CHAPTER-2

REVIEW OF RELATED LITERATURE

Review of related literature is an integral part of the research which helps the researcher in classification of the research. It helps in defining and delimiting the problem. The study of related literature provides essential information on the work already done in that field and revealed the facts and figures which had earlier remain untouched, unexpected and unexplored in the previous research studies. The related studies stimulate and encourage investigation. A comprehensive review of related studies is done under the following heads.

2.1 Studies related to Teacher Effectiveness.

2.2 Studies related to Adjustment.

2.3 Studies related to Personality.

2.1 STUDIES RELATED TO TEACHER EFFECTIVENESS

Singh (1987) studied on teacher effectiveness and its correlates at higher secondary stage. The results revealed no significant difference in the mean scores of male and female teachers belonging to rural and urban areas. Also the scores of rural male and female teachers with teacher's intelligence and attitude towards teaching profession appeared to be significantly correlated in the effectiveness scale.

Bhasin (1988) conducted a study on sample of 600 teachers (300 male and 300 female) taken from science and human science drawn from government and non-government schools of urban and rural areas with the objective to study the relationship of teaching aptitude with teaching effectiveness of higher secondary school teachers. Significant difference was found between science and human science teachers in relation to teaching aptitude. With regard to their teaching aptitude and effectiveness no significant difference
was found between rural and urban, government / non government and male/female teachers.

More (1988) studied on sample of 500 male and female teachers taken from secondary schools in Nagpur, Wardha, Bhandara and Gadchiroli district. Out of 16 Personality factors only 6 factors were found to be positively co-related with teaching effectiveness of which intelligence was the most important.

Parkasham (1988) studied on sample of 800 teachers of Raipur and Bilaspur districts to investigate strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation. The findings shows that significant difference existed between rural and urban teachers which goes in favour of urban school teachers on both teacher competency and teacher effectiveness as they found to be significantly excel over teachers employed either in semi urban and rural schools or schools located in industrial areas.

Singh (1988) conducted study to investigate the difference in the teaching efficiency of secondary school teachers with respect to locality, experience and gender on a sample of 300 teachers and found that gender had significant effect on teacher effectiveness which goes in favour of female teachers whereas locality and experience had no significant effect on teaching efficiency.

Steffens (1990) made a case study to examine the perception of national state teachers of the year in relation to specific condition and characteristics of effective teaching and learning. Major findings of the study indicated that the most important characteristics necessary to be effective teachers are knowledge of the subject matter, a caring and compassionate personality, enthusiasm, classroom organization, sense of humour and love for children.

Shah (1991) conducted a study on determinants of teacher effectiveness with the sample of 2000 secondary level teachers of the Garhwal region by multi stage random sampling technique. The objective was to predict effect of aptitude, intelligence, values, self concept, job motivation, job satisfaction, personality, attitude and school climate on
teaching effectiveness among the secondary level teachers and found that the variables like locality, type of school, educational qualification, teaching experience determined teacher effectiveness to some extent.

Patil & Deshmukh (1993) studied the relationship between aptitude in teaching and teaching efficiency of pupil teacher on a sample consisting of 238 pupil teachers enrolled in three training colleges affiliated to Amrawati University. The sample covered male and female, experienced and inexperienced, science and arts pupil teachers. The findings revealed that male and female pupil teachers differed significantly on their teaching aptitude and female pupil teachers were found to have better teaching aptitude than male teachers. The experienced and inexperienced pupil teachers also differed significantly on their teaching aptitude and experienced teachers were found to have better teaching aptitude. When pupil teachers of science and arts groups were compared for their teaching aptitude it was found that they did not differ significantly with regard to teaching efficiency.

Singh (1993) conducted study to find the relationship between the scores of effectiveness of male and female teachers belonging to rural and urban areas. The sample comprises of 330 higher secondary school teachers covering both male and female belonging to rural and urban areas. The findings were that teacher effectiveness and adjustment of the rural teacher was not correlated significantly.

Biswa & De (1995) worked on a survey of effectiveness of secondary school teachers in Tripura and found that male and female teachers differed significantly on teacher effectiveness and female teachers had comparatively greater mean scores indicating that the female teachers were comparatively more effective.

