The competent physician must keep abreast of the latest discoveries in the field of medicine. Obviously the careful studies of education, the research worker and the investigator should become familiar with the location and use of sources of educational information.

- Good, Barr, Scates
The review of the related literature is an essential aspect of a research project. Such a review is step of the scientific study and the researcher will find an exhaustive study of what has already been done on his problem.

The study of related literature will be useful to see as to what has already been done concerning the problem at hand. It provides the researcher up to date information in the concerned field. The review of related literature enables the researcher to define the limits of his field. For it the competent physician must keep himself constantly abreast of the latest discoveries in the field of medicine. The successful lawyer must be able to readily locate information pertinent to the case at hand. Obviously, a careful student of education, a research worker and investigator should become familiar with the location and use of the sources of educational information.

John W. Best has stated - "All human knowledge can be found in books and libraries, unlike other animals and that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past."

In the words of Walter R. Brog. "The literature in an field from the foundation upon which all further work will be built."

Best (1961) observes that "The research for reference materials is a time consuming but fruitful phase of investigation. A familiarity with the literature on any problem area helps the students to discover what is already known, what other have attempted to find out, what methods have been found to be promising or disappointing and what problems remain to be solved. In order to be creative and original, one must read extensively and critically as a stimulus to thinking."

The literature in any field forms the foundation upon which all future work will be done. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and novice. Old literature helps the researcher in classification of his problem and in avoiding duplication.
Review is not only important from theoretical point of view but it also gives guidelines to decide procedure and tools to be used.

According to Good, Barr and Scates, Survey of related literature serves the following purposes:

1. To know whether the evidence already available solves the problems adequately without further investigation and thus, to avoid the risk of duplication.
2. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.
3. To contribute to the general scholarship of the investigation.
4. To suggest methods of research appropriate to the problem.
5. To locate comparative data useful in the interpretations of results.

In this chapter, the investigator makes a diligent effort for reviewing the related literature, under the headings:

2.1 STUDIES RELATED TO PERSONALITY:

Srivastava (1980) studied "Prediction of academic achievement through personality traits. He found that in Indian social culture, million achievement in the arts group is much more helped by tender mindedness, submissiveness even in the comparison to intelligence. Such results have not been found in any other study.

Mutha (1980) made an attitudinal and personality study of effective teachers and found that the set of personality variables like attitude, job-satisfaction, marital adjustment and anxiety etc. significantly predicted teachers effectiveness.

Kumar (1981) conducted a study on teachers-effectiveness among different groups of teachers in relation to personality traits. The findings of the study reveal that teachers effectiveness and personality traits of Arts, Science and Commerce teachers had no relationship.

Sharma (1981) studied a differential study towards self-concepts, personality, adjustment and values of teachers at various levels and found that there was no significant difference in the competency of male and female teachers. There was no significant positive correlation between the age of Hindi teachers at the higher secondary level and their teaching competency and
there was no significant positive correlation between teaching competence and attitude towards teaching.

Dhull (1984) conducted a study of personality profiles high and low achievers. She found that most of the high and low achievers were found to be reserved by nature and low difference of affections by feelings between high and low achievers is also retained. The high achievers are more adaptable than the low achievers.

Agarwal (1985) found that the moral development was related to the feeling of security. Morality developed and morally underdeveloped adolescents did not possess many different traits. Personality was not related with moral development.

Sandhu (1986) reported that a similarity in the personality traits of boys under conditions where there was mutual acceptance. However, there existed dissimilarity in the personality traits of boys under conditions of mutual rejection and under condition of incongruent. The background variables associated with the boys feelings of acceptance by the mother and also the mother’s feeling of acceptance were like.

Prabhawati (1987) found that male students have high preference for affiliation need and female students preferred need for maintaining orders. Male students secured better points in the aesthetic, and social values. Most of these personality variables were found to be correlated.

Clain (1987) studied the relationship between personality characteristics and teaching effectiveness of secondary vocational teachers and found that there existed significant positive relationship between personality characteristics of agricultural teachers with their teaching effectiveness.

Bhushan and Mehra (1988) reported that students of high intelligence are more careful, friendly, frank, modest, obedient, attentive, tolerant, disciplined, alertist, responsible and have more sportsmanship spirit as compared to their low intelligence counterparts. Also, the high intelligence group was rated higher than their low intelligence counterparts and different traits associated with initiative such as self-confidence, expressive, active, alert, persistent and integrity.

