CHAPTRE - II

REVIEW OF RELATED

LITERATURE

CHAPTER- II

REVIEW OF RELATED LITERATURE

Part- A-

2.1. Introduction-

Research is defined as the application of the scientific method in the study of problems. The terms research and scientific method are used interchangeably Research is systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedure.

When the researcher fixes the research problem it is necessary to take review of earlier studies related to the subject.

Two kinds of literature are reviewed. The first is called conceptual literature. It consists an articles or books by a Authors gives their opinions, experiences, theories and ideas of what is good, bad, desirable, and undesirable within the problem area. And the second literature review the research literature in which actual research studies done previously within the problem area. #1

2.2. Purpose of review

The review of related work is time consuming but fruitful phase of research programme, its specific purposes are

1) It helps the researcher to find what is already known, to understand pervious work done.

2) It forms the foundation for all future work will be built.

3) Researcher learnt what others have done and what still remains to be done, researcher can not develop a research project that will contribute something to the knowledge existing in his field.

4) It furnishes researcher with indispensable suggestions about comparative data, good procedures likely methods and tried techniques.

5) Through it researcher will also know in detail about all related research projects in progress but not yet completed or reported.

6) The insight into the methods, measures etc. employed by others will lead to significant improvement of his research design.

7) It makes researcher alert to research possibilities that have been overlooked and research approaches that have proved to be sterile.

8) It provides ideas, theories, explanation, hypothesis or methods of research, valuable in formulating and studying the problem.

9] It helps in locating comparative data useful in the interpretation of results.

10] It forms one of the early chapters of a research report for orienting the readers.

11] It prevents pointless repetition of research.

12] It helps to researcher to define the limits of his filed.

13] The related literature gives the recommendation of previous researcher listed in their studies for further research.#2

2.3 Concept of Attitude-

Learning of subject and acquisition of habits, interests and other psychophysical dispositions are all affected by learner's attitudes. So it is very important to understand the meaning and nature of attitude.

An Attitude is defined as a tendency to react favorably or unfavorably toward a designated class of stimuli #3

An attitude is defined as a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Like interests, attitudes are learned in course of life experience which make the individual behave in characteristic ways towards persons, objects or issues to which they are related #4

Attitude is a tendency to react in a certain way toward a designated class of stimuli. These are the ways in which an individual thinks, feels and acts. Attitudes are not observable. They can be inferred form overt behaviour #5 Attitudes are not inborn traits. They acquire through social interaction. Attitude is the way of thinking or behaving. Attitudes vary in direction

intensity, pervasiveness, consistency and solience. The direction of an attitude refers to whether an individual views a class of objects with favor or disfavor. A student who has a favorable attitude toward school is positively directed to some aspect or aspects of schooling such as groups like students, teachers, the curriculum, and the subject matter he is studying. The student who avoids school or school related activities are negatively directed.

2.4 Components of Attitude

Attitudes are reflected in behaviour. Behaviour has three components. The cognitive component or element consists of knowledge and beliefs. One's attitude depends upon knowledge.

The second component of attitude is feeling. Attitude always arouses one's feeling and emotions. We like some persons and we hate some others. These are based on our feelings. Feelings that unite and integrate people are termed positive while those that divide and disintegrate people are termed Negative.

Both 'knowledge' and 'Feeling' urge an individual to 'act'. This Action-tendency in an attitude enables others to infer the feeling and understanding. **#6**

2.5 Definitions of Attitude-

"An attitude is a readiness to respond in such a way that behaviour is given a certain direction."

-Traverse

"An attitude as an organisation of concepts, beliefs, habits and motives associated with a particular object"

<div align="right">Mckeachie and Doyle.</div>

"An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations which involve that something, whether person, idea or object. It is partially rational and partially emotional and is acquired, not inherent, in a individual."

<div align="right">Sorenson</div>

"An attitude is a predisposition or readiness to respond in a predetermined manner to relevant stimuli"

<div align="right">Whittaker. #7</div>

2.6 Theories regarding attitude formation

Attitudes are learned or acquired dispositions. How are they formed, has been a question for investigation to the psychologists. Based on the opinion of Allport, Stagner has suggested that attitudes are formed under one of the following four conditions-

1] The integration of experiences-

The accumulation and integration of a number or related experiences about an object gives birth to an attitude towards that object. Attitude of Hindus towards Muslims or vice versa has been formed in this way.

2] The differentiation of experiences -

When the new experiences are acquired, they are differentiated or segregated from the already acquired experiences. This segregation or differentiation may tend to make certain attitudes mere specific.

