



CHAPTER II
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2.1 Introduction

The review of related literature is an important component of the research process. The review of related literature involves the systematic identification, location and analysis of documents containing information related to research problem. These documents include periodicals, abstracts, reviews, books and other research reports. The review tells the researcher what has been done and what needs to be done (Gay,1990). In the words of Best and Kahn (1989), “The review of related literature is a valuable guide to define the problem, recognizing its significance, suggesting promising data gathering device, appropriate study design and source of data”

Effective research is based on past knowledge and this chapter on review of related studies helps to eliminate the duplication of what has been done and provides chances for framing relevant hypotheses and helpful suggestion for significant investigations. The review of the literature promotes a greater understanding of the problem, its crucial aspects and contributes to the scholarly presentation of the research. A brief summary of previous researches, references and writings of scholars and experts provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

2.2 Studies related to attitude towards ICT

Beri and Sharma (2019) conducted study on “Teachers’ Attitude towards Integrating ICT in Teacher Education”. The purpose of this study is to investigate the attitude of teacher-educators towards the use of ICT along with knowledge and levels of ICT tools and devices usage among teacher-educators in teacher training colleges. A self-prepared interview guide was used in the present study. A purposive sampling technique was employed in the selection of the sample of as many as 50 teacher-educators working in different teacher-training colleges in the State of Haryana, India. The findings of the study revealed that the teacher and educators have positive attitude to some extent towards the ICT and its tools and devices usage

in teacher education process. The present finding discloses that teacher educators have lack of training and technical support. The current study also exhibits that teacher-educators also have some anxiety towards using ICT tools and devices during teaching learning process. (38: 285-296).

Shivaraj and Vamadevappa (2019) conducted a research study on "A Study of Awareness and Attitude towards ICT on Learning skills in ICT among B. Ed trainees of Davangere University". The sample for the present study consists of B.Ed trainees studying in various colleges of Education in Davangere University, Karnataka state. The sample was drawn using proportionate stratified random sampling technique. The investigator selected four aided and six unaided B.Ed colleges as the sample among 32 B.Ed colleges. The sample comprised of 400 B.Ed trainees. Which includes both male and female, arts and science graduate B.Ed trainees. The outcome of this study reveals B.Ed trainees of aided and unaided colleges have similar learning skills, Awareness and attitude towards ICT. The B.Ed trainees of science degree have significant higher learning skills, awareness and attitude towards ICT as compared to B.Ed trainees with arts degree. The female B.Ed trainees have significant higher learning skills, Awareness and Attitude towards ICT as compared to male B.Ed trainees.

Bindu (2017) conducted study on "Attitude towards and Awareness of Using ICT in classrooms: A Case of Expatriate Indian Teachers in UAE". The current study explores the awareness of, and attitude towards using ICT in teaching by the Indian teachers in UAE based on their gender and age. The data were collected through both questionnaire and interview. At the first phase of the data collection 57 teachers from 7 Indian curriculum schools were selected through consecutive sampling technique and 10 teachers, who were also subject coordinators, were selected through purposive sampling at the second phase. The findings of the study, through the analysis of both quantitative and qualitative data, revealed that teachers have a positive attitude towards using ICT irrespective of their gender and age. However, the ICT awareness of teachers is at the average level and is influenced by their gender and age. The findings suggest that ICT use for educational purposes should be given greater consideration than it currently receives. (14: 10-18).

Gayathri (2017) conducted a research study on "A Study of Attitude Towards e learning of Novice Teachers in Thiruvallur District". The aim of this study was to find out the attitude towards e-Learning of teacher trainees in Thiruvallur district. The survey method was used for the study. The study involved 400 teacher trainees from 5 educational colleges in Tiruvallur District. A standardized 5-point questionnaire called eLearning attitude scale (Reliability 0.86) was used to collect data. Descriptive and Differential Analysis were employed by using SPSS and interpretations were made. It was found that the level of attitude towards e-learning is positive among male novice teachers of age category above 23 who come from urban area. (2: 8341-8349).

Ganesan and Kumar (2016) conducted a research study on "Attitude of Teacher educators towards ICT". Realizing the attitude of teacher educators towards ICT is essential to incorporate its betterments in teacher preparation programmes. This study examined the difference between teacher educators' attitudes towards ICT and their level of attitude: whether it is favourable or unfavourable. The participants were the teacher educators of colleges of Education in Coimbatore, South India. Cluster Sampling was adopted. Results indicated significant difference in their attitude with respect to their locality of home. Majority of teacher educators have favourable attitude. (24: 7-11).