Gupta (1995) conducted study on sample of 560 teachers from 50 randomly selected school teachers of Ghaziabad District of Uttar Pradesh to examine the relationship between job satisfaction and teacher effectiveness of secondary school teachers. The
findings revealed that job satisfaction was significantly correlated with teacher effectiveness.

Krishnan & Singh (1995) studied the impact of Teacher’s sex, Socio–Economic Status and Locale on Teacher Effectiveness and found that while main effect of sex, socio-economic status and locality of teachers on teacher effectiveness was not significant but their first order interactional effect was found to be significant.

Rao (1995) in his study on teacher effectiveness in relation to creativity and interpersonal relationship revealed no significant relation between teacher effectiveness and years of service of the teachers.

Babu & Gnanguru (1997) conducted study on sample of 288 commerce teachers (244 male and 44 females) selected through random sampling technique in Tamil Nadu to study teacher effectiveness in teaching of commerce in respect of their locality and sex. The results revealed that sex and locality had no effect upon teacher effectiveness.

Gupta (1997) conducted study on role of induction programme in teacher effectiveness. He concluded that induction programme is a period of adjustment and it helps the new teachers to be more effective. This programme can bring in teacher’s positive attitude towards teaching, job–satisfaction and teacher effectiveness.

Meadows (1997) examined the relationship between the teacher leadership style and teacher effectiveness and found significant relationship between teacher effectiveness and teacher leadership.

Mishra (1999) conducted study to investigate the main and interactional effect of teacher’s level of aspiration and job satisfaction on teacher effectiveness and to study the main and interactional effect of sex, qualification, teaching experience and locality on teacher effectiveness. The sample consisted of 500 elementary school teachers. She found significant difference in two factor interaction of teacher’s attitude towards teaching and
level of aspiration on teacher effectiveness. Teachers with high attitude towards teaching and high level of aspiration shows highest mean score whereas teachers with low attitude towards teaching and high level of aspiration shows lowest mean score. Significant difference in teacher effectiveness among high experienced and low experienced teachers was found. Teachers with high teaching experience shows higher mean scores than the teachers with low teaching experience, further it was found that there was significant difference in two factor interactions of teacher’s sex and teaching experience on teacher’s effectiveness. Male teachers with high teaching experience shows highest mean score whereas male with low teaching experience shows lowest mean score.

Raj (2000) conducted study on teacher effectiveness of secondary school teachers in relation to motivation to work and job satisfaction on a sample of 100 secondary school teachers of Shimla District of Himachal Pradesh. The findings revealed that teacher effectiveness was positively correlated with level of motivation to work and teacher effectiveness was not significantly related to job satisfaction.

Sweetlin RajamAmsarani (2000) conducted study on sample of 50 teachers and 1000 students selected from various higher secondary schools in Nellai District of Tamil Nadu to examine teacher effectiveness of second language teachers in higher secondary schools. The findings revealed that teacher effectiveness of Post Graduate English teachers was just moderate in terms of cognitive aspect and in terms of affective and psychomotor aspect it ranges from moderate to low.

Kauts and Kaur (2001) in his study found that teachers in government schools have higher continuance commitment than that of teachers in private schools. On the scores of teacher effectiveness no significant difference was found between the government and private schools teachers. Also the teachers in private schools were found to have higher attitudinal commitment than that of teachers in government schools.

Kagathala (2002) in his study found that area of schools and higher qualification affects teacher effectiveness.
Vijayalakshmi (2002) conducted study on factors affecting teacher effectiveness with the objective to find out the effect of some independent variables viz. sex, age, qualification, status of the college, type of college, subject of teaching and designation of the teacher on teacher-effectiveness. Sample consisted of 220 lecturers working in degree colleges and Colleges of Education. The main finding was that except age, all variables had no significant impact on teacher effectiveness.

Amandeep and Gurpreet (2005) conducted study on teacher effectiveness in relation to teaching competency. The findings were that in teaching competency male and female teachers do not differ significantly and female teachers were found to be more effective in their teaching than male teachers. Also variable of teaching competency plays significant role in teacher effectiveness of teachers.

Arokiadoss (2005) examined teacher effectiveness of teachers of 275 college teachers from Tamil Nadu using Teacher Effectiveness scale and personal information schedule. 67% teachers were at moderate level of teacher effectiveness, 18% at high level of teacher effectiveness and 15% at low level of teacher effectiveness. The result indicated that teachers with research degrees had mastery over their subjects, motivating skill and were able to develop rapport with students effectively. Also women teachers were effective in advising and guiding and possessed better skills of teaching and evaluation whereas arts teachers had higher mastery in their subjects and involvement in college activities.

