

## CHAPTER 2

# REVIEW OF RELATED LITERATURE

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### 2.1 INTRODUCTION

The phrase review of literature consists of two words, review and literature. The term “review” means a formal examination of something so as to make changes if necessary or in other words it means a critical assessment of a work and related literature means the knowledge, information related to that field. Thus, the term review of related literature means the formal examination of the connected written works on the particular subject undertaken as research problem.

Review of related literature is the existing stock of knowledge which helps researcher to sort out what has been done in a particular field. It helps the researcher to focus on research needs and confirms appropriate direction of the research by selecting hypothesis so that the formulated objectives could be tested. It gives an understanding of the research methodology which refers to the way the study is to be conducted. It also helps to know about the tools and instruments which proved to be useful and also provide insight into the statistical methods through which validity of results is to be established. It provides recommendations listed in their studies for further research.

According to Wood and Haber (1995) literature review is an extensive, systematic and critical method reviewing the most important published scholarly literature on a particular topic.

### 2.2 STUDIES RELATED TO ATTITUDE

Laura Sokal, Lesley E. Trudel and Jeff Babb (2020) conduct a national level study in which 1626 Canadian teachers took part in longitudinal survey during COVID-19 pandemic. They found that teacher efficacy; attitudes toward change, and perceptions of administrative support were correlated

with teacher resilience and burnout at the onset of the pandemic. Along with correlation they also found that teachers' cognitive and emotional attitudes toward change became more negative.

Randall B. Dunham, Grube, Gardener, Cummings, and Pierce (1989) gives a definition for attitude towards change which states that 'Attitude toward change in general consists of persons' cognitions about change, affective reactions to change, and behavioural tendency towards change. Attitude towards specific change consists of a person's cognitions about that change, affective reactions to the change, and behavioural tendency towards change.' And construct an instrument to measure it.

Kin and Kareem (2016) studied in NCPs (National Chinese Primary Schools) on attitude towards change due to increase in non-Chinese students' rate. According to their study they used TATC scale and found that most of the teachers are having positive attitude and accepting changes but still remain opposite of it. They also implies that real and sustained school reforms are not easy to be achieved and there is dire need for improvement of TATC as school reform requires the participation and engagement of all teachers at all level.

Geisler and Edison (2003) developed and test a new scale to assess attitude towards technology and examined the factors that may contribute to acceptance and resistance. The study involved 605 respondents and it indicates that individuals who have a positive attitude towards new technologies tend to be younger.

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Alharbi (2013) studied teachers' attitude towards integrating technology in Saudi Arabia and US to identify factors that challenge teachers and schools to adapt or integrate technology. Using semi-structured interviews he found that teachers seem to lack the time needed to learn to use and apply technology for curriculum in meaningful ways.

Dr. Rekha A. Pathak Dr. Bharati Bhagwan Maher (2021) works on study the impact of pandemic COVID-19 on attitude of teachers towards the profession. Since every field and system of a country affected by pandemic it includes Education System. They try to study the impact using area Teachers attitude towards students, Teacher use of method of teaching during pandemic, Student assessment process, Use of the technology, IT infrastructure at home, Parents expectations, Digital material for teaching, and Unemployment due to covid-19. They found these results from 142 participants

- Most of the teachers have positive attitude towards students.
- In the period of covid-19 teachers accepted the digital teaching methods and have a positive attitude towards the use of technology.
- Most of the teachers replied that they used the teaching material and the student centred method for teaching.
- Many teachers have difficulty in online assessment of students but they used different app for it. Most of the teachers used the Google classroom and Google forms for the assessment.
- Most of the teacher's responses that they used the self developed material for daily teaching. Only few teachers used the readymade teaching material.
- Many teachers replied that in their school many of their friends lost their jobs due to covid-19. So unemployment problem was one of the issues due to covid19.