Roy (1990) studied the personality differentials of adolescents with scientific creativity in relation to environment. He found that higher scientific
creativity adolescents differed markedly from the lower scientific creativity adolescents in terms of most of the personality traits. Both the group differed significantly. So far as perceived impacts of home and school environment were concerned.

Lakshmi (1991) studied relationship between self-concept and personality adjustment of family - reared and institution-reared children. She found that family reared and institution reared children were similar in their personality adjustment. The self-concept of these children was related to their personality adjustment.

Arora (1992), studied interactional effect of creativity and intelligence on emotional stability, personality and academic achievement and found that both creativity and intelligence interact upon behaviour and performance. The extent of development of these traits depends, to a greater extent, on the degree of creative potentially and intelligence possessed.

Mishra and Panda (1992) studied perceived organizational conflict as a function of teachers’ personality. They found that teachers with different personality make-up interact differently in problematic situation to resolve their conflicts with the Head master.

Acharya (1996) studied the relationship between personality and essential hypertension and found that a personality difference between essential hypertensives and normotensives on introversion-extroversion and neuroticism in Indian culture indicates essential hypertensives were more neurotic and introverted than controls.

Deo (1996) studied personality, values and religions attitudes of urban and rural males and females in the purview of socio-economic status. She found that rural male and urban male students did not differ in their personality traits and values. Between rural female and urban female students, significantly differs existed in respect of Q1 factor.

Amin (1997) studied Personality traits of male and female students teachers and found that male and female student teachers were comparable with regard to factor ‘G’ i.e. they had equivalent super ego strength. Male student teachers are more venturesome, socially bold, uninhibited and spontaneous as compared to female student teachers. Female student teachers
of science and art were comparable with respect to factor ‘B’ i.e. scholastic mental capacity.

Female student teachers of science were more tense, frustrated, driven, wrought as compared to female students teachers of arts.

Nagaraj and Kamala nabhan (1998) conducted a comparative study of personality factors of engineers and software professional and found that the higher mean scores of software professionals in 12 out of 16 factors and higher mean scores than mean scores of the engineers, for factors C, G, B and Q3 suggest that they are shade stronger in most of the traits than the software professionals.

Saran (1998) studied the Personality traits of nursery school children against the background of their home environment. He was found that presence of father of adequate availability of his company are essential for satisfactory social adjustments of the child in the nursery school, parental love and environment condition affected the child.

Shukla and Prasad (1998) studied differential personality traits of teachers, teacher-trainees in relation to their socio-economic status and found that the experienced teachers of the high SES group were found more reserved, submissive, moralistic, shrewd, self-sufficient, conservative and controlled in comparison to teacher trainees of the same category. Low SES group teachers were found significantly more detached aloof and critical, emotionally less stable, mild, sober, conservative than the teacher trainee of the same category.

Bhargava and Bhargave (1999) studied personality traits among narcotic drug abusers and found that drug abused and non-drug abusers differed significantly on five out of the sixteen personality dimensions. drug abusers were found more passive, submissive, suspicious, depressive and emotionally instable and had more feeling of perceived non drug abusers.

Souza, Gururaj and James (2000) studied assessment of shyness. Its influence on the personality and academic achievement in high school students and found that shyness and extraversion are not relates age and shyness are found to be independent of each other.

Joshi (2000) studied neuroticism, extraversion and academic achievement as related to gender and culture and found that significant effect
of gender was found the subjects of rural area only on neuroticism and extraversion. The significant effect of urban area residence among the girls subjects only have been found on neuroticism, extraversion and academic achievement.

Suneetha and Mayari (2000) conducted a study on age and gender differences on the factors affecting high academic achievement and they found that no significant difference among boys and girls with respect to I. Q dimensions. Support was the only dimension of still that showed significant difference with age.

Ghanihar and Noorjahan (2000) studied relationship between cognitive style and personality variables and preference for teacher behaviour and found that field-dependent were found to be reserved, less intelligent, affected by feeling, excitable, assertive, having weaker super ego, uncontrolled and tensed.

