According to Koul L. (2007), Review of the related literature besides allowing the researcher to acquaint himself with current knowledge in the field or area in which researcher is going to conduct his research.

The review of related literature done mainly with a view to have a clear perspective about the process, the steps to follow, have an idea about the scope and the area of the field to avoid unnecessary replication of the work, to know about the tools and techniques employed. According to W.R.Borg – The Literature in any field forms the foundation upon which all future work will be built. If was fail to build this foundation of knowledge provided by the review of literature, our likely to be shallow and naïve and will often duplicate work that has already been done better by someone else.

The review of literature is also important to highlight difference in opinions, contradictory evidence, findings and the different explanations given for their conclusions and differences by another authors. In some situations, an analysis of these factors can help to understand the facts of a complex issue and at other times, such analysis can lead to new options that can be researched upon in the current project. Review of literature develops researcher’s insight and establishes his intellectual superiority over others. Literature is a source of self-enlightenment and inspiration to accept challenges. It removes misgivings and misconception about the problem. Defining and delimiting the problem is not at all possible without proper review of literature.
The significance of Review of Related Literature can be shown by the diagram given below-

**Fig 2.1: Significance of Review of Related Literature**

Thus review of related literature is a very important part of any research. A Survey of related studies was undertaken by the investigator to get an insight into the work that has already been in the field of this investigation and also to get suggestion regarding the ways and means for the collection of relevant data and interpretation of results. Keeping in mind, the above uses of related literature, investigator has reviewed those important studies which have touched the spirit and sphere of the present investigation to some extent.
The existing literature associated to the present research work has been reviewed and presented under four heads –

**Fig 2.2: Presentation of studies related to variables under study**

<table>
<thead>
<tr>
<th>Studies related to Role Performance</th>
<th>Studies related to Optimism</th>
<th>Studies related to Job Value</th>
<th>Analysis and Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies in India</td>
<td>Studies in India</td>
<td>Studies in India</td>
<td>Basis for conceptual framework</td>
</tr>
<tr>
<td>Studies in Abroad</td>
<td>Studies in Abroad</td>
<td>Studies in Abroad</td>
<td>Basis for research design</td>
</tr>
</tbody>
</table>

**STUDIES RELATED TO ROLE PERFORMANCE**

**Studies in India**

Jayashree, S. (2002) studied the inter-correlation between Teachers’ Professional Responsibilities, Instructional Management Behaviour of the Principal, School Organizational Climate and their dimensions, as perceived by the teachers. The sample consists of 500 teachers drawn from 47 schools in 5 out of 20 districts of Haryana State. Teachers’ Professional Responsibility Schedule, Principal’s Instructional Management Rating Scale and Organizational Climate Questionnaire were the tools used for the study. Multiple correlation and three way ANOVA were used to analyze
the data. Significantly positive inter-correlation has been found among the three variables, namely, Teachers’ Professional Responsibilities, Principal’s Instructional Management behaviour and School Organizational Climate.

**Kumar, R. A. (2006)** compared sex and location wise administrative effectiveness of the principals of junior high schools on the basis of value pattern score. In the study sample of 166 teachers of junior schools of Moradabad city were taken, who rated the effectiveness of their respectable principals. In order to test the value pattern of principals a standardized test was used, known as “Measurement of study of values” by Raj Kumar Ojha and for administrative effectiveness “Administrative effectiveness scale” by Sharma & Kumar was used. Result revealed that male principals were more effective due to political, social and theoretical values and female principals were found less effective due to their religiousness.

**Yadav, D. & Bhavna, S. (2009)** has studied professional abilities of teachers of special schools. Descriptive survey method was employed to conduct the study. The population of the study comprised of teachers teaching blind and deaf students in schools situated in U.P. 6 special schools situated in Allahabad, Agra and Bareilly district were selected randomly for data collection. The data was collected from sample respondents to explore the desirable prefers and skill as perceived by the teachers teaching in special schools. Their rankings for 1-11 skills have been analyzed through mean rating scores and priority areas have been worked out for the successful teacher training programmes.
Studies in Abroad

Mager, R. F. (1992) conceptualized that no self-efficacy, no performance. The importance of self-efficacy (SE) in successful job performance must not be underestimated. When people don’t believe that they are capable to do some particular thing, they may not even try to do it. Self-efficacy influence a person's choice behaviour, perseverance, motivation, and facilitative thought patterns. Low self-efficacy can make a person vulnerable to depression and stress. Because of the debilitating effects of low SE and the enabling effects of high self-efficacy, it is important for trainers to work at strengthening self-efficacy whenever it is particularly subject to influence. Self-efficacy is strengthened through exercise and through the conditions and consequences that accompany the practice of the skills to be learned. The exercise should be designed to lead to a series of successes.

Deborah, L. V. et. al. (1994) analyzed and compared the perceptions of a national sample of elementary-level learning disabilities resource teachers (n = 83) and elementary general education teachers (n = 64) in regard to actual and ideal performance of collective roles. Resource teacher perceptions of constraints on their performance of collaborative roles were also examined. Results revealed significant differences between teacher perceptions of actual and ideal performance of collective roles. Constraints on resource teachers’ collaborative Role Performance were identified.

Margaret, P. & John, W. (2002) examined co-teaching in secondary classrooms by interviewing and observing special education teachers in co-taught and special classrooms. Using qualitative methods and a grounded theory (constant—comparative) method of data analysis, they identified salient, recurrent patterns that suggested a description of co-teaching roles,
definitions, instructional actions and then compared this description to roles and actions in special education classrooms. They found that special educators take on various roles when co-teaching that are different from the roles that they reportedly assume when they are teaching in special education classrooms; the differences between these roles are influenced by personal definitions of co-teaching and perceived pressures from the classroom, professional community and administration. During co-taught classes, special educators may simply provide support for students in the general education classroom and teach the same content in a separate classroom and teach a separate part of the content in the same classroom or teach as a team with the general educator. In co-teaching settings, teachers engaged in actions that helped students get through assignments and instruction given to the entire class. In special education classrooms special educators engaged in different strategic and explicit forms of these actions.

**Steven, G. R. et. al. (2005)** examined the impact of schools and teachers in influencing achievement with special attention given to the potential problems of omitted variables and of student and school selection. Unique matched panel data from the Texas Schools Project permit the identification of teacher quality based on student performance along with the impact of specific measured components of schools and teachers. Semi parametric lower bound estimates of the variance in teacher quality based entirely on within-school heterogeneity indicate that teachers have powerful effects on reading and mathematics achievement, though little of the variation in quality of teacher is explained by observable characteristics such as experience or education. The results suggest that the effects of a costly ten student reduction in class size are smaller than the benefit of moving one standard deviation up the teacher quality distribution,
underlined the importance of teacher effectiveness in the determination of school quality.