Alam and Halder (2017) conducted research study on "ATTITUDE TOWARDS THE USE OF ICT IN CLASSROOM AMONG TRAINEE-TEACHERS". The study was conducted to estimate the attitude of trainee-teachers towards the use of information and communication technology in classroom. The sample consisted 250 trainee-teachers from ten B. Ed. Colleges affiliated to the University of Gour Banga in Malda District. The Attitude towards the use of ICT Scale was developed and standardised and was used to collect the required data. The results showed that there are significant mean differences among the trainee-teachers' attitude towards the use of information and communication technology in classroom in terms of their gender and service status (in-service and pre-service).

Fanai and Chhangte (2016) conducted "A Study of the Attitude of the secondary school teachers towards ICT with respect to teaching experience and professional qualification". The present study attempts to find out the attitude of secondary school teachers of Aizwal district, Mizoram towards ICT. It also tries to find out whether teaching experience and professional qualification has effect on the teachers' attitude towards ICT. It is found that the teachers have positive attitude towards ICT and also that there is no significant difference between junior and intermediate teachers, intermediate and senior teachers and junior and senior teachers. It is also found that educational qualification does not affect the teachers' attitude towards ICT. (33: 2878-2880).

Verma, Kumar and Dahiya (2016) conducted research study on "An Analytical approach to investigate State Diversity towards ICT: A Study of Six Universities of Punjab and Haryana". This study has used student T-test with equal variances to discover meaningful diversity between faculty and students in relation to their state of residence. A stratified random sampling method was used to collect 560 samples of students and 344 samples of faculty from 6 universities of Punjab and Haryana. The outcome of this study reveals no meaningful difference among students- faculty in relation to their state of residence. There is no diversity found in between Punjab's students and Haryana's student towards ICT awareness. Similarly, there is no diversity found between Punjab's faculty and Haryana's faculty about ICT awareness for state variable. (19: 12-14).

Mohit, Dixit and Kaur (2015) Conducted research study on "Attitude of B.Ed., students towards ICT Teaching". This study was conducted to find out attitude of B.Ed., students towards information and communication technology teaching. The sample consisted 200 teacher-trainees from Moga district of Punjab state. ICT teaching attitude scale (ICTTAS) developed and standardized by T. Pradeep Kumar (2013) was used to collect the data. The statistical techniques used were the mean, standard deviation, t-value. The results showed that the factors such as locality and gender of the B.Ed., students influence attitude towards ICT teaching. (35: 169-174).

Sekhar and Lawrence (2015) Conducted a research study on "Attitude of B.Ed. trainees towards information and communication technology". The study was conducted to find out the attitude of B.Ed. trainees towards ICT. The results showed that no significant difference in the attitude of B.Ed. trainees towards ICT with regard to gender, discipline, course of study, locality, and aided colleges of education B.Ed. trainees are better than government college trainees in their attitude towards ICT. (10: 1-4).

Victor (2013) Conducted a research study on "B.Ed., trainees' attitude towards ICT". The study focuses on the level of attitude towards ICT of B.Ed. trainees. The findings indicated that majority of B.Ed., trainees (60.5%) showed uncertainty in their attitude and only 39.5% of the trainees showed positive attitude towards ICT. Further irrespective of gender and locale the attitude towards ICT of B.Ed., trainees are at the same level. (49: 18-21).

Brindamani and Manichander (2013) examined attitude towards ICT among B.Ed. trainees. The findings showed that the attitudes of ICT among male trainees are higher than female trainees. The findings also showed that The attitudes of ICT among below 25yrs are higher than above 25yrs B.Ed. trainees.

Saikumari (2010), Conducted a study on "computer phobia of IX standard students and their attitude towards educational usage of computer" objectives of the study were to find out the computer phobia of IX standard students and the investigator used random sampling technique for selecting the students from three types of schools' government, aided and private. The sample size was 310. The sample included boys and girls of the age group 13 to 15. The results showed that factors like locality of the school, gender, types of school management do not influence computer phobia of IX standard students and their attitude towards computer usage in education. (47: 38-40).

Mehra and Newa (2009) Conducted a research study on School teachers Attitude towards Information and Communication Technology. Objective of, the study was to investigate the attitude towards Information and Communication Technology of 300 school teachers of secondary schools of Nepal. The main findings of the study were;