On the other hand field independent students were found to be warm hearted, more intelligent, emotional stable, under-monstrative, obedient having strong super ego, controlled and relaxed.

Joshi and Pariya (2000) studied personality correlate of teaching competency and found that the teacher possessing personality traits like boldness, confidence, experimenting, imagination, reserved, high self concept and relaxed have higher teaching competency than their counter parts. On the other hand it had been found that intelligence, emotion, submissiveness, soberness and tough-mindedness did not contribute much to the teaching competency.

Lather, Goyal and Bhargava (2000) studied security/insecurity and self-confidence security/insecurity and self-confidence dimensions of personality of adolescents and found that high positive correlation between the two variables showing that the higher level of security develops high self confidence.

Kumari, Mona and Gupta (2001) studied personality type among diabetic and found that Type - A behaviour pattern plays an important role in causing diabetes. Diabetics are more aggressive, hard-driving/competitive, time-urgent, hostile and job centered than non-diabetics.

Krishan and Awasthy (2001) studied Personality differentials of college depressed students and found that high depression have scored significantly
higher on anxiety, insecurity and neuroticism dimensions than the moderate and low depression groups.

Bakshi (2001) studied impact of the parental attitude on personality development of their children and found that the child-parent relationship contributes in his early childhood and late childhood as well. In a way every culture expects its members to master certain behaviour patterns at various stages in their lives.

Khadi, Patil, Badiger, and Kateeb (2001) studied personality traits of rural boys and girls of 8–18 years. They found that the boys and girls of 10–13 years like 8 to 10 and 13–18 years group were high on guilt proneness, individuals and tension while they were in the low range in morality, self-concept and social warmth. However a differential pattern was observed in the association of personality traits among boys and girls over the three age groups.

Tyagi and Kaur (2001) studied perceptions of behavioural and other personality problems of adolescents and found that respondents in general have positive self-concept towards themselves. Girls have higher level of self-concept than the boys.

Waheedakhan and Shalma (2003) studied personality profile of drug Addicts and Normal and found that drug abusers were significantly more capable, of concrete thinking, emotional unstable, submissive, expedient in contrast whereas normal were significantly more capable of abstract thinking, emotionally stable, dominant. However, drug abusers as well as normal were forthright, experimenting and tense.

Mittal, Pareek, Chandra and Higgor (2003) studied personality traits and body image. A study of adolescent girls students.

They found that personality traits namely, sizothymia, artlessness, untroubled adequacy group adherence and introversion were found to be negatively correlated with the barrio type of body image. Whereas lower ego strength, weaker super ego and low self sentiment integration were found to be positively correlated with penetration type of body image.

Riaz (2003) studied perceived parental acceptance-rejection control and personality characteristics of adolescents and found that no gender
differences were found. Children perceived their fathers to be significantly more neglecting whereas, mothers are perceived accepting than fathers.

Singh and Nathwatt (2003) studied heritability of Eysenckian personality dimension, alexithymia and self-esteem scale and found that intra class correlation of MZ twins were greater than DZ twins. They found that greater contribution of heredity for different personality measures. However, in same measures environment was also a factor.

Singh and Singhvi (2004) studied effect of personality dimensions and feeling of crowding on the components of mental stress in inside tensed areas and found that only the psychological and physical factors stress were adversely affected by high feeling of crowding introverts and psychological and physical factors were not affected by the dimension of introversion-extroversion.

Gairola and Sebastion (2004) studied Renal failure and Personality factors and found that the end stage renal disease patients have characteristic like mistrusting, doubtful, hard headed, analytical, with an interest in intellectual matters.

Khokhar and Rohitash (2004) studied sex difference on personality suicide, ideation and psychopathology and found that female adolescents have scored significantly higher on the measures of suicidal ideation, neuroticism, stressful life events and anxious depression, whereas male adolescents scored significantly higher on the measures of psychopathic deviation.

Easwari (2004) studied relationship of personality with the administrative and academic responsibilities of assistant elementary education differs in Tamil Nadu. He found that there is low positive relationship between academic responsibility and neuroticism academic responsibility has negligible positive relationship with dominance.

There is low negative relationship between academic responsibility and the personality. The other personality factors such as ego, pessimism and dogmatisms have negligible negative relationship with academic responsibility.