**Jayan, C. (2006)** identified the role of extrapolative variance of emotional competencies, job attitudes and personality variables in job performance. The sample comprised of 203 moderate level managers, who completed the Emotional Competency Inventory (ECI), Type A Personality Pattern, Job Attitudes Scale (JAS) and Performance Scale. Colleagues rating and Superior ratings for these managers were also taken. Regression analysis showed that $R^2$ increased from 0.11 to 0.33 with totaling of each of the seven variables that added significantly to the prediction of job performance. The result revealed that there is a significant influence of teacher’s attitude on their performance.

**Jodi, D. K. (2006)** described the roles and responsibilities of 17 special education teachers and the challenges they encountered in the areas of planning, instructing, controlling and monitoring of student progress of elementary students in 4 school districts in Western Pennsylvania. This study was done by collecting data through focus group discussions, personal interviews and written weekly logs. Findings revealed five challenges and impacts of the challenges they encountered in their daily routine work, together explaining the role dissonance experienced by many special education teachers in today’s schools.

**Judge, T. A. et. al. (2007)** have studied self efficacy and work related performance for the integral role based on individual differences. The present study estimated the unique contribution of self efficacy to work related performance controlling the personality, intelligence or general mental ability and job or task experience. Result based on a meta analysis of the relevant literatures revealed that across all studies and moderat
condition, the contribution of self efficacy relative to purportedly more distal variables is relatively small. Within moderate categories, there were several cases in which self efficacy made unique contribution to work related performance for example self efficacy predicted performance in jobs or tasks of low complexity but not those of medium or high complexity and self efficacy predicted performance for task but not job performance. Overall result suggest that the predictive validity of self efficacy is attenuated in the presence of individual differences, through this attenuation does depend on the context.

**Mark, A. G. et. al. (2007)** proposed that interdependence in a work context determines to what extent work roles are embedded within a broader social system and whether work roles can be formalized or whether they emerge through adaptive and proactive behaviour. Cross-classification of task, organization member behaviours, team member with proficiency, adaptively and pro-activity produced nine sub-dimensions of work Role Performance. Ratings of 491 supervisors from 32 organizations and self-ratings of employees in two organizations (n’s _ 1,228 and 927) supported the proposed distinctions. Self-reports of pro-activity was positively correlated with two external measures of pro-activity.

**Aamir, A. C (2008)** tested the effect of job involvement on the self-report measures of in role job performance and OCB. Organizational commitment was measured by Organizational Commitment Questionnaire (OCQ) was developed by Modway, Steers and Porter, (1982) to measure Organizational commitment. Job involvement scale was developed by Lodahl and Kejner (1965) was used to measure Job involvement. A self-appraisal approach designed by the researcher was used to measure In Role Performance. The results of this study explored that there are positive correlation found in job involvement with in-role job performance (r =
0.30, p<0.01) and OCB (r = 0.43, p<0.01). It was also explored that organizational commitment moderately mediated the job involvement performance relationship.

**Chika, P. E. & J. E. Ebele, (2008)** focused on two major research questions, how do the principals perform their instructional leadership roles? And to what degree do these roles influence the teacher’s work performance? This study was a survey conducted in all the government-secondary schools in Asaba metropolis of Delta state. The sample comprises 240 teachers randomly selected from these schools. The instrument was a questionnaire titled “Questionnaire on Instructional Leadership Employed by Principals (QILEP). The two research questions were replied using Measure of central tendency i.e. Mean, whereas the hypothesis was tested using the Pearson’s Product Moment Correlation Coefficient. The outcomes revealed that the principals perform their instructional leadership roles to high degree and these roles influence the teacher’s work performance.

**Kahya, E. (2008)** has studied the impact of job performance on effectiveness of Teachers. Task performance and contextual performance are two separate dimension of behaviour at work that contribute independently to effectiveness outcomes. Least research has studied the relationship between job performance and effectiveness. This study covers earlier investigation by examining the issue of which degree of job performance plays a significant role in inducing any effectiveness result. 7 items for task performance, 12 items for contextual performance and 3 items for effectiveness such as productivity, quality and innovation were used for measuring employee performance. From a medium sized company, a sample of 143 employees was taken for the study. The outcomes showed that two items, “attention to important details” and
“creativity to solve a work problem” were the highest effective items to provide to productivity, innovation and quality. Job experience and level of education had minor impact on effectiveness.

**Rubina, K. et. al. (2008)** investigated the effect of job stress of Medical house officer’s on their job performance. Population of house officers was targeted which were present at that time were 55. The data collected through questionnaire, was analyzed by using statistical methods including descriptive statistics, Spearman’s correlation coefficient and multiple regression. The result revealed strong support for the hypothesis that there is an inverse relationship between job stress and job performance indicating that there is high job stress in the house officers resulting in low job performance.

**Matthews, E. C. et. al. (2009)** presented factors influencing Role Performance of community based organizations in agricultural development in Imo State, Nigeria. The sample of 72 respondents was selected by random sampling and then structured questionnaire was administered properly. Frequencies, percentages and ordinary least square multiple regression was used for analysis of data. Findings presented that income, work experience, type of agriculture activity and quality of leadership were significant at 1% level while membership size was significant at 5% level.

**Shafqat, H. K. & Muhammad, S. (2009)** focused on assessing the performance of government secondary school head-teachers in the context of heads’ instructional behaviour, leadership qualities and capabilities of interpersonal relationships, managerial abilities and professional attitude. The small-scale survey was carried out in 2006 in district Mianwali, Pakistan. The sample consist of 150 secondary school teachers drawn at
random from 15 government schools. The data was collected through a questionnaire comprising 38 items on a five-point rating scale on various aspects of head teacher performance. Results revealed that the performance indicators of professional attitude, leadership qualities, interpersonal relationship and managerial abilities were found to be better, but the aspect of instructional behaviour was weaker among the head teachers. The performance of female head teachers in regard to professional attitude, instructional behaviour and managerial abilities was found to be relatively better than male. There was significant correlation found among all the independent variables of head teacher performance.

