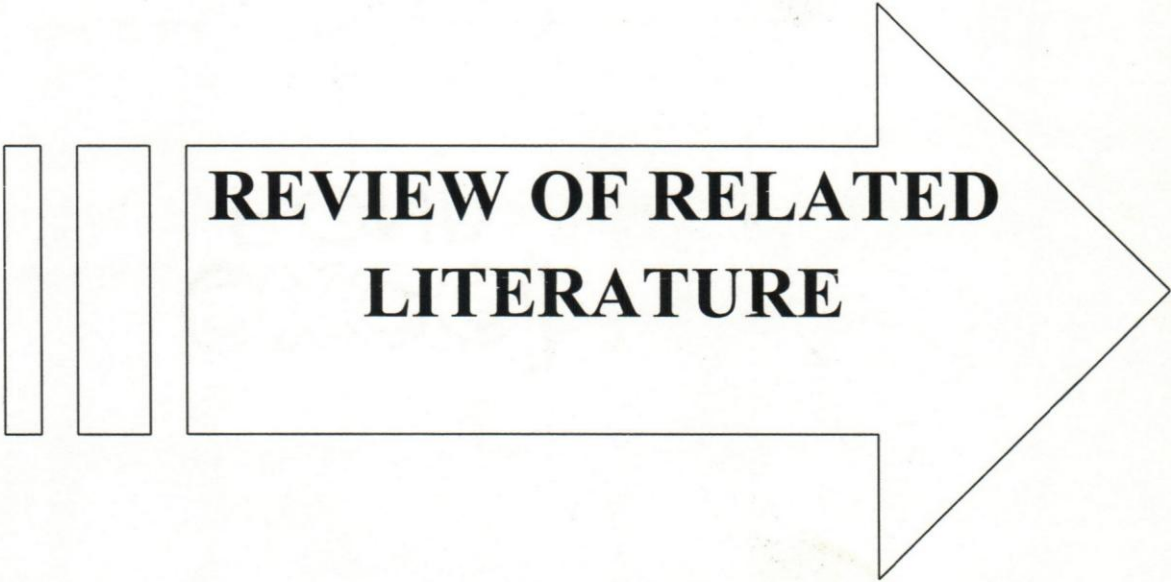




CHAPTER - II



REVIEW OF RELATED LITERATURE

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2.1 Introduction

A careful review of literature makes a research aware of the important and unimportant variables in the concerned area of research. It helps in selecting the variables lying within the scope of his/her field. Through review of the literature, a researcher to collect and synthesized collection of previous studies also helps a researcher to identify the insignificant overlaps. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important step in the planning of any research.

According to Keslinger,"Review of related literature works as a guide post not only with regards to the quantum of work already done in the field but also enables us to perceive the gap and lacuna in the concern field of study."

2.2 Reviews of Related Literature

Rabindranath,(1982)Development of Multimedia Instructional Strategy for Teaching Science at Secondary School level, Ph.D, Edu.Msu.The main objective of the study was to develop multimedia instructional strategy for teaching and study their relative effectiveness. The main finding of the experiment suggested that the multimedia approach was better as the experimental group achieved significantly better results on the achievement test.

Paul (1985), evaluated the effects of computer based

instruction using a variety of techniques. Meta analytical techniques were used to synthesize the studies on the effectiveness of computer based instruction. Younger lower achievers, male and exceptional students appeared to profit most from the exposure to CAI, when study methodology was considered, stronger studies produced different results than weaker studies.

Barbara(1986), carried out a study to compare the keyboarding performance of sixth graders resulting from two different teaching methods computer assisted instruction and teacher directed instruction. Analysis of variance revealed the following significant results: females achieved higher speeds than males; the computer assisted group achieved higher speeds than teacher directed group; there was no difference in accuracy between treatment groups; achievement scores, previous keyboard instruction and absenteeism were related to technique scores.

Henry (1986), investigated the effects of computer aided instruction tutorial programmed on the academic performance and attitude of college athletes. A pre test post test experiment design was employed in this study. First it was concluded that computer assisted instruction had a significant effect on the academic performance of college athletes. Secondly it was concluded that the exposure of college athletes to computer assisted instruction did not have a significant effect on their attitudes towards computer assisted instruction. Thirdly it was concluded that the sex of student athletes did not have a significant effect on their attitudes towards computer assisted instruction.