3] Trauma or dramatic experience-

Attitudes are formed with greater speed and intensity on account of the suddenly unusual, shocking and painful experiences. A shopkeeper whose shop has been burnt by the striking student may develop intensely negative attitudes towards all students.

4] The adoption of the available attitudes-

A large number of attitudes are acquired in a ready made fashion by simply following suggestions or examples of friends, teachers, parents or adopting the mores and traditions of the community or society. Negative attitude of the children of Tamilnadu towards Hindu has been formed through the process of adoption, rater than as a result of first hand experience.#8

2.7 Characteristics of attitudes-

We have defined attitudes as predisposition's or determining tendency to respond in a specified manner. Now the question arises, should all the predisposition's like habits, interests, traits and physiological motives be classified as attitudes The answer is no. For a more clear distinction an atritude should meet the following criteria-

1] Attitudes have a subject-object relationship, attitudes always involve the relation of the individual to special objects, persons,

groups, institutions and value, or norms related to his environment.

2] Attitudes are leaned. Attitudes as pointed not earlier are learned dispositions. They are not innate and inherent in an individual. Consequently they may be differentiated from physiological motives. Hunger for example, is an unlearned physiological motive, while preference for a particular food, an acquired tendency is classified as an attitude. Again, while almost, any shippable member of the apposite sex may satisfy a man's sexual need, when the need becomes attached to a particular person, the attachment (acquired) becomes an attitude.

3] Attitudes are relatively enduring states of readiness. Attitudes represent the states of readiness to respond to a certain stimulus. Physiological motives also do the same. But in their case like hunger and sexual tension the states to readiness disappear for a period when they are gratified. Attitudes on the other hand are relatively enduring states to readiness. Consequently a wife may hold affective attrition to her husband even after ten sexual tensions has been revolved.

4] Attitudes have motivational-affective characteristics. Attitudes have definite motivational characteristics. Other dispositions like habit of writing with right hand do not have any motivational or affective quality, but attitudes towards one's family, nation religion or other sacred and hallowed institutions have definite motivational affective characteristics.

5] Attitudes are numerous and varied as the stimuli to which they refer. We may have a number to attitudes depending up on the number of stimuli to which we respond. Attitude is an implicit response, therefore it stand to be varied with the number and variety to the responses, which the individual makes. The change in environment and the situations further brings variety in the expression of these attitudes. Therefore it is correct to say that attitudes are as numerous as the objects towards which they are directed and the situations in which they are expressed.

6) Attitudes range from strongly positive to strongly negative. Attitudes involve direction as well as magnitude. When a person shows some tendency to approach an object he is said to have positive attitude towards it but he when shows tendency to avoid the object, his attitude is described as negative. These positive or negative attitudes may involve intense feeling and vary from the large negative values to the increasingly positive.

2.8 Factors influencing the formation of attitude

Attitudes are unquestionably an acquired disposition and therefore conditioned by learning or acquisition of experiences. Heredity factor does not play any role in the formation of development of attitudes. Environmental forces help an individual to form and develop various attitudes. An attitude at any stage is essentially a product of the interaction of ones self with ones environment. Therefore the factors influencing the formation and development of attitudes can be divided in to two parts as follows.

A. Factors within the individual himself.

B. Factors within the individual's environment.

A) Factors within the individual himself. All individuals do not respond similarly in same situations. The effect environmental stimuli in acquiring some predisposition's are very much conditioned by the growth and development pattern of an individual child. Let us try to emphasize these developmental factors.

1) Physical growth and Development-

In the development of attitude physical growth and development plays a significant role. Poor physical health, low vitality and undeveloped somatic structure is responsible for poor emotional and social adjustment and poor social adjustment inevitably exercises an important effect on the formation of attitudes in many different directions. A crippled and undersized girl fifteen years is unlikely to form the same attitudes as those formed by another girl of fifteen who is tall, well proportioned and charming for her age. Even the colour of the skin, weight of the body or bio-chemical changes in the body tissues and fluids, for example sex hormones have a vital effect on the development of attitudes through its connection with social adjustment.

2) Intellectual Development-

Development of attitudes is conditioned by the growth of intelligence. The components of intelligence like memory, understanding thinking and reasoning play a significant part in attitude formation as they help in gaining perceptual experience. Due to his limited intellectual capacities a young child is incapable of forming attitudes about remote or complex abstract things. His attitudes are always of a particular kind

that is related to his own immediate problems and experiences. With the growth of intellectual capacities an intelligent adult is capable of having more abstract and generalized attitudes.

3) Emotional Development-

Emotional development also affects the formation of attitudes. Emotions play a dominant role in overt or covert behaviour manifestation and behaviour is related to attitudes. As the child develops with age and growth the capacity for varied emotional experiences and attitudes is gradually developed. Emotional maturity helps in social adjustment and seeking social approval. In turn it makes an individual to develop numerous attitudes through his direct or indirect experiences.