**Adeyemi, T. O. (2010)** investigated principals’ leadership styles and teachers’ job performance in senior secondary schools in Ondo State, Nigeria. The sample comprised 240 principals and 1800 teachers from secondary schools in the State, which was selected through the stratified random sampling technique. Two instruments, principals’ leadership style questionnaire and the teachers’ job performance questionnaire were used to collect the data. The collected data were analyzed using frequency counts, correlation matrix, percentages and the t-test. Teachers’ job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or Laissez-faire leadership styles. Teachers’ job performance was also found to be at a moderate level in the schools.

**Arnold, B. B. & P. Matthijs, B. (2010)** tested a model of weekly work engagement among 54 Dutch teachers. Teachers were asked to fill in a weekly questionnaire every Friday during 5 consecutive weeks. Results of multi-level analysis showing that week-levels of autonomy, opportunities for development (but not social support) and exchange with the supervisor were positively related to weekly engagement, which was positively
related to weekly job performance. Momentary work engagement was positively related to job resources in the subsequent week. These findings revealed, how intra-individual variability in employees’ experiences at work can explain weekly job performance.

**Muhammad, A. et al. (2010)** identified the Sources and Effects of Stress on the Job Performance of Federal Government (FG) Secondary School teachers of Rawalpindi Region. The sample of the study comprised on one hundred teachers and three hundred students of Federal Government Educational Institutions of Rawalpindi Region. The data was analyzed using t-test. Majority of the teachers were found to be subjected to stress. The responses from head teachers, teachers and the students identified that stress directly affected the job performance of teachers.

**Akinwumi, F. S. & Adeyanju, H. I. (2011)** compared the post training job performance of sandwitch and full time NCE graduate in Ogun state, Nigeria with a aim to determine the level of efficiency of the products of the programme. The design of the study was descriptive survey design. A multi-stage sampling technique was employed to select 1,750 teachers from 300 public primary schools in Ogun state while 100 employers of labour and 50 stakeholders in education in the state. Two self develop and validated instrument: graduate teachers’ performance assessment questionnaire and graduate personnel appraisal questionnaire were used to collect data. Data were analyzed using t test and multiple regression. Result showed that there were no significant difference in sandwich and full time NCE graduates job performance variables: lesson preparation- teaching methods and knowledge of professional practice –ethics. Positive correlation were also found among all these job performance variable.
Fadekemi, F. O. & Isaac, A. A. (2011) investigated the influence of administrative effectiveness on role expectations and the actual Role Performance of the academic staff of the south west Nigerian Universities. Samples were taken from six universities made up of three states universities and three federal universities. The Actual role and Expectant Role Performance Questionnaire (EAPQ) was administered on 200 academic staff on administrative positions while the Administrative Effectiveness Questionnaire (AEQ) was used on 400 staff of both academic and administrative staff members. The sample of 600 subjects was selected using the stratified and random sampling techniques. t-test was used to test the hypotheses generated for the study. Data were analyzed at .05 level of significance. Major findings showed that there is significance difference between role expectation and the actual Role Performance between the lecturers and the academic staff on administrative position and there is significant difference between the academic staff on administrative position and the administrators.

Gede, N. T. & Lawanson, O. A. (2011) explored the correlation employee characteristics with job performance in Bayelsa State Ministry of Education. The intervening variables of the study were sex, level of education, age, and work experience. The study was done on the lines of descriptive method. A sample of 50 employees out of 221 members of staff representing 22.7% was randomly selected for the study. A 14 item questionnaire titled “Employee Characteristics and Job Performance (ECJP) was developed for collecting the data. The instrument was validated and a reliability coefficient of 0.791 was calculated using test-retest method. The results of the study indicated that there exists a relationship between all the characteristics tested and job performance. It
was therefore, concluded that the poor performance of the staff of Ministry of Education could be attributed to employee characteristics.

Muhammad, A. S. et. al. (2011) examined the effect of job related stress by using variables like role ambiguity, promotion practices, lack of feedback and pay level on Role Performance in leading call centers of Pakistan. A random sample of 250 employees from reputed call centers of Pakistan was selected for the study. Results reveal that three factors of job related stress i.e. role ambiguity, promotion practices and pay level have an impact on Role Performance. However, lack of feedback was found to have no significant impact.

Nakpodia, E.D. (2011) investigated the degree to which the performance of teachers in secondary schools in Delta State depends on the capacity of school principals to maintain and enforce adequate supervision. A total of 330 respondents were sampled using random sampling techniques and served with questionnaires. The results show that teacher’s performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, teaching aids and record keeping.

Monday, T. J. et. al. (N.D.) assessed the teaching effectiveness or professional Role Performance of mathematics teachers in Nigeria and how such effectiveness was influenced by three selected teacher characteristics. The study sample consisted of 200 mathematics teachers drawn randomly from the population of 285 secondary school mathematic teachers in one of the States in Nigeria. A questionnaire containing 48 items on professional roles and another on teacher characteristics were used for data collection. Data were analyzed using population t-test and 3-way ANOVA. The results showed that the mathematics teachers in the sample were rated by their students as effective in all the eight dimensions
of teaching (professional roles), and this effectiveness was not significantly influenced by any of the three teacher characteristics.

STUDIES RELATED TO OPTIMISM

Studies in India

Jena, S.P.K (2000) examined the priorities of training and attitude of special educators towards people with mental handicap. The sample consist of 26 special educators with the mean age 33.9 years, having 2 years working experience, participants in a refresher course on mental retardation from the states of Bihar, Manipur, Orissa, Tripura and West Bengal. 49 item attitude to people with mental handicaps (APMH) having 4 domains was used for data collections. The collected data was analyzed with percentage and chi square. Findings revealed that the special educators suggested early intervention as the most preferred area of training in special education. In the sample almost all of them agreed that mentally retarded people are like burden for the family and contribute nothing to the society but can be loved by their family members like normal children.

Subramanian, S. (2004) explored the extent to which hardness and Optimism moderates the types of cognitive emotion regulation strategies among adolescents who had encountered negative life events. The sample for this study consists of 160 adolescent students who had failed in their higher secondary examination first time and had encountered negative life events more significantly at their young age and had depressed state of feelings for quite some time. The cognitive aspects of emotion regulation measured by Cognitive Emotion Regulation Questionnaire (CERQ). Twenty item abridged Hardiness Scale developed by Kobasa (1982) was used to measure Hardiness. A 10 item scale developed by Scheier, Carver,
and Bridges (1994) was used to measure Optimism levels of the participants. Results showed that those adolescents, who scored high on Hardiness and Optimism scales are more likely to engage in problem focused, support seeking and active coping strategies such as Positive Refocusing, Positive Reappraisal, Refocus on Planning and Putting into Right Perspectives with Positive Interpretation. Adolescents, who scored very low in Hardiness and Optimism scale are more likely to engage in avoidant, distant and emotionally focused coping strategies such as self-blame, blaming others, ruminating, and catastrophizing.