Pandey and Maikhuri (2005) conducted study on sample of 71 teachers of schools of Pauri and Tehri districts. On comparing effective and ineffective teachers in respect of their attitude towards teaching profession, no significant difference was found. On comparing effective and ineffective female teachers’ attitude towards teaching profession insignificant difference was found.
Rai (2005) conducted study to determine agreement between student evaluation of teaching and self evaluation of teaching using teacher effectiveness scale and attitude scale for student evaluation by Ahluwalia. Self rating of teaching in respect of overall teaching effectiveness was significantly higher than student rating of the same. On scores of male and female teachers, a significant correlation was found.

Srivastava (2005) conducted study on teacher effectiveness of upper primary school teachers with the objective to measure the teacher effectiveness of primary school teachers and to compare the teacher effectiveness of young, adult and old age teachers. Further objectives were to compare the male and female teacher effectiveness on their young, adult and old stages of age and to examine the effect of age level on teacher effectiveness. The sample comprised of 110 male and 128 female teachers working in upper primary schools. The study revealed that age of a teacher makes certainly an effect on his effectiveness though not up to a significant level. The male teachers up to 40 years of age remain more effective and with increasing age their effectiveness gets to be in decreasing order. But female teachers of middle age (40-50) exhibit more teacher effectiveness. Beyond 50 years of age though their effectiveness decreases but happens to be more than those of young female teachers.

Bansibihari and Surwade (2006) conducted study on sample of 180 male and 175 female belonging to secondary schools of Maharashtra to compare teacher effectiveness of emotionally mature group with that of emotionally immature group. Tools used for analysis were Teacher effectiveness scale by Kumar and Mutha and Emotional Maturity Scale by Bhargava & Singh. The findings were that emotionally more mature teachers were found to be more effective than their counterparts. Female teachers were found to be more mature/stable than male teachers.

Sharma & Malik (2006) conducted study with the objective to study the level of classroom performance of senior secondary school teachers and to compare the level of classroom performance of senior secondary school teachers with respect to age, gender and experience. The results showed that gender and experience had no significant effect
on the performance of the teachers but their age had significant effect showing younger teachers perform better.

Kauts and Sahni (2007) in his study found that emotional intelligence of teachers did not affect teacher effectiveness and female teachers were found to be more effective than male teachers.

Roul (2007) studied on sample taken from three general autonomous colleges and three non autonomous colleges of Orissa. Seven teachers were selected from 7 departments on random basis. Organizational Climate Description Questionnaire by Sharma and Teachers Rating Scale and Teacher Effectiveness Scale by Kumar and Mutha were used. A significant difference was noticed between autonomous college teachers and non autonomous college teachers on teacher effectiveness. Male teachers of non autonomous college were found to be less effective than male teachers of autonomous college and female teachers of non autonomous colleges were found to be less effective than female teachers of autonomous college but combined effect of type of college and organizational climate did not produce significant effect on teacher effectiveness.

Adegbile and Adeyemi (2008) on sample of 100 primary schools teachers of Usun state Nigeria examined teacher effectiveness as an index of quality assurance. For assessing teacher effectiveness as an index of quality assurance an observational instrument tagged Classroom Interaction Sheet was used. No significant difference was found between the male and female teacher in each category of the observed behavioral indices.

Kauts and Kalia (2008) found significant relationship between teacher effectiveness and teacher commitment in attaining excellence for professional action.

Ramakanta Mohalik (2008) conducted study on 200 teachers teaching English at government secondary schools of Orissa state and 800 students of class IX taught by these teachers with the objective to examine the impact of In service Teacher Education Programmes on teacher effectiveness and student achievement in English. Chi square test
and t- test were applied which revealed that teacher effectiveness of secondary school English teachers was related to their participation in in-service teacher education programmes, and students achievement in English is also influenced by teachers participation in such programmes.

Satwinderpal (2008) conducted study on government secondary school teachers randomly selected from Ludhiana, Patiala, Muktsar and Mansa of Punjab to study the effect of occupational stress on teacher effectiveness among secondary school teachers. Teacher Effectiveness Scale by Kumar and Mutha was used. The correlation coefficients between teacher effectiveness and occupational stress were -.871, -.468 and -.892 for the highly effective, less effective and total group of teachers, which clearly indicates that with increase in the level of occupational stress the effectiveness of the teachers reduced.