Kalyal and Nirwani (2004) studied delinquency prone and non-delinquency prone adolescent with regard to self-concept, emotional maturity and personality. They found personality differences between delinquency prone
and non-delinquency prone could be accounted for the fact that the high level of neuroticism interferes with fear-arousing stimuli which inhibits socialization.

Aditi and Kumari (2005) studied impact of personality patterns and employment status on psychological stress tolerance of women in Kerala. They found that on the basis of regression analysis that personality as assessed by the need patterns of the individual do have a significant influence on ST of both working and non working women.

Gakhar and Prem Lata (2005) studied intelligence, creativity, self-concept and personality characteristics of delinquents and non-delinquents. They found that out of 16 personality factors male delinquents and non-delinquents differ on A, B, E, F, G, L, Q1, Q3 and Q4 factors. Female delinquents and non-delinquents differ on A, B, G, O, Q3 and Q4 factors.

Jayan (2005) studied emotional competence, personality and job attitudes as predictors of job performance. He found that there is theoretical significance in showing that impact on performance that must be predicted with different levels and categories of managers in varying organizations. Personality traits predict different facts of job performance.

Singh and Sinha (2006) studied personality among divorced and non-divorced women. They found that today women are very progressive. But some belief and attitude have not been changed much. Divorced women become more depressive, frustrated and makes their social changes which makes them more deprived. It is a burning problem, which can lead to family separation, may rise self-defense having ego in their life.

Amirtha and Kadhiruvan (2006) studied influence of personality on the emotional intelligence of teachers. They found that female teachers have better impulse control and problem solving skills. Elder teachers have more empathy than the youngest, postgraduate teachers have better problem solving and stress tolerance skills whereas the undergraduate teachers have more emotional self-awareness skills. Teachers working in private schools have more impulse control emotional self-awareness and flexibility skills. Teachers working in govt. sec. school have an inclination for initiative dimension.

Usmani, Pandey and Ahmad (2006) studied teachers job satisfaction in relation to their personality type and type of schools. They found that the
number of teacher personality type AB is maximum in the population followed by type A and type B respectively. It may be concluded as shown by the statistical analysis that type A people in teaching profession is most satisfied by type B and type AB. But there is no significant difference in the overall level of job satisfactory of teachers in ratio to their personality type A, personality type B and personality type AB. In this way it may be said that at the time of induction of an individual into the teaching profession consideration of personality type is not an important variable.

Hinger & Mittal (2006) studied personality type and adjustment level of orthopaedically handicapped and physically able students.

They were found that physically able student had shown significantly better adjustment than the handicapped students. The two groups difference significantly on personality types also. The incidence of dysthymic type of personality is highest among the orthopaedically handicapped. Where as the incidence for extraverted type is highest among physically able students.

Singh, Kanta and Singh (2006) studied personality patterns of secondary female teachers. They found that rural teachers are more truthful, non-violent, content, unavaricious, restrained from theft, complacent and atheist as compared to urban sec. school teachers.

Poornima (2007) studied adjustment of students of govt. and private schools in relation to their personality and family environment. She found that boys of govt. schools have low self-concept, high independence, good temperament and moderate anxiety. Boys of private schools have high self-concept, high independence, poor temperament and are ambivert.

Rural govt. schools students have low self-concept and low independence. Rural private schools students have low independence, low self-concept and moderate anxiety.

Girls of govt. schools have low self-concept, low independence, good temperament and moderate anxiety, whereas girls of private schools have high self-concept, high independence and good temperament.

2.2 STUDIES RELATED TO TEACHING APTITUDE:

Srivastava (1965), studied construction and standardization of an aptitude test for teaching. He found that the co-efficient of reliability by test,
retest and split-half methods were 0.94 and 0.91 respectively. Standard scores, percentiles and ‘t’ scores were developed. The hypothesis stated was retained.

Singh (1975), studied high school examination aptitude and teacher’s estimate as predictors of achievement in science at the intermediate level. He found that the multiple R value and composite reliability of the battery were found to be 0.49 and 0.85 respectively. A regression equation to predict achievement in science was developed.

Upadhyaya (1976), examined construction and standardization of the aptitude test for secondary school teachers. He found that sex and socio-economic background were not related to aptitude for teaching; whereas academic discipline and previous experience of teaching were found to be significantly related to aptitude for teaching.