**Renuka, J. & Sapna, T. (2010)** explored the differences between Optimist and Pessimist adolescents on Emotional Maturity, Coping Strategies and Depression. The data was collected on 144 (86 optimists and 58 pessimist) adolescents. Sample was selected from K.V. Schools of Dehradun by using quota random sampling technique. The data was collected using Scale of Optimistic-Pessimistic attitude developed by (Dr.D.S.Prashar 1998) Emotional Maturity Scale (Dr. Yashvir Singh and Dr. Mahesh Bhargava 1990) Depression Scale (Dr. Shamim Karim and Dr. Rama Tiwari 1986) and Ways of Coping Questionnaire (Folkman and Lazarus 1985) was administered. The result of the present study showed a significant difference between Optimists and Pessimists on Emotional Maturity and its dimensions. On Depression Optimists and Pessimists did not differ on feeling of Sadness and Sleep Disturbance. Optimists were found to possess a tendency of using Playful Problem Solving and Positive Reappraisal more as compared to Pessimists when in a stressful situation.

**Renuka, J. & Sapna, T. (2010)** investigated the differences among adolescents, adults and old age subjects on Optimism/ Pessimism and Emotional Maturity. This study was administered on 600 subjects equally divided into Adolescents, Adults, and Old age persons. The data was
collected using quota random sampling and all subjects were matched on socio-economic status and belonged to urban setup. Optimistic Pessimistic attitude of the subjects was measured by Optimism/Pessimism scale developed by Dr. D.S. Parashar (1998). Emotional Maturity Scale (EMS) developed and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava was administered to know Emotional Maturity of the subjects. The result of the present study showed significant generational differences on Optimism/Pessimism attitude. All the three groups were not found significantly different from each other on the level of Emotional Maturity. **Agashe, C. D. & Vivek, M. (2011)** investigated effect of ageing on changes in extraversion-introversion qualities among urban male Indian population. 540 males were selected as sample from different age group i.e. from 31-35, 36-40, 41-45, 46-50, 51-55 and 56-60 years respectively. From each age group 50 male subjects were selected. The Hindi version of Eysenck's PEN Inventory prepared by Menon et al (1978) was used to evaluate neuroticism in selected subjects. Results reveal that neuroticism i.e. emotional stability strengthens as one's age advances. The F=2.45, although statistically significant at .05 level did not indicate any decreasing trend in extraversion of the subjects belonging to various age group. Therefore it can be concluded that with advancing age, Optimism towards life do change but not conclusively as the trends do not suggest any positive or negative direction.

**Studies in Abroad**

**Andre, B. (1996)** measured the Levels of job satisfaction and motivation by survey in a sample of 50 teachers. A sample of 12 teachers was selected using the Experience Sampling Method (ESM). Teachers were randomly beeped by special pagers 5 times a day for 5 days and completed surveys
on mood and activity for every beep, causing in 190 reports of teachers’ daily experiences. Conventional survey data related with ESM data. Motivation and Job satisfaction correlated significantly with responsibility levels, sex, subject, age and years of teaching experience. For this group of teachers who work in a school with a selective student body, job satisfaction and overall motivation levels were high. On the basis of the findings, it appears that gratification of higher-order needs is most important for job satisfaction.

Lynn, R. K. & Brenda, M. L. (1997) explored the determination of commercial vehicle driver attitudes and the effect of these attitudes on driving performance, turnover and job satisfaction. It was hypothesized that if a relationship is found, it may then be meaningful to select applicants with the highest potential for good work habits and company loyalty. Optimism and trust measures were obtained over a two-month time period from 584 new drivers from a national trucking company. Turnover of these drivers was measured after four months. The drivers still with the company were sent a second survey to obtain the additional job-related measures. Simultaneously, productivity measures for these drivers were obtained from the company. Results revealed moderate support for the stated hypotheses.

Mary, M. H. & Donald, J. W. (1998) tested hypotheses on principals’ Optimism, teacher perceptions and school effectiveness of that Optimism. The school was the unit of analysis. Principals and teachers in 50 secondary schools responded to two standard measures. To escape same respondent bias, one instrument got filled by half of the respondents and second instrument by other half respondents. Teacher perceptions of their principal’s Optimism and of their school’s effectiveness were found correlated, but self-reported Optimism of teachers was not a predictor of
perceived effectiveness. Teachers realized the principals to be less optimistic; however, teacher perceptions of Optimism and self-reported Optimism were correlated across schools. The congruence of teacher perceptions of the principal’s Optimism and the measured Optimism was associated with perceived school effectiveness.

**Martin, M. C. & Carl, B. W. (2000)** examined the effects of leadership efficacy and Optimism on the evaluation and performance of military cadet leaders. Cadets from several universities responded to measures of leadership confidence and Optimism. In Part 1, the cadets (n = 96) were rated for leadership potential by their military science professors. Both Optimism and leadership efficacy were associated with rated leadership potential. Part 2 presented most of the same cadets (n= 64) to U.S. Army summer leadership efficacy, leadership training, but not Optimism was strongly related to performance evaluations by objective observers in a leadership simulation and to leadership ratings by peers and superiors. A level of general self-esteem was not an independent predictor of leadership performance ratings and neither Optimism leadership efficacy predicted non leadership performance measures. These findings revealed that self-rated leadership efficacy has predictive, concurrent and discriminate validity as a contributor to leadership evaluations.

**Shirley, M. Y. (2002)** measured Optimism, pessimism, and achievement in mathematics in a sample of primary and lower secondary students on two occasions. The study commenced with a sample of 335 students in Grades 3 to 7 in two government primary schools in South Australia (Time 1). Almost three years later, 243 of these students were traced to 26 primary and 24 lower secondary schools in the government and non-government sectors in South Australia (Time 2). Students’ achievement in mathematics was measured with Form A of the Progressive Achievement
Tests in Mathematics (PAT Maths). Students’ optimistic or pessimistic explanatory style was measured by the Children’s Attribution Style Questionnaire (CASQ). Result revealed that achievement in mathematics was most strongly related to prior achievement and grade level, pessimism and Optimism were significant factors. In particular, students having pessimistic outlook on life had a lower level of achievement in mathematics. Gender was not a significant factor in achievement.