Saxena & Singh (2008) conducted study on teaching competency of different level teachers with the objective to compare the teaching competency of male and female teachers. A sample of 200 teachers was selected. The result showed that teaching competency of male and female is equal.

Vibha (2008) studied on a sample of 75 pupil teachers representing faculties of Dayalbagh Education Institute, Agra to study relationship between nonverbal classroom communication and teaching effectiveness. Most of B.Ed trainees were found to be moderately effective and non verbal classroom communication behaviour of pupil teachers was found to be positively correlated with teaching effectiveness.

Kauts and Saroj (2009) in his study found that male and female teachers exhibit equal level of teacher effectiveness. Teachers with high emotional intelligence were found to be more effective in their teaching than the teachers with low emotional intelligence.

Khatal (2009) conducted study with sample of 300 teachers of secondary schools to investigate the intelligence and anxiety in teacher effectiveness. The study revealed that
the effective teachers tend to be more intelligent than the non effective teachers and the teachers who possess neither too low nor too high anxiety, will perform his job more effectively.

Pal (2009) conducted study with the objective to study the core teaching skills, self concept and adjustment in relation to gender differences. The result showed that female primary teachers show more skill deficiencies than male primary teachers.

Dhillon & Kaur (2010) in their study on teacher effectiveness in relation to their value pattern investigate the teaching effectiveness of teachers. A sample of 200 teachers (100 male and 100 female) was taken. The main finding was that there was no significant difference in the level of teacher effectiveness of male and female teachers.

Kalra (2010) conducted study with the objective to find out the level of teaching effectiveness of higher secondary school teachers in relation to gender. The sample comprises of 60 subjects (30 male and 30 female). The finding was that there exists no significant difference between male and female teachers in relation to their teaching effectiveness.

Madhusudhana & Mani (2010) conducted study on self evaluation of teaching by student trainees with the objective to compare the teaching efficiency of male and female student trainees and to compare the teaching efficiency of arts and science student trainees. The sample consisted of 28 male and 37 female studying final year diploma in teacher education at DIET Vellore District. The findings revealed no significant difference between male & female and arts & science student’s trainees.

Sharma and Tyagi (2010) studied to determine job satisfaction in relation to teacher effectiveness of government and private school teachers at secondary level on a sample of 100 teachers working in various schools. Simple purposive random sampling technique was used for the study. The findings revealed that there was no significant
difference of job satisfaction between government and private school teachers and there exist no relation between job satisfaction and teacher effectiveness.

Katoch (2011) studied relationship between teacher effectiveness and temperament. Most effective teachers were found to be higher on three traits of temperament i.e. ‘Ascendant, Acceptance and tolerance’ than least effective teachers.

Mishra (2011) examined the teacher effectiveness, job satisfaction and organizational commitment among secondary school teachers with the objective to determine whether male and female teachers differed with respect to their job satisfaction, organizational commitment and teacher effectiveness. The findings revealed that male and female teachers do not differ with respect to teacher effectiveness. Job satisfaction, teacher effectiveness, and organizational commitment were positively correlated with each other.

Sawhney and Kaur (2011) conducted study on elementary school teachers of Punjab state to examine teacher effectiveness in relation to self concept of elementary school teachers. The tools used were Teacher Effectiveness Scale by Kumar and Mutha and Self-Concept Inventory by Mohsin. The results indicated no significant difference in the teacher effectiveness of male and female teachers. There existed no significant difference between self concept of male and female elementary school teachers. A significant relationship was found between teacher effectiveness and self concept of male and female elementary school teachers.

Kumar and Awati (2012) conducted study to investigate the teaching effectiveness of women student teachers in relation to their creativity. The findings revealed that teachers with high creativity had high teacher effectiveness scores as compared to female teachers with low creativity. The rural female student teachers had significant higher creativity scores compared to urban female student teachers.
Shweta (2012) studied correlation of teacher effectiveness and job satisfaction of higher secondary school teachers. The findings were that government school teachers were found to have more teacher effectiveness than all types of aided and non-aided school teachers. Also, government school teachers have better academic and professional knowledge and have better relationship with pupils, principles and parents.