Bhuman (1976) studied aptitude, personality traits and achievement motivation of academic over achievers and under achievers. He found that the over-achievers and under-achievers did not differ significantly on any of the independent variables, namely, aptitudes, achievement, motivation and personality traits.

Ghuman (1976) studied the aptitude of teaching along with some other variables and found that the over and under-achievers did not differ significantly on any of the independent variables namely aptitude, achievement, motivation and personality traits. The over-achievers regardless of sex possessed high achievement motivation, whereas the under achievers possessed relatively low achievement motivation. The difference between the means of the sub-urban achievers and over achievers on the composite aptitude test were significant and the means were in favour of the formal group whereas there were no significant difference in aptitude score of rural as well as urban over and under achievers. The greatest source of variance for over-achievers was the personality variables whereas it was aptitude for under-achievers.

Vohra (1977) studied teaching aptitude with some other variables like as intelligence, academic achievement & vocational choices of polytechnic students and found that aptitude of an individual is affected by the family background of the individual. Intelligence played little role in the vocational choices for technology groups of occupations. Occupational choices and
aptitudes were significantly and positively correlated. Academic achievement and aptitude were positively correlated in the whole sample as well as samples in different branches.

Pandey (1978) studied interest, aptitude and personality factors as predictors of scholastic achievement. The main objective of the study was to find out how for certain interest, aptitude and personality variables predict the scholastic achievement of students and to develop a battery of test for the same purpose.

George and Joseph (1978), studied effect of micro teaching on general teaching competence and teaching aptitude of B.Ed. trainees. They found that intensive training and persistent practice in the five instructional skills influenced in varying degrees. The sensitivity of the B.Ed trainees to assimilate partly other related pre-instructional and post instructional skills and to integrate them in their report of teaching behaviour in the teaching situation.

Mitra, Chatterjee and Mukherjee (1978), studied higher secondary science achievement as related to scientific interest and aptitude. They observed that within the aptitude levels I and II. There was a high and very significant positive relationship between the intensity of scientific interest and probabilities of success in higher secondary course.

Singh (1979), investigated analysis of scholastic aptitude for learning geography at high secondary stage. He found that the multiple R-values of .71 in case of boys and .62 in case of girls were fairly high. The predictive validity of the prepared aptitude test battery was fairly high being .65 in case of boys and .56 in case of girls and it indicated its forecasting efficiency on the criterion test.

Another study (1982) conducted in Indian institute of psychometry, Calcutta entitled as, “Comparison of S.C. & S.T. candidates in aptitude & knowledge test with that of general candidates” revealed that difference in aptitude of SC & ST candidates and general candidates was more pronounced in engineering groups whereas it was less in non-engineering groups. They observed difference was mainly due to the difference in the academic background. The economic level of family favourly helped SC/ST candidates
to do better in selection tests. The difference between two groups increased with decrease of economic level.

Menon (1982) conducted the study under the topic, "Performance of students at polytechnics in relation to their academic achievements, intelligence, differential aptitude, adjustments and aspirant level" and found that eight factors were differentiated between high and low performance. Some of these factors were general mental ability, space relations, numerical ability, mechanical reasoning, language usage (spelling), language usage (grammar) & academic achievement. The children who spent their leisure time in both indoor and outdoor activities had the highest score for all the three aptitude tests. Generally, the boys who liked to read serious type of books had higher mean scores in all the three aptitude tests. The multiple correlation analysis indicated six variables, which together accounted for 35.23% of variance in criterion variables. These six variables were numerical ability, general mental ability, abstract reasoning, mechanical reasoning, academic achievement and language usage.

Kuhlok and Saini (1982) studied impact of teacher education on teaching aptitude of Punjab agricultural university education graduates. They found that various personality traits studied indicated significant differences in favour of fairness and cooperative attitude followed by kindliness, moral character, wide interest, enthusiasm and patience, respectively, showing strengthening of these traits with the teaching of various educational courses. Teaching of educational courses affected the development of teaching aptitude. Academic achievement was significantly related to teaching aptitude.

Sharma (1984), studied teaching aptitude, intellectual level and morality of prospective teachers. He found that about 75% of student teachers were below average in aptitude and intellectual ability. An significant difference was found in teaching aptitude ability in sex-wise and discipline-wise comparison. A positive correlation was found between teaching aptitude intellectual level and morality of prospective teachers.