4) Social Development-

Attitudes are rarely individual affairs. Social interaction and group processes are the key of attitude formation at any stage of human development. Children having poor social adjustment are much more likely to have antisocial attitudes and are less subject to group influences in the formation of other attitudes. Children with healthy social adjustment easily pick up social attitudes from their respective groups.

5) Ethical and moral Development-

Each individual develops certain ideal values and a concept of self in which he has pride. For enhancing his feelings of self-esteem one tries to develop those attitudes that suit his values and ideals. A student who values historical events or objects will have a favorable attitude towards the subject of history. A man who thinks that God is one will not have

unfavorable attitude towards the persons belonging to the religions other than his own.

B) Factors within the individuals environment-

Leaving aside the individual variations shown through their various personality characteristics on account of the pattern of their growth and development, attitudes are largely borrowed from the groups within one's environment to which one owes one's stronger allegiance. It has now been firmly established that the environmental forces, in the shape of the social groups, institutions and community cast a strong influence shaping the beliefs and attitudes of an individual. Let us try to understand a few important environment factors.

1) Home and Family-

In attitude formation home and family environment plays a leading role. The child by identifying himself with his parents and other members of the family pick up their attitudes. The family more or less defines for the child the expected roles, which he must play in various situations and thus initiates the formation of specific attitudes. The healthy family environment and positive attitudes of the parents and family members brings desirable impact on children in picking up desirable attitudes while parental negative attitudes for example of hostility an rejection lead them to imbibe ascendant and aggressive attitudes. In the similar way many antisocial attitudes are said to be the product of the faulty up bringing and uncongenial environment of the home and family.

2) Social Environment-

Where the family and home environment plays its role in the formation of early attitude, the contact with the people in neighborhood, school, community and society and mores and traditions of the community to which one belongs cast strong in influence in reshaping early attitudes and acquisitions of many more new attitudes. As the child grows older and has wider social contacts he is influenced by so many social institutions and groups and as a result he tries to pick up attitudes of those groups for which he has stranger allegiance or that suits much to his own nature and motives.

In school the factors like teachers and their behaviour classmates or schoolmates and their behaviour the teaching methods, curriculum general tone and discipline of the institution all contribute towards attitude formation.

The religious groups, social clubs or constitution where one learns or earns has definite set of emotional and intellectual environment with the result that the members of the group tend to pick up the characteristic attitudes of the group and in this way social groups play a leading role in attitude formation.

Mass media in the form of newspapers, in radio and television moving pictures, propaganda literature and advertisement also play a key role in shaping and reshaping the attitudes. Individuals tend to identify them with the views expressed through these agencies. Thereby heroes and heroines of the screen and radio programmes, attractive figures shown in the advertisements and slogans of a popular leader prove a potent source for the formation of attitudes. #9

2.9 Attitude scales-

2.9.1 Thurstone- type scale-

Thurstone was the pioneer in preparation of measuring instrument for attitude. Thurstone's adaptation of psychophysical methods to the quantification of judgment data represents an important milestone in attitude scale construction. Thurstone and his co-workers prepared about thirty scales for measuring attitude toward war, communism, Negroes, Chinese, Capital punishment, the Church, Patriotism, Censorship and many other institutions, practices, issues or groups of people.

The construction of the Thurstone type scale may be illustrated by considering the scale for Measuring Attitude toward the church. Essentially the same procedure was followed in preparing all other scales in the series. Firstly they were gathered a large number of statements regarding the church. They were collected 130 statements which was made for expressions of opinion ranging from extremely favourable, through neutral to extremely unfavourable. From the material thus collected a list of 130 carefully edited, short statements were drawn up.

These statements, each mimeographed on a separate slip. Where then given to each of 300 judge for sorting in to 11 piles, from A to K. The judges were instructed to put in category 'A' those statements they believed expressed the highest appreciation of the value of the church, in category 'F' those expressed pressing a neutral position, and in category 'K' those expressing the strongest depreciation of the church.

The percentage of judges who placed each statement in the different categories constitued the basic data for computing in the "scale values" of the statements. On the base line of cumulative frequency graph are the numbers 1 to 11, corresponding the categories 'A' to 'K' which are treated as equally spaced points on the scale. The vertical axes, Y axes shows the percentage of judges placing the statement. The 50th percentile assigned by the judges to the statement can be read directly from the graph. This median position is the "scale value" of the statement. The scale values were computed for all statements and the statements were selected whose scale values equally spaced along the attitude continuum.