Singh (2012) conducted a study on faculty members of medical and engineering colleges to understand the correlation between emotional intelligence and teacher effectiveness. The findings revealed insignificant gender differences on the scores of emotional intelligence and teacher effectiveness. However, according to student’s rating, there was no significant difference in teacher effectiveness among the two groups.

Sivasakthi Rajammal and Muthumanickam (2012) on a sample of 900 teachers tried to study teacher effectiveness of school teachers in Chennai and Thiruvallur districts. The results revealed that teachers differ significantly in teacher effectiveness in respect of gender, level of teaching and place of school but do not differ in teacher effectiveness in respect of marital status, age, type of management, year of experience, and monthly income of teachers.

Sreenivasulu et al. (2012) conducted study on high school teachers to study the relation of teacher effectiveness with mental health, stress and emotional intelligence and found that mental health and stress had no significant impact on teaching effectiveness whereas emotional intelligence had significant impact on teaching effectiveness.

Darshana et al. (2013) conducted study to explore essentials of job satisfaction in effective teaching and found that strong relationship exist between job satisfaction and teacher effectiveness.

Kumar (2013) studied on sample of 350 teachers teaching in teacher’s training institutions of four districts namely Panipat and Kurukshetra, Rewari and Gurgaon, Jind and Bhiwani and Rohtak and jhajjar of Haryana which were randomly selected to
investigate the professional commitment in relation to thinking style and teacher effectiveness of teachers working in teachers training institutions of Haryana. Teacher Effectiveness Scale by Dr. Pramod Kumar and Dr. D.N. Mutha, Professional Commitment Scale by Kanchan Kohli, Job Value Questionnaire by Seema Sanghi and Thinking Style questionnaire made by investigator himself were used to collect the data. The findings revealed that in teacher training institutions 33 % teachers were found to be highly committed to their profession while 38 % were found to be moderately committed whereas only 29 % were less committed. In self finance teacher training institutions 46 % teachers were highly committed, 36% were moderately committed and 18% were less committed. In Govt. /Govt. aided teacher training institution only 16% were highly committed to their profession, 43 % were moderately committed and 41% were less committed. The findings revealed that positive correlation exists between the professional commitment and teacher effectiveness of the teachers working in teacher training institutions.

Kumar et al. (2013) conducted study in Kerala on teaching effectiveness of self-financing engineering college teachers with the objective to evaluate the level of teaching effectiveness attributes and to find out the attribute that contributes to teaching effectiveness. The study highlighted those teaching attributes which contributes to teacher effectiveness to be enhanced and suggestive measures were also mentioned to improve the performance of teachers and thereby increase the quality of education and students.

Malik (2013) conducted study on a sample of 300 teachers selected from 36 schools of Rohtak district to study teacher effectiveness of secondary schools in relation to their Professional commitment and found that gender of teacher does not bear any relationship with teaching effectiveness and professional commitment. It also reveals that locality of schools does not influence the teaching effectiveness but affect the professional commitment of secondary school teachers.
Rani (2013) studied to find out the relationship and difference between emotional intelligence and teacher effectiveness of degree and B.Ed college teachers of Rajasthan in relation to gender. The findings revealed no significant relationship between emotional intelligence and teacher effectiveness of degree and B.Ed College teachers.

Kaur Kamalpreet (2014) conducted study on sample of 850 secondary school teachers of Punjab to compare Teacher Effectiveness, General Intelligence and Creativity of Secondary School Teachers of Punjab. Results showed no significant difference in teacher effectiveness of male and female secondary school teachers. Significant difference was found in general intelligence of male and female secondary school teachers as female teachers were found to be more intelligent as compared to male teachers both in case of government and private schools. Male teachers of Private Secondary Schools were found to be more creative than female teachers of Private Secondary Schools but not in case of government secondary schools.

Malik Umendra & Pramila (2014) conducted a study on teaching effectiveness in relation to Gender and Locality on a sample of 600 teachers teaching in secondary schools of district Rohtak. Teacher Effectiveness scale by Dr. P.K. Mutha and D.N. Mutha was used to collect the data. The findings revealed no significant difference in teacher effectiveness of male and female teachers and both rural and urban area teachers were found to be equally effective.