Tiwari (1987) conducted a study on married and unmarried college teachers on teaching aptitude and found that there is no significant difference in teaching aptitude of married and unmarried teachers. There exists no difference in teaching aptitude of male and female college teachers. This finding is in
agreement with the findings of Morsch and Wilder (1954) & Upadhyaya (1970) also.

Bhasin (1988). Studied teaching aptitude and its relationship with teaching effectiveness and found than effectiveness and teaching ability have positive correlation and the total personality of the teacher is found to be influencing effective teaching. The study attempted to bring an improvement in the criteria for admission to the teacher preparation programme (B.Ed.) training for secondary teachers.

Meera (1988) studied the relationship between teacher behaviour and teaching aptitude of teacher-trainees. She found the average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders. Large variations occurred in TOR, TRR and PIR, TQR and PIR were much less than the norms. teacher talk ratio was significantly correlated with three of the teaching aptitude factors and the total teaching aptitude score. There was a significant negative correlation between silence, confusion ratio and three aptitude factors and the total aptitude score. There was a significant correlation between teaching aptitude score and content cross ratio. Two of the aptitude factors, namely, mental ability and general information were significantly correlated with CCR. The high-aptitude group and the low aptitude group differed significantly in four behaviour components. Teacher talk, teacher response and content emphasis were significantly higher in the high aptitude group.

Diwan (1991) studied academic achievement of student teachers in terms of aptitude, attitude, participation & human values. He found that academic achievement of student teachers was related to teaching aptitude, attitude, cooperation, dedication, nationalism, scientific outlook, tolerance & entry level. Female student-teachers were found significantly higher as compare to male student teachers in many variables, viz-academic achievement in total theory and practical aptitude, cooperation, dedication, nationalism, scientific outlook, tolerance and entry level. Student teachers of rural background all the eleven variables viz. academic achievement, aptitude, attitude, co-operation, dedication, nationalism, scientific outlook, tolerance, and entry level. Academic
achievement in total of student teachers had been predicted successfully on the basis of their aptitude, entry level and co-operation.

Reddy and Bhoom (1991) studied teaching aptitudes and attitudes of secondary school teachers in Andhara Pradesh. They found that the female respondents performed relatively better in the teaching aptitude test. Age and faculty did not influence the performance on TAT. Experienced teachers and teacher awardees exhibited a statistically significant superior performance over student teachers.

Debev (1992) studied factorial value of numerical aptitude and its bearing on mathematical learning. He found that there are factors other than numerical aptitude, which account for the major portion of variance in arithmetic achievement test scores. There exist other factors different from numerical aptitude, which account for the un-explained portion of variance in mathematics achievement test scores.

Patil & Deshmukh (1993) studied relationship between teaching aptitude and teaching efficiency among the pupil teachers and found that the graduate & post-graduate pupil-teachers differ significantly on teaching aptitude in favour of the P.G. pupil-teachers. The male and female pupil-teachers do not differ significantly on their teaching aptitude. Although the mean scores of teaching aptitude is slightly more in favour of female pupil-teachers. The experienced and inexperienced pupil-teachers also differ significantly on teaching aptitude in favour of experienced pupil teachers. Teaching aptitude of pupil-teachers does not differ significantly in arts and science group. It was found that co-efficient of correlation between the scores of aptitude in teaching and teaching efficiency was positive and significant. With regards to teaching efficiency the male and female pupil-teachers, the experienced & inexperienced pupil-teachers and pupil-teachers belonging to science and arts group did not differ significantly while the graduate and post graduate pupil-teachers differ significantly.

Panday (1993) studied teaching aptitude of sec. school teachers of Gujarat in the contest of some psycho-serial variables like sex, area, vocational desperation, leadership, emotional stability, radicalism, conservation and socio-economic status. He found that the female teachers were found to obtain
significantly higher than their male counterparts. The gender groups, vocational aspiration groups, leadership groups, SES groups, Personality groups of two extreme polarities were found to differ significantly on their teaching aptitude.