The graphs also show the variability or spread of positions of the statements assigned by the judges. The index of variability Q is half the distance between the 25th and 75th percentile points. The Q was taken as an index of the ambiguity of statements. The statements yielding high Q's were eliminated from the final scale.

The statements were checked for irrelevance by presenting the 130 statements to subjected with the instructions to mark those statements with they agreed. And then responses were analysed statistically to determine their internal consistency. Statements that failed to meet the criterion of internal consistency were excluded as being irrelevant to the variable under consideration.

The final scale for Measuring Attitude toward the church consists of 45 items. The other scales also prepared in two parallel forms, each containing 20 to 22 statements.

In the Thurstone- type attitude scales, the subject marks all statements with which he agrees.

In the development of Thurstone- type scales there is one difficulty that is effect of the judges own attitudes upon their classification of the statements. Thurstone stated that "if the scale is to be regarded as valid, the scale values of the statements should not be affected by the opinions of the people who help to construct it." However they found that under certain conditions scale value are significantly affected by judges attitudes. #10

2.9.2 Likert - type scale-

This is another approach to the construction of attitude scale followed by Likert. Likert scaling procedure does not require the classification of items by a group of judges. Items are selected solely on the basis of the responses of subjects to whom they are administered in the course of developing the test. Internal consistency is often the only criterion for item selection.

The Likert type scale calls for a graded response to each statement. The responses are expressed in terms of five categories- Strongly Agree(SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Linkert's scaling technique requires a large number of monotone items. Items having the characteristic that the more favourable the individual attitudes toward the attitude object the higher his expected score for the item. These items are given to a sample of the target population and respondents indicate their reaction to the items in five category rating system. Categories are scored by assigning values of 5, 4, 3, 2 and 1 respectively. This scoring is reversed for negatively worded items. Item scores are correlated with total score. For finalisation of scale another method is also used index of item discriminability is the critical ratio based upon the means and variances of the upper and lower 25 percent or 27 percent of the distribution of total scores. Linkert type scales are often reliable and valid but they probably should be treated as ordinal scales. The interpretation of Likert scores is based upon the distribution of sample score that means score has meaning only in relation to scores earned by others in the sample. The scale should be standardised on a sample drawn from the target population #11

Part- B. Survey of Research in Education-

✳ Construction of a study habits and attitude Q sort Test, by Sinha J. N. Ph. D. Psychology, Patna University, 1972 #12

The objective of the study was to construct a test for Measuring study habits and attitude using the Q- sort method.

The first draft of the test consisted of a pool of 150 items. The test was administered to one hundred students each from first year arts and first year science classes. Following Nunnally's suggestion this was divided in to thirteen piles. The

items were retained on the basis of critical ratio and reasonableness only 36 items were retained. The rest was administrated twice on 200, first year arts students.

The test retest reliability was found to be 0.61 was validated against Wrenn's and Jamuar's test of study habits. The correlations between this test and wrenn's and Jamuars test of study habit were 0.17 and 0.26 respectively. The concurrent validity of this test was determined by observations its relationship with the achievement of the students. The value obtained for "r" was 0.40, which was significant at 0.001 level. The C value was found to be 0.25, which was significant at 0.01 level. Percentile norms for male students of the sample were also calculated.

✱ A scale for Measuring Attitudes of College Students towards Education, by Badami H. D.
School of Philosophy, Psychology and Education, Gujrath University 1973 #13

The major aim of the investigation was to construct a scale to measure the attitude of college student towards various aspects of education instruction, curriculum, teaching methods, teachers and examination procedures.

The Likert technique of developing an attitude scale was employed. Eighty five items were collected from earlier studies, students own expression concerning education and discussions with teachers. The items covered five area mentioned earlier. On the basis of discussion with experts the items were modified or rewritten. Five positive and five negative items for each of the five aspects of education were retained. For each items the

respondent was to give a choice of rating on a five point scale from 'strongly agree' to 'strongly disagree'. A sample of 100 respondents was randomly selected from three different colleges of arts, Commerce and Science. Taking two extremes groups upper 25 percent namely, and lower 25 percent, carried out item analysis. Critical ratio was calculated for each item. Eight items having a highest value for each aspect were selected. Reliability indices were as follows:

1. Test retest reliability was 0.77 (N=40)

2. Split half reliability adjusted by Speerman- Brown formula was 0.85 (N=100).

✳ Development of a teachers attitude inventory and a study of change in professional Attitudes of student teacher, by- Ahluwalia S. P.

Banaras Hindu University, Dept. of Education BHU 1974 (NCERT financed) **#14**

The objectives of the project were

    i. to develop a Teacher Attitude inventory (TAI)

    ii. to measure change in the professional attitudes of student teachers as a result of teacher education course of one academic year duration.

    iii. to make inter institution and intra-institution comparisons for a deep and probing analysis and

    iv. to study the sex wise difference in professional attitudes of the selected student teachers of Uttar Pradesh.

