and girls of XI standard students studying in English and Tamil medium in their attitude towards learning Geography and study involvement. Data for the study were collected using Attitude towards Learning Geography Scale and Study Involvement Inventory. The investigator used random sampling technique for selecting the sample. The sample consists of 496 students. For analysing data, ‘t’ test and Pearson’s product moment co-efficient correlation techniques were used. Findings show there was significant relationship between attitude towards learning Geography and study involvement.

Maharishi. R. and Parameswari. J (2013) analyzed the influence of emotional intelligence on study involvement among adolescents. This study adopted survey method and samples for the study were collected from 10 different schools of Dharmapuri districts in Tamil Nadu. Samples were taken from private and government schools
separately. A total of 250 students were selected out of which 150 are male and 100 are female. Stratified random sampling design was used. The data was collected using emotional intelligence scale and study involvement inventory along with the personal data sheet. The results show that there is no significant difference between male and female on study involvement. There is no significant difference in study involvement based on type of family, order of birth and area of living. The results show that private school students have more study involvement compared to the government school students. Study involvement and emotional intelligence are positively significantly correlated with each other. Emotional intelligence is highly influencing students’ study involvement.

2.07. CONCLUSION

The present chapter is the “Review of Related Literature”, in which the importance of the review of related literature, summary of the previous studies, analysis of the findings and specialty of the present study was discussed. The next chapter is about the design of research. In which the origin of the problem, population, sample, research method, tool for the data collection, process of the collection, techniques of data analysis and experiences during the data collected are discussed.