**Ylvisaker, M. F. (2002)** summarized recent literature on executive self-regulatory functions, their importance and development during childhood. The types of disability related with EF impairment and intervention approaches that have been shown to be useful for related disability groups. He also examined the literature on learned helplessness and learned Optimism for clues to a comprehensive approach to helping children with EF impairment, in specifically ular those with acquired brain injury. The central rehabilitation related themes that have derived from these reviews are - (i). Even though brain injury can directly impair executive self-regulation, aspects of the environment and the absence or presence of support behaviours of others can reduce or amplify the neurologic impairment- (ii). Interventions need to be context sensitive (iii) - everyday routines of instruction and parent-child interaction are the ideal context within which to provide EF facilitation; and (iv) A primary role for rehabilitation specialists is to help everyday people effectively organize and modulate their support for and everyday interactions with children having disability. In an ideal world, competent and optimistic rehabilitation professionals work collaboratively with children and their teachers, parents and others to ensure an optimistic vision of the future that contains an increasingly autonomous child with the executive self-regulatory skill needed to succeed in adult life.
Nan, M. K. (2006) presented those beliefs of teachers that influence their commitment towards profession. Relationship between commitment of teachers to the profession and their sense of academic Optimism was tested on third and fourth grade teachers in Ohio selected by random sampling. Exploratory and Co-relational factor analysis was used for data analysis and the models proposed. In addition, analysis involved an enquiry into teacher factors of teachers such as- teaching experience, valid status and degree achieved. The analysis also involved some student factors such as- socio-economic status, minority background and acknowledged status related to teachers’ sense of academic Optimism. Outcomes showed that academic Optimism included teachers’ sense of efficacy and their emphasis on academics. Teacher factors are not concerned to academic Optimism sense of teachers. There was positive relationship found between Academic Optimism and students’ socio-economic status, but teacher experience and expertise factors were not related to academic Optimism sense of teachers. Exploratory analysis revealed that positive teacher beliefs were related to teachers’ commitment to their profession.

Wayne, K. H. (2006) explored a new paradigm, academic Optimism and then use it to explain student achievement while controlling for socio-economic status, previous achievement and urbanity. The study focused on a varied sample of 96 high schools. A random sample of teachers from these school provided data on the school’s academic Optimism, demographic characteristics and student achievement scores were obtained from the state department of education. A hypothesis tests and confirmatory factor analysis were conducted simultaneously via structural equation modeling. Therefore academic Optimism made a significant contribution to student achievement after controlling for demographic variables and previous achievement.
Cecilia, O. (2007) demonstrated that a majority of the students with disabilities in Ghanaian classrooms (in Accra and some rural areas in Eastern Region) did not have their disabilities detected or identified by professionals. The sample consist of four hundred and eighty respondents. The questionnaires were administered in the Accra metropolis and in some rural areas in the Eastern Region of Ghana. The study also demonstrates that some teachers were not happy to have children with disabilities, especially those with behaviour problems, because of their large classes. It is suggested that the Ghana Education Service makes Special Education courses a major component in the teacher-training curriculum in Ghana and also appoints experts on children with developmental problems to organize workshops for teachers in order to increase teacher effectiveness in dealing with children with disabilities.

Kevin, L. B. (2007) examined the usage of superstitious behaviour in relation to personal control, Optimism and pessimism among 208 National Collegiate Athletic Association (NCAA) Division I athletes. The Superstitious Ritual Questionnaire (Bleak & Frederick, 1998), Life Orientation Test-Revised (Scheier, Carver, & Bridges, 1994), and Belief in Personal Control Scale (Berrenberg, 1987) were the instruments used to assess the variables of interest. Findings revealed that LOC does not affect superstitious behaviour in Division I athletes. Pessimism and Optimism did not affect athletes’ overall practice of superstitious behaviours. Athletes who had lesser beliefs in God-mediated control were less likely to be optimistic. A lesser faith in God-mediated control emerged as a slight predictor of less faith in the effectiveness of superstitions and therefore, less use of superstitious behaviours.

Blair, M. et. al. (2008) examined the relationship between four patterns of distributed leadership and a modified version of a variable. Researcher has
labeled teachers' academic Optimism. The sample of the study comprised 1,640 teachers concerned with elementary and secondary education in one Ontario school district to two forms of an online survey, x cases in form 1 and y cases in form 2. Two forms were used to decrease the response time required for completion and each form measured both overlapping and separate variables. The result revealed that high levels of academic Optimism were positively and significantly associated with planned approaches to leadership distribution and conversely low levels of academic Optimism were negatively and significantly associated with unplanned and unaligned approaches to leadership distribution.

Jhonson, M. L. (2008) determined the factors that contribute to special education teachers' intent to remain in the special education field in South Dakota. Data was collected using a researcher-designed survey instrument administered to 300 special education teachers in the state of South Dakota. The results of this study indicate that special educators perceive the personal satisfaction they receive from teaching and professional values as the most important in enhancing intent to remain in the field. Conversely, special education teachers report that the lack of student growth, pay unequal to other positions, and non-teaching duties (including special education paperwork) negatively impact their intent to remain in the field.

Woolfolk, A.H. & Wayne, K. H. (2008) determined whether the construct of academic Optimism could be defined and measured as an individual teacher characteristic as it has been at the collective school level and second to identify sets of teacher beliefs and practices that were good predictors of academic Optimism. With a varied sample of American elementary teachers, a second-order principal components statistical analysis supported the hypothesis that academic Optimism was a general construct composed of efficacy, academic emphasis and trust. In addition,
dispositional Optimism, humanistic classroom management, student beliefs, practices and organizational citizenship behaviour were individually and collectively related to the explanation of a teacher’s sense of academic Optimism and controlling for Socio-economic-Status.

**Kathleen, A. et. al. (2009)** investigated the levels of Optimism and self-concepts of 76, fourth-sixth graders who attend an academically successful, English-immersion, private school serving a majority Latino and urban population. The researchers used two instruments to measure students’ affect and self-concepts: the Piers-Harris 2: Children’s Self-Concept Scale (Piers & Herzberg, 2003) and the Children’s Attribution Style Questionnaire (Seligman, 1998.). Although academically successful and functioning as the majority, these Latinos were not particularly optimistic. Gender, language proficiency, and grade level were all factors related to the significant findings.