Kukreti (1993) conducted a study entitled as “Teaching Aptitude & Successful teachers: A Co-relational study” and found that when all dimensions of teaching aptitude considered together, all groups (male, female, rural, urban & total) of successful teachers at 0.01 level of confidence. Successful male, female, rural & urban teachers were found to be significantly better than unsuccessful teachers, on the dimensions cooperative attitude, wide interest & scholarly taste. While the teachers of all these groups were found to be similar on moral character and discipline dimensions of teaching aptitude. When all teachers considered together, it was found that there was no significant difference noticed by successful and unsuccessful teachers on moral characters, discipline and optimism dimensions. On the other hand successful teachers were found to have significantly higher scores on cooperative attitude, kindness, patience, wide-interest, fairness, scholarly taste and enthusiasm dimensions of teaching aptitude.

Bhattacharya (1995) studied teaching aptitude of science and non-science student teachers in relation to their level of anxiety. He found that no significant difference between science and non-science graduate student teachers in both teaching aptitude and level of anxiety.

Kumar (1996) studied aptitude of primary school teachers towards mathematics and found that the small proportion of teachers having high aptitude, male teachers and teachers working in private schools but number counter parts.

Sangeeta (1996) studied learning aptitude of the congenitally and adventitiously visually impaired pupils and found that learning aptitude of the adventitiously and congenitally visually improved students differed significantly.

Naik and Pathy (1997) studied the attitudes of secondary school science teachers towards teaching of science and found that science teachers of Orissa possess positive attitude towards teaching of science, urban secondary school science teachers have more favourable attitude towards teaching of science than rural secondary school science teachers. The female science teachers
had significantly positive attitude towards teaching of science than their male counter parts.

Roy (1999) studied perceived importance of computer programming aptitude and found that same creative aptitude (associational fluency, inference, anagram, expressional fluency, absurdities and word fluency) and memory for spatial position were appeared as more useful in computer programming job.

Pandey and Maikhuri (1999) studied attitude of effective and ineffective teachers towards teaching profession and found that no significant difference between effective teachers having high or low experience in terms of their attitude towards their profession. High experienced effective teachers attitude was positive towards teaching profession than low experienced in effective teachers.

Verma and Mishra (2002) studied cognitive and meta cognitive aspects of learning styles of prospective secondary teachers in relation to teaching aptitude and self-esteem. They found that teaching aptitude and self-esteem do influence some cognitive and meta cognitive strategies of learning of prospective secondary teachers in an independent manner. However, no interaction effect of the two variables was found on only cognitive and meta cognitive strategies of learning.

Kulshrestha and Heeranandani (2006) studied educational aptitude of prospective teachers. They found that prospective teachers of both the groups (male & female) have higher aptitude for teaching than the other three aptitudes: guidance, management and research. Male prospective teachers are better in guidance and management aptitude while female teachers have high aptitude for teaching and research. While comparing the differences of mean of both groups of prospective teachers no significant difference was observed.

Mishra (2007) studied teaching aptitude score a criterion for admission in colleges of education and found that aptitude scores has relationship with the gender (Male/Female), qualification (Graduation/Post Graduation) and geographical location (Urban/Rural) of trainee teachers.
An Overview:

An one of the related research literature shows that in the last three decades the studies on teacher’s personality and teaching aptitude are voluminous and approached from a number of the theoretical prospective. Most of the studies have been conducted on student teachers, students and others. Further, the trend of researches shows that researchers have viewed personality and teaching aptitude of teachers separately or with other variables. There are hardly any studies to determine the comparison of personality and teaching aptitude of teachers from two groups.

The studies carried out so far have not defined in clear terms what is expected of an effective teacher and hence the variables chosen by these researchers for their studies are not given in explicit term. None of these studies reviewed by the investigators have used the criteria towards teaching profession.

In the above mentioned research studies there exists lacunae as the expectations from the teachers of both the systems have not clearly defined in terms of teaching aptitude and personality with comparisons. More over, very few researchers have been conducted in the area of comparison of two systems which has been a debatable topic with regard to the personality and aptitude towards teaching. A comparison of the two systems of education was essential for formulating future plans and improve the educational systems through good personality and high aptitude towards teaching in teaching profession to develop the country.

There is general public opinion that private school teachers have good personality and high teaching aptitude as compared to govt. school teachers.

Thus. the present research aims to readdress this imbalance by examining and comparing the personality and teaching aptitude of govt. and private secondary school teachers.