The study had two phases, in the first phase an attempt was made to construct, develop and standardise the Teacher

Attitude Inventory (TAI). In the second phase an effort was made to highlight the second phase an effort was made to highlight the possibility of wide use of the inventory for measuring changes in the professional attitudes of student teachers as a consequence of one-year training. After an initial tryout of 300 items, 150 items were finally selected for the inventory. It was standardised on a group of 2169 student teachers i.e. five percent of the total population of B. Ed. Students in Hindi speaking states. The reliability of the TAI was calculated by split half method, which came to be 0.79. The inventory was validated through the application of known groups and stimulus group techniques.

The major findings of the study were

i. The new Teacher Attitude Inventory was a reliable and valid tool for the measurement of teacher's attitudes.

ii. The mean attitude scores as a general rule were found to decrease in place of improving at the end of training Programme.

iii. The mean attitude scores were changed either positive or negative as a consequence of the nature of training programme provided by different institutions.

iv. Sexwise and institutionwise mean attitude score difference were found but these were not significant and

v. Sex was not found to be either a determinant or differential of change in professional attitudes of student teachers as consequence of teacher preparation programme.

✳ Mysore Teacher Attitude Scales, by- Nayar P. R.

Dept. of Education, Mysore Univeristy, 1977. **#15**

The purpose of the study was to construct and standardise attitude scales to measure four important teacher attitudes, namely-

I] Attitude to teaching as a profession [ATP scale].

ii] Attitude to students in general [ASG scale].

iii] Attitude to school work as a whole [ASW scale].

iv] Attitude to professional growth [APG scale].

The Likert technique was used was used in the construction of the scale. On the basis of opinions of a team of selected teacher-educators thirty items on each attitude, more or less balancing the positive and negative categories, were selected. The consolidated preliminary form was administered to nearly 400 teachers of varied experience drawn, more or less evenly, from different parts of the four states in the southern region chi-square test was used for selecting discriminating items.

The final form, which consisted of 110 statements [ATP 25, ASG 30, ASW 30, and APG 25], was administered to a representative sample of 400 teachers.

The split-half coefficients of reliability were 0.78,0.83,0.78 and 0.98 for the ATP, ASG, ASW and APG scales respectively. For the empirical validation of each scale taken as a whole, the scores of 100 teachers identified by there head masters and colleagues as having very good professional attitudes were compared with those of 100 teachers identified as having poor professional attitudes. The scales were grouped into seven

classes and the chi-square values of discrimination, which were computed for all the four scales.

Percentile norms and the upper and lower limits of the Stanine classes were calculated with reference to the validation sample.

✳ A study of the scientific attitude and its measurement, by- Shrivastsva N.N.,Ph.D.Education, Patana University, 1980. **#16**

The objectives of the study were.

i] To develop an instrument to measure scientific attitude.

ii] To compare science teachers and non-science teachers in respect of scientific attitude and

iii] To compare science-students and non-science students in respect of scientific attitude.

The thirty-six-item attitude scale in Hindi included six variables rationality, curiosity, open-mindedness, aversion to superstition, objectivity- intellectual honesty, and suspended judgement. Items were selected by the method of Thurstone's equal appearing interval and they were modified by the Likert method of summated ratings. The reliability and validity of the scale were 0.90 and 0.94 respectively. The factor loading after factor analysis confirmed to dominance of only two factors out of the six. The test was administered on a random sample of fifty science teachers, fifty non-science teachers, 100 science students and 100 non-science students from the population of Madhya Pradesh.

The main findings of the study were

i. The amount of scientific knowledge or general exposure to science courses made impact on scientific attitude positively.

ii. Scientific knowledge helped in the formation of scientific attitude.

iii. Boys and girls differed in respect of scientific attitude.

iv. Male teachers and female teachers did not differ in respect of scientific attitude.

✳ Attitude of examiners towards spot evaluation in relation to sex, level and stream, by- Rai, V. K. 1989

Indian Educational Review Vol. 24(4) 125-32 # 17

Problem -

The present study is carried out to determine the attitude of examiners towards spot evaluation in relation to sex, level and stream.

Objectives:

i. To study the attitude of examiners towards spot evaluation

ii. To compare the attitude of male and female examiners

iii. To make a comparative study of examiners of the science stream with those of the arts stream.

iv. To compare the examiners who work at intermediate level and those who work at degree level. And

v. To study the in interaction effects of sex level and stream on the attitude of the examiners.

