

CHAPTER - 2

REVIEW OF RELATED LITERATURE

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2.1 INTRODUCTION

Research in education as in other field is search for knowledge. It is a search that provides knowledge for the solution of the problem in the field of education. A careful review on various research journals, books, dissertation and abstracts of researches helps us to know the knowledge that has been gained in the past years and proceed further. This chapter deals with the review of researches related to present study.

2.2 RELATED STUDIES

An attempt here is made to compile the researches in programmed learning conducted at doctoral and university levels in the country.

Desai,U.R. (1966) Programmed learning versus traditional approach in the teaching Gujrati in standard IX school.

The study aims to adopt the techniques of programming in the teaching of language and also to analyze the reaction of pupils to the programmed learning approach.

The sample consisted to two sections of class IX of a secondary school in Ahamedabad. The tools used for the study were pre test, post test and programmed learning unit.

The findings of the study were- (I) The difference between the two means of the experimental and control group was found to be significant at .01 level. (II) The programmed learning approach was more effective than the conventional teaching approach.(III) Analysis of student's reaction towards the new approach indicates that students welcomed the new approach.

SIE.Gujrat (1970): to find out the effectiveness of programmed learning.

The objectives of the study were- (I) to make the teacher aware of the new method and (II) to try out the developed programme.

The sample of the study was two comparable groups of eight classes. "t" test technique was used. The findings of the study were-(I) programmed learning worked better than the conventional method. (II) Ninety percent students liked to work by this method and (III) Teachers were benefited by the programmes, because they could get a picture of microanalysis of the subject.

Trivedi,I.U.(1980) Use of branching variety of programmed learning material as diagnostic and remedial tools.

The objectives of the study were- (I) to develop programmed learning material of branching type in mathematics for class V, VI and VII (II) to compare the achievements of the students studying by the traditional method

of teaching with that of the students studying through programmed material and (III) to use programmed material as remedial measure.

It was an experimental control group design. The two way analysis of variance was used for data analysis.

The major findings of the study were-(I) for class VI the programmed learning material was more effective than the conventional method of teaching whereas for class V and VII both the methods were equally effective in terms of pupil's achievements. (II) in the case of class VI girls learnt better than boys through the use of programmed material whereas in case of class V and VII there was no significant difference between the mean scores of boys and girls learning through programmed materials.

Shah, J.C.(1981) To develop and try programmed material in mathematics for student of class V.

The main objectives were (I) to develop programme material on various units of the mathematics syllabus of class V and (II) to try out the same on children of class V from a few selected school.

The findings of the study were (I) programmed material on the selected units was effective (II) the reaction of the students and the teachers were favorable

Shah,S.G.(1984) Development and try out of programmed learning material on population education for the students of class IX.

The major objectives were-(I) To develop programmed material on population education for the student of class IX. (II) To find out the effectiveness of the programmed material and (III) To assess the opinion of students about programmed learning material.

The sample comprised of 40 students of class IX of a secondary school. The research design was pre test post test single group design,

The major findings were-(I) Study of programmed could bring tangible changes in students knowledge. (II) Opinions of the participants regarding the quality of the programme were positive.

Chaudhary,M.(1985) Preparation and evaluation of programmed learning material in geography for secondary level.

The main objectives of the study were-(I) To prepare programmed learning material on selected items of the geography syllabus and (II) To evaluate the terms of learning induced among the readers by reading the programme.

The study was experimental in nature and employed the single group pre-test post-test design. The sample of study comprised 300 students of class IX and X. For collection of data the investigator prepared programmed learning material and an achievement test in geography.

The findings of the study were-(I) Student gained significantly in the subject by reading the programme (II) The girls gain slightly more than the boys on this programme.

Joshi,M.(1989) : Effect of test anxiety and intelligence on the performance of high school student using programmed learning material.

Main findings of the study was that when taught through programmed learning material low test anxious student performed significantly better than high test anxious student and so also students with high intelligence.

Sharma,AK.(1989) conducted a study on “effect of linear and branching instruction strategies on performance in social science of tribal high school student.

Major finding was students perform equally well when taught through programme learning material developed in both styles in linear and branching.