Raj Ushalaya D. & Pachaiyappani (2014) conducted a study to evaluate the teacher effectiveness of secondary and higher secondary school teachers. The results concluded that male and female teachers do not differ significantly in their teacher effectiveness and urban teachers were found to be more effective in their teaching than rural teachers. Significant difference in teacher effectiveness was found among the school teachers with respect to teaching experience and type of school management.
2.2 STUDIES RELATED TO ADJUSTMENT

Luthar and Edward (1992) investigated the level of psychological adjustment among high achieving, intellectually gifted adolescents. The sample consisted of 51 adolescents belonging to upper middle class families who were compared with adolescents matched with them on cognitive maturity (n=30) and with two groups matched with them on chronological age in which one group contained athletically younger students (n =39) and other having children not identified as gifted (n=47). On multiple indices of adjustment, intellectually gifted adolescents were compared to older adolescents with similar cognitive skills, but differed from both groups of age mates. Significant difference was found between gifted and non gifted adolescents. Chronologically matched groups were stronger than those between gifted groups and athletes of the same age. The findings were interpreted in terms of cognitive developmental and experiential influences on psychological adjustment. The study also revealed gender effects which appeared to be linked with conflicts faced by gifted females between issues of achievement and those of social acceptance.

Suderarajan (1994) studied relation of self concept and various dimensions of adjustment of secondary school teachers. The findings were that women teachers were better than men teachers in health adjustment whereas men teachers were found better in school adjustment and emotional adjustment. Except health adjustment in all other types of adjustment postgraduate teachers were better than graduate counterparts. In health adjustment humanities group were better than science group. Except home adjustment, in all other areas of adjustment teachers with high self concept were better than their counterparts with low level of self concept.

Saxena (1995) investigated relation of teacher effectiveness to adjustment, job satisfaction and attitude towards teaching profession. The findings were that both effective and ineffective teachers derive satisfaction from their work, have favourable attitude towards teaching profession and found to be well adjusted but effective government, female, urban, untrained and science teachers had better adjustment as compared to rural, private, male, younger and arts teacher.
Arvil (1996) conducted a study on a sample of 244 male and female college freshmen at college of the Ozarks using Washborne Social Adjustment Inventory to investigate gains made in social adjustment of co-educational classes over segregated classes and concluded that in social adjustment there exist no significant difference between co-educational classes and segregated classes and gender had no significant effect in social adjustment in segregated as well as co-educational classes.

Malik (1996) compared achievement of B.Ed. male and female pupil teachers in relation to their reading interest and adjustment and found that there exist significant difference between adjustment and reading interest of B.Ed male and female pupil teachers and female pupil teachers found to be better adjusted than male pupil teachers.

Rosalind and Phillip (1998) collected data from 207 randomly selected families for adults, children and adolescents and studied the links between stressful life events and psychological well being in families, children’s and adolescents’ adjustment to school. Children and adolescents were separately interviewed regarding stressful life events, attitude to school and coping with stress. The findings showed that boys with more difficult temperament and stressful life events are poorly adjusted to school. Less cohesive environment leads to stress and their efforts of coping with those stress leads to poor adjustment to school.

Singh (1998) studied creativity and adjustment as correlates of attitudes of public teachers towards teaching profession and found that factors of creativity and adjustment as term rather than individually are significant predictors of attitude of student teachers towards teaching profession.

Shakuntala & Satapathy (1999) in his study found that there was significant and positive correlation between adjustment of secondary school teachers and their interest in and attitude towards teaching. Females, government and experienced teachers were better adjusted than male, private and less experienced teachers. Also married teachers have better adjustment than unmarried teachers. Teachers younger in age have better adjustment than older teachers and difference in interest in teaching, attitude towards teaching, type of management accounted for significant difference in adjustment.
Hota (2000) conducted a study of the health of secondary school teachers of Orissa in relation to their adjustment problem and found a high significant positive relationship of organizational health with home, health, social, emotional, and occupational adjustment.

Sharma (2000) conducted a study on 110 male teachers selected from various colleges of Himachal Pradesh, Punjab, and Union Territory Chandigarh to compare job stress, job satisfaction, and adjustment variables among Physical Education Teachers. The findings were that Himachal Pradesh teachers experienced more job stress than their counterparts whereas Punjab and Chandigarh teachers were found to be better adjusted than the teachers working in the state of Himachal Pradesh.