Methodology-

The sample consisted of 100 examiners who were appointed by the intermediate Board, Allahabad, to examine the answer scripts of intermediate students. A Linkert Type attitude

scale was developed to measure the attitude of the examiners towards spot evaluation. The collected data were treated with mean and analysis of variance.

Major Findings

1] The examiners did not posses favorable attitude towards the spot evolution system.

2) Male examiners had more favorable attitude than their female counterparts

3) The examiners working at the intermediate level had more favorable attitude than those working at degree level.

4) The science stream examiners were more favorably inclined towards the spot evaluation system.

5) There was no interaction effect of sex, level and stream on the attitude of the examiners.

✳ Attitudinal difference among college students toward political democracy, by- Mohan, S. and Pavanasam, R. 1990
Indian Educational Review. #18

Problem-

The present study has attempted to specify whether students have positive or negative attitude to wards political democracy.

Objectives-

i. To examine whether College students have favourable attitudes toward political democracy.

ii. To find out whether the attitude toward democracy of students with political science as the main subjects differ from those students whose major subject is not political science.

Methodology-

The sample comprised 50 students who had taken political science as the main subject and 300 students who had taken subjects other than political science in the final year undergraduate course in Madural City. The Attitude scale of Mohan and Pramila was used to collect the data. Mean, SD and "T" test were used to treat the data.

Major Findings-

Both the categories of students had unfavorable attitudes towards political democracy but the scores of the students with political science as the main subject were significantly higher than those of the other students.

✴ Development and application of a scale for measuring attitudes towards the new pattern of education and empirical validation of its psychometric properties, by- Rao, R. R. S. P., 1991
Ph. D. Education, Utkal University **#19**

Problem-

The study centres around developing an attitude scale and measuring the attitudes towards the new educational pattern.

Objectives-

i. To develop and standardise a Thurstonian scale of attitudes and establish its psychometric properties and

ii. To measure the attitude of different groups of people in Orissa towards the various aspects of the new educational system and the system as a whole in relation to certain

background variables such as sex, living areas, qualifications, occupations and age.

Methodology-

The sample of the study consisted of individuals selected from different walks of life in Orissa drawn randomly from their respective populations. While selecting the sample enough care was taken to include people belonging to various categories classified in terms of sex, living areas, qualifications, occupations and age. The attitude scale was administered randomly and individually to as large as 1000 individuals belonging to different occupations, students, secondary teachers, teacher in Public Schools, lecturers, lawyers, business people and administrators. A Thurstone five point equal appearing interval attitude scale and a corresponding Likert Scale were used as tools. The collected data were treated with mean, S D and ANOVA.

Major Findings.

i. There was a significant gender difference in the attitude towards the nature of curriculums socially useful productive work, methods as also teaching aids, evaluation and examination, science and mathematics, values in the system of education, vocationalisation, philosophical and psychological issues. Females, in general, were significantly more positive than the males in their attitudes.

ii. There was a significant living area difference in the attitude scores. Rural people showed significantly more positive attitudes than urban people.

13985

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iii. There was a significant difference when qualifications were considered with regard to attitude scores (undergraduates and postgraduates) The higher educational groups appeared quite critical in their expressions of attitudes.

iv. There was a significant difference in the attitude scores towards the new pattern of education as indicated by different occupational groups, namely, lecturers, public school teachers, secondary teachers, administrators, lawyers, students and business people.

v. There was significant age difference in the attitude scores towards the new pattern of education. Middle age group (30 to 50 years) generally showed more positive attitudes than the other two groups (below 30 years and more than 50 years).

vi. It was found that both Thurstone and Likert Scales were sensitive to measure attitudes but Likert scale was more sensitive than Thurstone scale with regard to intensity of attitude.

✻ A study of professional attitude of secondary school teachers of Gujarat State, by- Topodhan, H. N. 1991
　　Ph. D. Education, Gujratht University **#20**

Problem-

　　The present study tries to assess the professional attitudes of secondary school teachers of Gujarat State.

Objectives-

i. To construct and standardise an attitude scale for secondary school teachers (HSSST) of Gujarat State.

ii. To study the professional attitudes of teachers in relation and the various variables like sex, area, caste qualification, type of school, Marital status various faculties of education, age, experience.

Methodology-

In this normative survey 224 schools were selected from all the 19 districts of Gujarat, from there schools 1644 male teachers and 942 female teachers were selected, which was representative pro-portionate and voluntary drawn from all the three faculties (arts, commerce and science graduate teachers) A Likert type attitude scale was constructed and standardised by the investigator. After carrying out pre-pilot and pilot studies, teachers from 40 schools were selected. After item analysis by the method suggested by Allen Edward, the final tool comprised 30 statements.