**Kluemper, D. H. et. al. (2009)** hypothesized State Optimism to be significantly related to six organizationally relevant outcomes conversely, trait Optimism was expected to be unrelated to the six outcome variables. These hypotheses were tested with two samples. Firstly 772 undergraduate students were assessed to determine the impact of state versus trait Optimism on task performance in the form of course grade. From this sample 261 students working at least 20 hours per week were similarly assessed with regard to work related distress, affective commitment, burnout, and job satisfaction. Then, a field sample of 106 employees assessed distress, burnout, job satisfaction, affective commitment and supervisor rated task and contextual job performance. Results indicate state Optimism (but not trait Optimism) is a potentially powerful indicator of important organizational outcomes even after controlling for the effects of positive and negative effect.
Timothy, P. M. & Wayne, A. H. (2010) investigated the interactive relationship between Optimism and organizational citizenship behaviours (OCB) on job satisfaction in a series of three independent samples. In testing self-perception theories and moderated polynomial relationships based on self-regulation, the authors hypothesized that Optimism would moderate the relationship between OCB and job satisfaction, showing a linear relationship for those high in Optimism and a nonlinear relationship (i.e., assuming an inverted U-shaped form) for those low in Optimism. Uniform results were found across all three studies, giving support for the hypothesized moderated polynomial OCB-Optimism relationship.

Altay, E. (2011) examined the mediating role of prospective teachers’ academic Optimism in the relationship between their future time perspective and professional plans about teaching. 396 prospective teachers voluntarily participated in the study. Regression, Correlation, and structural equation modeling analyses were conducted in order to examine the mediating role of academic Optimism. Results revealed the relationships between future time perspective, planned effort, planned persistence and professional development aspirations were significantly and fully mediated by academic Optimism; whereas the relationship between future time perspective and leadership aspirations was not.

Selçuk, G. & Okke, A. G. (2011) explored the level of hopelessness and life satisfaction of teacher candidates from the viewpoints of gender and branch variables. With this aim, the “Beck Hopelessness Scale and Life Satisfaction Scale” has been applied to a total of 278 teachers out of which 133 were females and 145 were males. The results of the Independent Samples t-test showed that there was no statistically significant difference at the level of hopelessness and life satisfaction of male and female students, whereas, there was a statistically significant difference between
hopelessness levels according to the branch variables. In this study the level of hopelessness of the physical education and sports teaching students has been found to be lower when compared to the CET and PMT departments’ students. Moreover, when all the teacher candidates were considered, there was a negative correlation found in the medium level between their hopelessness levels and life satisfaction levels.

STUDIES RELATED TO JOB VALUES

Studies in India

Anu, S. L. & Shashi, B. B. (2001) investigated whether the individuals high on job satisfaction as compared to those who are low on job satisfaction, will show greater preference for morality values such as Forgiving, Salvation and Helpful. Data for this study was obtained from 60 managers from Jindal Strips Pvt. Ltd. From these 60 managers, 40 managers were selected as comprising the extreme groups of 20 high and 20 low, on the dimension of job satisfaction. For analyzing the data The Job Diagnostic Survey (Hackman and Oldham, 1975) and Rokeach Value Survey (Rokeach, 1973) tests were used. The various terminal values of the two different groups of managers were exposed to median test, there were significant differences found on five values. Managers with high job satisfaction gave more preference for the value of pleasure and salvation whereas those low on job satisfaction had greater preference for the values of an exciting life equality and social recognition.

Godiyal, S. (2001) studied work values and work involvement of English medium school teachers. It has been conducted on a sample of 200 male and female teachers teaching in English medium schools selected randomly. Work was measured by a work value scale and work involvement by questionnaire of R.N. Kanungo’s. Normative survey research method was adopted. The result indicates that work involvement
is related to such work values as the amount of control with the job allows to the teachers.

Kanwar, J. P. S. (2004) studied degree of correlation between values and attitudes of teachers towards teaching profession. He also studied value in reference to gender. Descriptive method of research has been suitably employed for the study. The sample of 480 teachers was taken by using multistage randomization technique. The two tools namely Study of Values (1992) by Dr. R.K. Ojha and Teacher Attitude Inventory (1978) by Dr. S.P. Ahluwalia were used for the present study. The relationship between Teacher’s attitude towards teaching profession and different types of values was calculated by Pearson’s coefficient of correlation. Homogeneity of variance in the groups was tested by Cochran test. To test the interactional effects of variables, t-test was employed, wherever F-ratio was found significant. Result revealed that there is a negative and significant correlation found between (theoretical and social) values and attitude towards teaching profession but there is positive and significant correlation found between (economical, aesthetic, political and religious) values and attitude towards teaching profession. Gender of the teacher had not been found to interact significantly in determining all values of the teachers.

Jolideh, F. & K. Yeshodhara (2007) examined the impact of age and teaching subject taught on work values of teachers teaching high school classes in India and Iran. In India, data were collected from Bangalore city. Iranian data were collected from Sanandaj city. A sample of 71 (37 Indian and 34 Iranian) high schools was selected randomly. From the selected schools, a sample of 721 teachers was selected using stratified random sampling technique. While, choosing teachers attention was given to their
age and subject taught by them that is, science or arts group subjects. The tool containing 24 items on work values prepared & methodically tested by Elizur (1984) in various cultural backgrounds was employed in this study. The significance of difference between countries, age and subjects taught for work values was tested by MANOVA (Multivariate Analysis of Variance). Results showed that Iranian teachers have superior work values in physical and emotional component compared to Indian teachers. Age groups and subject taught do not have any impact on work value.
Studies in Abroad

Martin J.K. and C.L. Shehan (1989) have studied education and job satisfaction: the influences of gender, wage – earning status, Job Values. The match between workers’ expected and actual job conditions has long been recognized as one determinate of job satisfaction. Research has revealed that education is an important variable in conditioning the kinds of expectation workers brings to the workplace. Interestingly the recent studies have found evidence that when job conditions do not correspond with educational accomplishment, the net effect of education on levels of worker satisfaction is negative furthermore, there is additional evidence that the form of this relationship may be different for men and women. In this research, researcher examined both of these possibilities using data from the 1972-1973 Quality of Employment Survey. It was also found that the effect of schooling on worker satisfaction net of job conditions and rewards is non-significant we do not find evidence of any negative effects of education. More importantly our data do indicate certain differences in the forms of the education-job satisfaction relationship for men and women. The findings suggested that it is wage-earning responsibility. Not the worker’s gender but, that best accounts for these variations.