Kumar (2001) studied to compare adjustment level of primary school teachers in Ambala district. The findings were that in rural areas government schools adjustment level of male teachers differ significantly being better adjusted than female teachers.

Pal (2001) conducted a study on 140 Physical Education teachers (79 male and 61 female) and compared job stress, job satisfaction, and their adjustment level. The study concluded significant difference among Physical Education teachers working in different types of schools in their job stress, job satisfaction, and number of adjustment variables. In government and private schools there exist no significant effect of gender whereas in teachers working in public schools there was significant difference in four of the adjustment variables namely socio psycho, professional, personal life and overall adjustment variables. There exist significant positive relationship of job stress with job satisfaction and three of adjustment variables.

Zavir (2001) compared Psychological profiles of teachers characteristics by level of Education and found that well adjusted teachers exhibit characteristics of teachers on almost all the dimensions of teachers behavior and academic career do not affect teachers behavior.

Manpreet (2002) in his study on primary school teachers in Haryana found no significant difference in adjustment pattern of male and female, rural and urban, highly qualified and
low qualified, government and private teachers, high age group and low age groups, married and unmarried teachers working in primary schools situated in rural and urban areas. Also no significant difference was found between teachers working on full pay scale in government primary school and teachers employed on fixed salary in private and public schools.

Shailendra (2004) conducted study of Psycho- Social factors of Adjustment problems of Primary School Teachers of Garhwal Mandal on a sample of 500 Primary School Teachers drawn through random sampling from the Government, Private, Rural and Urban Schools of Garhwal Mandal cutting across Chamoli, Uttar-Kashi, Rudra-Prayag, Pauri Gharwal, Tihari and Dehradun. The findings revealed that the rural and urban teachers do not differ significantly on their adjustment and well adjusted primary school teachers of Garhwal were found to be better adjusted and contented than the maladjusted teachers.

Nayak Nibedita (2005) on a sample of 352 secondary school of the undivided Puri district studied Mental Health and Adjustment of Secondary School Teachers. The study revealed that female, unmarried, less qualified and more experienced teachers were found to be in possession of better self-concept than male, married, more qualified, less experienced teachers. There existed significant difference between married and unmarried teachers in regard to mental health.

Sindhu, I.S. (2005) conducted study on Teachers’ Motivation, Student Adjustment and their Academic Achievement on a sample of 32 teachers and 680 Standard X Students from the Kendriya Vidyalayas of five Zones of district Saharanpur through stratified random sampling technique. The tools used were: Teachers’ Motivation to Work- the Test and Scale by B. Singh, Students’ Liking Scale by S.P. Malhotra and B.K. Passi and School Adjustment Inventory by N.M. Bhagia. The findings revealed that there exist no significant differences in the achievement of boys and girls and most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys.
Jamal (2007) studied the relationship of organization commitment of teacher stress, job satisfaction, teacher adjustment and socio emotional climate among male and female teachers. The findings revealed that adjustment and socio emotional school climate were found to be positively correlated with organizational commitment whereas teachers stress was found to be negatively correlated implying better adjustment of teachers in social emotional climate provided by the schools leading to better commitment of teachers towards their institutions.

Kumar (2008) in his study found that there exist no significant difference between the level of adjustment of primary school teachers on gender basis in rural and urban areas. But in case of teachers having high and low teaching experience significant difference was found in level of adjustment.

Sonia (2008) studied to compare value and adjustment on residence basis and found that male rural teachers have better adjustment than male urban teachers and female rural teachers were better adjusted and there was no significant difference in adjustment pattern of female teachers.

Sunita (2008) investigated to study teaching effectiveness of secondary school teachers in relation to their level of adjustment and socio economic status and found significant effect of adjustment on teacher effectiveness of secondary school teachers.

Pal (2009) conducted study with the objective to study the core teaching skills of In-service primary teachers in relation to self concept and adjustment of male and female teachers in Delhi and found that female primary teachers showed more skill deficiencies than the male primary teachers and primary teachers of Sarvodaya Vidyalayas reflected more skill deficiencies than the teachers of M.C.D. Primary schools. Also core teaching skills and adjustment of male and female primary teachers were not found to be significantly correlated.