Mandila(1988) examined attitude of secondary stage students towards their own science curriculum and its relationship with achievement motivation. He concluded that all the students from rural and urban areas

possessed favourable attitudes towards science curriculum.

Dubey and Adhikari(1999) in their study," The effectiveness of CAI in terms of Achievement of students in its comparison with Traditional Method" attempted to develop CAI in Biology for class IX students and to find out its effectiveness in terms of Achievement. Student's thus taught was compared with the achievement of student's, who were taught the same content through Traditional method. The study was conducted on Kendriya Vidhalaya Students following pretest, posttest, and two group design. The same achievement test was administered as pretest and posttest both. After the commencement of the experiment, the CAI was found to be more effective in terms of the achievement of students.

Mahapatra (1991) carried out a study on," Development and effectiveness of CAI in terms of Achievement and abstract reasoning of class IX students. "Objectives of the study were; To develop the CAI and study its effectiveness in terms of student's Achievement on criterion test. To compare adjusted mean achievement score of students studying through Computer Assisted Instructional material with those studying through traditional method of taking intelligence as a covariant. To compare the adjusted mean abstract reasoning scored of student studying through CAI with those studying through traditional method. To compare the reaction of introverts with those of extrovert students studying through CAI. Findings of the study indicated that the CAI proved quite effective and the students' reaction towards CAI material was positive.

Shrivastava (1995) conducted a study on scientific attitude and tried to measure scientific attitude. He had also compared science teachers and non science teacher teachers in respect to scientific attitude. The main findings of the study were the amount of scientific knowledge or general exposure to

science course made impact on scientific attitude positively. They also concluded that scientific knowledge helped in the formation of scientific attitude.

Desai(1996) had study the efficacy different instructional media in the teaching of science to the pupils of class VIII in relation to certain variables. The major objectives of the study were:

- (i) To compare the achievement of pupils in science learning through different instructional media and the traditional way of teaching.
- (ii) To compare the achievement of pupils in science learning through programmed learning approach and the traditional way of teaching. The major findings of the study were that the programmed learning approach was more effective than the traditional way of teaching science. He had also concluded that in teaching of science the experimental approach was the most effective of all approaches.

The major educational implication of the study is that these are not one method of teaching science. The teacher should be experimental minded and should use different approaches in the light of different objectives, media are effective in science education.

Reddy, Reddy and Manchala(1996) has conducted the study on the impact of study habits on Achievement in Reading in English. The study was carried out to find out the level of achievement in reading English as a second language among high school students. The objectives of the study : (1) To know the general level of study habits persisting in class X students. (2) To study the impact of study habits on vocabulary. (3) To study the influence of study habits on comprehension. (4) To study the impact of study habits on achievement in reading. (5) To predict the achievement in reading with the help of study habits.: The major findings are: (1) Majority of the students are

having average level of study habits.(2)Study habits like “reading and note taking”, general habits and attitudes and school environment have major impact on vocabulary and comprehension.(3)As a whole study habits have their own influence on achievement in reading of the high school students except factors of 'home environment' and 'planning of work'.

Dey(1997) has conducted comparative study of the study habits of high achieving CBSE and ICSE students in the secondary school examination. In this study an attempt has been made to know study habits of high achieving CBSE and ICSE students. The purpose of the study is to compare study habits of students in school hours and non school hours and compare the study habits of high achieving girls and boys. The results indicates that high achieving students having similar nature of study habits which was very positive in nature and somewhere negligible variations were observed because of inter differences in curriculum, instructions, individual differences, nature of papers and practices, practices in school, home, tuition, guidance and facilities available to them.

2.3 Conclusion of Review of Related Literature

By studying the above researches it gets clear though studies have been done in the field of multimedia approach and teaching with the use of CAI packages, but much more work is not done in the field of teaching chemistry through Computer Assisted Instruction especially in secondary level, in a broad sense whatever research work has been done is not directly related with the present study.

Hence, above mentioned researches are the bases of present study.