Johnson M. K. (2001) has studied variation in Job Values during the shift to adulthood. This panel study of young people in the United States discourses a group of interrelated questions on how Job Values modified during the transition to adulthood, comprising whether the sex differences in Job Values seeming in adolescence continue across the transition to adulthood, and whether young men’s and young women’s Job Values vary in same ways. The findings revealed that there is a good deal of instability in Job Values during this stage of the life as young people make the transition from student to adult worker. Sex differences in Job Values
narrow in the process, though do not appear. For gender difference, Job Values change in response to the attainment of valued rewards and not in response to their family roles.

**Dries, B. et. al. (2003)** investigated the incremental validity of work values to predict enterprising and social vocational interests over and above personality traits in a sample of 178 undergraduate commercial engineering or commercial sciences seniors. Personality traits were assessed with the Dutch authorized adaptation of the NEO-PI-R (Costa & Crae, M. 1992; Hoekstra et al., 1996). Enterprising and Social vocational interests were assessed with three-item scales representing job titles. Even though, the majority of the work values were related to the Five Factor Model–traits. The correlations were modest to moderate, not exceeding 0.44. The results of the hierarchical multiple regression analyses show that work values have incremental validity over and above the FFM-traits to predict enterprising and vocational social interests. Enterprising interests are predicted by Extraversion, although social interests are predicted by Openness. The work values influence and further add positively and negatively to the prediction of enterprising vocational preferences, although interest in social occupations is additionally characterized by putting less weight on Earnings.

**Gooderham, P. et al. (2004)** have studied Job Values among future business leaders: The impact of gender and social background. The purpose of this paper is to investigate job-related values among Norwegian business school students. The study is conducted on the line of survey method in 1999 in the three leading national business schools among students who had completed almost 3 years of the 4-year degree program. The researchers analyze the degree to which these values vary according
to gender and social background. Previous researches have indicated that business students are relatively materialistic and career-oriented and that males are more so than females. However, in this paper, it is found that personal development to be the major motivational force among students of both genders. While the male are significantly more materialistic than the female, the difference is not very great. The analysis of data showed that social background exerts no influence on job-related values.

**Kazanas, H. C. (2004)** has done a study on the topic relationship of job satisfaction and productivity to work values of vocational education graduates. The relationships of job satisfaction and job productivity to work values of a randomly selected sample of beginning workers who graduated from public vocational education programs were investigated. Workers having intrinsic work value orientation seem to be more satisfied with their job and are more productive than are those with extrinsic work value orientation. In addition, workers with a broader perception of the meaning of work seem to be more satisfied with their job than are those with a relatively narrow perception of the meaning of work.

**Chin, C. H. (2006)** investigated the relationship among work values, job involvement and organizational commitment in Taiwanese nurses. The study utilizes a cross-sectional survey design. The sample consisted of RNs (N=1047) recruited from a convenience sample in nine regional and teaching hospitals in Taiwan. Data was collected using a survey instrument consisting of 86 questions, including socio-demographic data, work values, job involvement and organizational commitment. The collected data was analyzed using descriptive bivariate analysis, Pearson Product moment correlation, general linear model analysis with random effect and structural equation modeling. Result revealed four socio-demographic variables
(Age, SES education status, personal income and position) were shown to be partially statistically significant to work value, job involvement and organizational commitment. Subsequent GLM analysis were shown work values were positively related to job involvement and organizational commitment and job involvement is positively related to organizational commitment. Result of the proposed model using SEM revealed that job involvement could play an important role with mediation and that establishing a higher level of job involvement may be more important than focusing only on organizational commitment.

**John, A. R. & Peter, G. (2006)** examined the mediating effects of teacher efficacy by comparing two models derived from Social cognitive theory of Bandura. Model A hypothesized that transformational leadership would contribute to teacher commitment to organizational values exclusively through collective teacher efficacy. Model B hypothesized that leadership behaviour would have direct effects on teacher commitment and indirect effects through teacher efficacy. Data collected from 3,074 teachers in 218 elementary schools in a cross validation sample design provided greater support for Model B than Model A. The transformational leadership had an impact on the collective teacher efficacy of the school; teacher efficacy alone predicted teacher commitment to community partnerships; and transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community.

**Rosete, D. (2006)** has studied the impact of organizational values and performance management congruency on satisfaction and commitment. The relationship between organizational values and performance management systems and the influence this relationship has on an employee's job satisfaction and commitment was investigated surveying
325 employees from an Australian public service organization. Respondents were classified into four main value types – Collegial, Meritocratic, Leadership and Elite, according to a typological theory of organizational values. Factor analysis of the performance management items revealed two core dimensions – compensation and developing an individual. Using identified factor scores and value types the notion of congruency was developed. Independent group's student t-test identified significant differences in value–human resource management congruency and organizational commitment. The implications of these findings are that organizational values are an important organizing principle among others such as, industry type, organization size and competitive strategy in the designing of human resource management policies.

Marianne, D. (2007) examined what professionals want from work as well as any changes in their Job Values during the transition from school to work. Based on the data obtained from a Norwegian study, the results don’t support the assumption that professionals find it difficult to serve the public interests. However, Job Values, like high income and job security seem to become more important as the professionals move from school to work. In addition, the change in emphasis on part-time work when caring for small children is different for men and women with the same education and occupational prestige.

Marianne, D. (2008) studied the relationship between work ideals, job satisfaction and experiences of work through a vital period in nurses' careers. He also compared beginning nurses' job satisfaction, values and perceived job rewards with those of beginning doctors and teachers. Data were collected from two cohorts of students in several educational programmes in Norway. The survey was repeated among the same respondents like workers working from 3 years after graduation. Almost
3000 students were firstly invited to participate. The response rate in the surveys diverged from 59% to 80%. Tabular analyses and linear regression models method were used. The results indicate similarities in doctors', nurses' and teachers' preferences for work, but discrepancies in what they obtain. In the transition from school life to work, nurses increase their emphasis on high income and job security and 3 years after completing graduation, nurses' emphasis on these two Job Values is higher than that of doctors and teachers. Nurses were found to be fairly satisfied with their present job.

**Louis, A. B. & Ronald, S. B. (2010)** identified general life and work value orientation of 674 female and male entry level counselor trainees residing in 27 states. In general, trainees gave emphasis to benevolence, self-direction, and achievement and the work values lifestyle, achievement and supervision significant multivariate and univariate differences for age, sex and program of study were found on both value domains. The sample consisting practicing counselors scored significantly higher on several values than the trainees. Implications for how students construe values to develop toward their professional role of counselor are considered.