Major finding-

i. Sex, area (urban/rural) and caste (B. C./ Non BC) had a main effect on professional attitudes while qualification had no effect.

ii. Area, sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level.

iii. Area and caste, area and quilt, caste and qualification as well as sex, area and caste sex and qualification had no significant interaction effect on professional attitudes.

✳ Preparation and standardisation of an interest inventory for Educational Technology by- Vandana V. Jadhav, 1998 M.Phil. (Education) Shivaji University, Kolhapur. # **21**

Objectives-

i. To study the concept of interest and interest inventory.

ii. To study all units in the present syllabus of Educational Technology for B. Ed. course.

iii. To standardise the interest inventory and to calculate reliability validity and norms.

iv. To find out interest of urban and rural student teachers in educational Technology.

v. To find out interest of female and male student teachers in Educational Technology.

vi. To find out interest of student teachers with Educational technology and student teachers without Educational Technology.

Research Procedure-

The researcher was studied syllabus of Educational Technology recommended by Shivaji University for B. Ed. Then 150 items were constructed from five areas of inventory, Cognitive Interest Area, Creative Interest Area, Applied Interest Area, Interest related to Management, Skill based interest. These 150 items were evaluated by exports. According to suggestions of experts the language of items were changed, some items were discarded because of repetition and wrong construction. Then final draft was ready for tryout. After tryout analysis of validity index of each item was calculated by biserial coefficient of correlation from the intersecting column and row by using J. C. Flanagans table. The statement having validity

index 0.16 to onward were selected and items having zero validity index and negative validity index was discarded.

The reliability was calculated by Test- Retest method. The reliability coefficient for the five field were found to be

Cognitive interest-   0.825

Creative interest-   0.8070

Applied interest-   1.001

Interest related to management =   0.8408

Skill based interest =   0.928

The final test was administered to 135 student teachers. The various norms such as stanine percentile more prepared.

✳ Construction and standardisation of a Scale to measure students attitude towards English teachers and teaching by- Dr. Meera K. P. **#22**

This article reports a study which attempted to construct and standardize a tool for measuring students Attitude towards English Teacher and Teaching Important steps involved in the construction and standardisation of an educational tool were followed. 34 items were selected for the final test, validity, reliability and decline norms were established.

Introduction-

English is taught as the second language in government schools of kerala. Under the three language formula implemented in school curriculum, all the students have to study English compulsorily from standard IV onwards. But most of the teachers who teach English in schools have not studied English as their special subject either in the pre-degree

or degree classes. Nordo these teachers are exposed to pre-service training in teaching English. It may be one of the reasons for the poor standard of English of there students. The investigator feels that among many factors, students' attitude toward English teachers and teaching play a significant role in their achievement in English. There is no doubt that successful tearing of a second or third language demands a commitment form the learner and adequate support from the environment.

Attitude is a tendency to react favorably or unfavorable towards a designated class of stimuli such as a national or racial groups, a custom or an institution (Anastasi 1982) The degree of intensity of an attitude towards an object may or may not be sufficiently strong to result in a behaviour.

A scale of attitude will help the teacher know the extent to which desirable attitudes have been developed in the students. If the teacher knows students attitudes he try to change the attitudes.

Extensive reviews of literature reveals that student attitude towards certain subject were often measured with scales. General statements about subjects that they learn were used on many occasions. The present study is designed to develop and standardize a scale of Attitude towards English Teachers and Teaching. Measure the attitude of students towards English teachers and teaching.

The procedure followed and teaching has used in the development of the scale are described below.

Planning of the scale-

Attitude is considered as a predisposition to behaviour. According to young (1951), an attitude is a learned and more or less genelised and affective tendency or predisposition to respond in a rather persistent. And characteristics means usually positively an negatively [for as against] in reference to some situation, idea, value, material object as class of such objects, as person as group of persons. Bared on this notion of attitude the investigator derived to construct a Likert type scale.

For the pooling of statements, the scale of attitude towards English teachers of teaching a thorough analysis of the literature related to attitude scale construction of attitude of school students towards English teachers of teaching was done besides informal discussions with students were done. This enabled the investigate to ideality the dimensions to be included in the attitude scale. The dimensions are the following.

1] The English teachers nature.

2] Involvement of English teacher in teaching English.

3] Teacher-student relationship in the class.

4] Classroom environment in the English class.

5] Motivation in learning English.

Preparation of the draft and Scale.

After deciding the dimensions items were written in the term of statements. Thustone and Chave [1929], Likert [1932] of Edwards of Kilpatrick [1948] have suggested various informal criteria for editing statements to be used in the construction of attitude scales. As suggested by Edwards (1969) statements likely to be endorsed by almost every one or by almost no one were avoided. Factual, ambiguous and excessively long statements were eliminated care was taken to keep the language

of the statement simple, clear and direct. Each statement was made to contain only one simple thought.

The statements were than subjected to expert criticism. Each statement was scrutinized and edited on the basis of dissuasions with experts in the field of psychological research and test construction. Accordingly some statements were discarded and some were slightly modified. Thus a draft scale was planned as a three point scale where in the respondent has to read carefully each statement decide on the agreement or disagreement with the statement and select one of the three alternatives namely AGREE, UNDECIDED AND DISAGREE.

Tryout and preposition of the final Scale-

The draft scale was thus tried out a representative sample of 370 students of std. X for selecting. The items suitable for the final scale. The sample was drawn from three revenue districts of Kerala. Due representation was given to boys and girls, and management (Government-Private) and locality (Rural-Urban) of the schools.

The test was administered under rigorous test conditions. The response sheets were collected and verified. Scoring and the procedure of item analysis suggested by Edwards were followed for this 27 percent of the subjects with the highest total scores and also 27 percent of the subjects with the lowest total scores were taken. In evaluating the response of the high and the low groups to the individual statement 't' value for scores of each statement was calculated. Statements for which the 't'

value exceeded 1.65 were selected for the final scale. Twenty positive items and fourteen negative items were selected and the

final scale was prepared. The positive and negative items were mixed in the final scale.

Establishing the validity and Reliability of the scale-

The validity of the scale was estimated using teacher rating as external criterion. The teachers teaching English to entrants in std. X were asked to rate the students for their attitude towards English teachers and teaching. The teachers were requested to observe the students regarding their reaction towards English teachers nature, teacher- student relationship in the class room environment in the English class and motivation in learning English for a period of one month. The ratings were done on a five point scale provided to them and the ratings were concerted into scores (scores from 1-5). The sample consisted of 20 boys and 30 girls. The scores of the scale of Attitude towards English teachers and Teaching of their subjects were correlated with the teachers rating.

Correlation coefficient was found to be 0.45 The validity coefficient indicates that the scale is a reasonably valid measure of attitude towards English teachers and teaching of secondary school students.

Reliability of the scale was calculated using split half method split half reliability was calculated using a sample of 50 students. Reliability coefficient for the half test is 0.870 and to a full test is 0. 930.

Norms-

Decline norms were calculated for a representative sample of 680 students of standard X drawn from three revenue districts of Kerala. The norms are presented in table.

Table-

Norms for the scale of Attitude towards English Teachers and teaching. N= 680

Percentile	Teachers and Teaching
P10	84.901
P20	93.682
P30	98.884
P40	103.802
P50	108.604
P60	113.512
P70	118.406
P80	123.950
P90	130.617

Conclusions-

The psychometric properties of the scale Attitude T. E. T and T reveal that the test is a reasonably good instrument for measuring the attitude of secondary school students towards English Teachers and Teaching.

Construction and standardisation of a scale to measure students attitude towards English Teachers and Teaching.

Part- C : Conclusions-

By studying the related literature by taking an account of review of related literature the researcher found that there was few some attitude scales have been developed.   Construction of study habits and attitude Q short test, attitude scale towards Education, teacher's attitude scale, scientific attitudinal difference, attitude towards new pattern education, professional attitude of secondary school teachers, intrest in Educational Technology, attitude towards English Teacher and Teaching.

There was little study about Educational Technology. Interest inventory for Educational Technology at B. Ed lever also developed but there was no scale for measuring attitude towards Educational Technology at B. Ed. level.

By studying the above-related literature the researcher found that there was no scale for measuring attitude at B. Ed level. In B. Ed course educational technology subject having more importance because various teaching aids, devices and techniques are related with this subject. Teachers for proper and effective teaching procedure should use this teaching devices and teachings. At present Educational Technology subject is not compulsory subject in B. Ed course. Educational Technology subject treated as optional subject and having limited student capacity for this subject but selection of students for this subject is first come first basis and there is no any other criteria for selection of student. By considering the above points researcher found that there is need of developing the scale for measurement related to educational technology and will be applicable for selecting the student for educational technology. However researcher had prepared attitude measuring sale towards Educational Technology with the help of experts in the field of educational technology by applying this scale we find out the students attitude towards Educational Technology and on the basis of positive attitude, the student selected for Educational Technology.

It will be revealed from related literature that the research work done by researcher is different and new one. Because no other work has been done on this aspect of Educational

Technology. It will contribute to the history of Educational Technology keeping this aspect on to view researcher has given preference to construction of scale to measuring attitude towards Educational Technology.

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