**Ercan, Y. & Bulent, D. (2011)** analyzed the effect of teachers’ values to their job satisfaction in Konya. In this research the sample of 121 male and 182 female teachers i.e. total 303 teachers working on different branches were examined. The data was collected by using Schwartz’s list of values and job satisfaction scale developed by Hackman and Oldham. The study revealed a meaningful relationship between job satisfaction and humanitarian value and power, excitation, success, hedonism, self-control, universality, charitableness, traditionally and safety sub magnitudes.
Another result of the research was regressing the teachers’ humanitarian values of job satisfaction meaningfully.

**Jao, N. C. & Yi, G. C. (2011)** explored which behaviours, namely, “accumulated virtues of kindness” or “sympathy and caring” has the greater influence on Job Performance. The researcher assumed that the administrative leaders’ behaviours also affect performance; thus, are included in this analysis. As accumulated traits of kindness are not the norm in Taiwanese schools, long-term planning was a need to enlist the assistance of schools to join this study. However, 6 schools including 157 teachers agreed to participate, resulting in 143 valid samples being collected. Upon conducting the above leadership behaviours over a 4 month duration, the results showed that the “accumulated virtues of kindness”, as presented by the school principal’s behaviours, had positive influences upon task performance and contextual performance; whereas, ‘sympathy and care’ had no notable effects. As ‘kindness and accumulative virtue’ is not yet revealed in Taiwan, the researchers conducted almost 4 months of remarkable effects on job performance in order to obtain research values. It is also discovered that the ‘accumulated virtues of kindness’ behaviours did not have positive influence on job performance.

**Muhammad, N. U. D. et. al. (2011)** studied the following objectives- to find out the extent of teachers’ morale in Government Schools, to investigate about the teaching behaviour of teachers in Government school and to investigate about the teaching behaviour and teachers’ morale in semi Government schools. The population of the study included all Government High school and semi government schools of District Kohat, Khyber Pakthunkawa in Pakistan. In this population Government School (K.D.A Kohat) and semi Government School (P.A.F Kohat) were taken as a sample. Two questionnaires were developed with the help of the advisor;
one questionnaire on teacher’s morale had 20 items while the second questionnaire on teacher’s behaviour had 25 items. A significant difference was found between the mean scores of teachers’ morale of Government and semi Government school. A significant difference was found between the mean scores of teachers’ behaviour of Government and semi Government school.

ANALYSIS AND DISCUSSION

Basis for Conceptual Framework-

The pivotal role of teacher in nation building is universally recognized. According to Crow & Crow “A good teacher and the quality of his teaching has always been of paramount to a free man and to a free society”. The teacher’s duty is to manage everything that goes on in the classroom is for all-round development of the child. So the success of the education programmes offered by schools to a large extent depends on the teachers who are working in the schools. In case of Special education, teacher’s role becomes more complex to meet the individual needs of disabled children. So this demands more competencies on the part of the teachers. To attain such competency the special education teachers should be well aware of the different aspects of disabilities such as- concept of disability, causes and characteristics of disability in children, identification and assessment of children with disabilities, teaching and training methods and the need for guidance and counseling to the children and their parents. If the teachers are competent to handle their responsibilities, the programme becomes effective. The role played by special education teachers are more diversified in nature because teacher has to deal with the students having various types of disabilities. Such multiple roles performed by the special education teachers demand certain specific knowledge, skills and right type
of attitude to deal with different situations. Ultimate goal of schooling on the part of the special students what they learn however, depends on the teachers ‘Role Performance. The Role Performance of special education teachers can be directly or indirectly affected by various other factors.

Having reviewed the related literature available in the field of Special education, it is observed that numerous researches conducted on the variables related to Role Performance of teachers such as- **Professional responsibilities, professional abilities, job performance, organizational citizenship behaviour, work related performance, instructional leadership roles, task performance, instructional behaviour, work engagement, role expectations, professional Role Performance, leadership efficacy, commitment to the profession, performance management system, teacher effectiveness, role ambiguity, collaborative roles, task experience.** These variables were studied in relation to various variables like- **organizational climate, general mental ability, Job stress principal’s leadership style, level of efficacy, administrative effectiveness.**

There are certain studies on the variables related to Optimism. These variables are- **Optimism and pessimism, teacher’s beliefs, teacher’s sense of academic Optimism, superstitious behaviour, state Optimism, level of hopelessness, job attitude, self -efficacy, professional attitude, level of efficiency, employee characteristics, attitude of special teachers, hardness and Optimism, depression and coping strategy, extraversion-introversion qualities, learned helplessness, learned Optimism.** These variables were studied in relation to **emotional maturity, life satisfaction, job satisfaction, emotional competence,***
school effectiveness, Perception of learning disability resource teacher, gender differences.

There are some studies available which was done on the variables related to Job Value. Some of these variables are - Job involvement, professional attitude, work value, organizational value, work ideals, general life and work value, teacher’s value, accumulated virtues of kindness, teacher’s morale. These variables were studied in relation to job satisfaction, attitude toward teaching profession, age factor, job conditions and teacher’s efficacy.

It can be visualized from the above quoted related literature that the studies related to Role Performance were associated with the various psychological variable but the three variables Role Performance, Optimism and Job Value were not taken in to account together in any of the study.

At international level, these variables have been studied but in India not much work has been done. From the above mentioned studies, the researcher has reached to the conclusion that, many researches have been done in the area of Role Performance of teachers, but no study has focused on the Role Performance of teachers working with special students which leads to the all-round development of special students. So, there was a need to study the: Role Performance of teachers working with Special students in reference to Optimism and Job Value.

All these studies highlight the path and provide basis for conceptualizing the study and help in arising research questions.

Basis for Research Design
There are so many studies related to Role Performance, Optimism and Job Value, which provide basis for research design.


Some researchers reported that demographic factors such as sex, age, marital status, qualification, experience, status of college,, subject of teaching, designation, type of college, and type of management, income are also predictive of Role Performance of teachers [Matthews, E. C. et. al. (2009), Shafqat, H. K. & Muhammad, S. (2009), Fadekemi, F. O. & Isaac, A. A. (2011)].


In this way, this critical review of related literature helped researcher to provide a basis for conceptual framework and research design. In the next chapter, a detailed description of all the tools and methodology to carry out this investigation is being presented.