Gupta (2010) made an attempt to study the adjusted and mal adjusted teachers in relation to their teaching competency. The findings revealed no significant gender differences
among school teachers in their mental health, job satisfaction, teacher effectiveness and attitude towards teaching. Adjusted teachers were found to be more effective than maladjusted teachers only in case of government school teachers but teacher effectiveness does not differentiate among adjusted and maladjusted teachers working in private schools.

Singh (2010) studied the Academic records, Adjustment and Attitude or correlates of job satisfaction among the central school teachers and found male school teachers to be satisfied with their job whereas female central school teachers were less satisfied but they were having better academic records than males and on comparing attitude towards teaching, male teachers were found to have favourable attitude. Also significant positive correlation was found of job satisfaction with its correlates namely academic records, adjustment and attitude towards teaching.

Thukral & Kaur (2010) studied to find out the relationship between adjustment and job satisfaction of teachers and found no significant difference of gender in the level of adjustment and job satisfaction. Also there exist no significant difference in the level of adjustment and job satisfaction among science as well as arts teachers.

Singh B.P.(2013) conducted study on adjustment of teachers working in secondary schools in Haryana in relation to sex, place of working, marital status and academic results. For this purpose a sample of 800 teachers both male and female working in rural and urban area was taken. Mangal Teacher Adjustment Inventory was used to collect the data. The findings revealed significant difference in the scores of males and females and the mean scores of female teachers was higher than male teachers which imply that female teachers were better adjusted than male teachers. Also the difference between the teachers working in rural and urban area was found to be significant as teachers working in urban area were found to be better adjusted than teachers working in rural area. Highly adjusted teachers’ shows better results than less adjusted teachers.
2.3 STUDIES RELATED TO PERSONALITY

Wright (1966) studies on how school principal select their most successful and least successful teachers and found that most successful and least successful teachers had distinctly different personality types.

Brown (1970) studied the personality type of changers (those who changed majors) versus persisters (those who stayed in their initially identified major) in the collegiate majors in the science and humanities using the omnibus personality inventory. The measurements were taken at the beginning and at the end of the school year. The differences between the sciences and the humanities were consistent with previous studies as no significant differences were identified between changers and persisters, however, there were significant differences identified between majors.

Lorentz and Coker (1977) in his study revealed that students reacted markedly to teacher’s personality differences and little relationship was found between personality type and observable teacher behaviour.

Porwal (1980) studied correlates of personality and job satisfaction of higher secondary school teachers and found that the satisfied teachers were more reserved, cool, detached, critical, stable, emotional, mature, humble, accommodating, trustworthy, adaptable, cautious, free from jealousy, practical, socially precise, relaxed, etc. Whereas dissatisfied teachers were warm hearted, easy going, participating, less afraid of criticism, emotionally less stable, assertive, independent, stubborn, venture some, socially bold, spontaneous, self opinionated, hard, imaginative careless and frustrated. Gender was found to have significant effect in the level of job satisfaction as female unmarried teachers were more satisfied than married teachers of both sexes whereas rural urban setting had no significant difference on the level of job satisfaction.
De Novellis and Lawrence (1983) in his study observed teachers in the classroom and found positive relationship between observed teacher behaviour and predictable behaviour explained by personality type theory.

Rushton et al. (1983) examined personality, research creativity, and teaching effectiveness in university professors. 52 Professors at the University of Western Ontario were evaluated on 29 trait dimension using four assessment techniques. The findings indicated that effective teachers were liberal, sociable, showing leadership, extraverted, supporting, non authoritarian, non defensive, intelligent and aesthetically sensitive.

Malik (1984) conducted study on 72 higher secondary schools located in Rajasthan to compare personality factors and learning environments of successful and unsuccessful science teachers. The findings revealed significant relation of personality factors with teaching success. Also successful science teachers had clarity of goals and their students found less difficulty with class work than students of unsuccessful science teachers and teaching success was negatively correlated with dimensions of friction, difficulty, apathy and disorganization whereas classroom environment of unsuccessful science teachers was full of tensions, quarreling among students and confusion in class activities.

Radha (1984) studied sample of 537 student teachers, of which 258 specialized in teaching physical science and 279 in teaching of natural science. Out of nine personality variables six showed significant correlations with teaching performance in science.

Thompson (1984) in his study used the MBTI to found link between personality type and teacher planning. Naturalistic paradigm design was used to interview teachers about their preferred roles in obtaining new teaching ideas, planning process and typical methods of teaching and found that teachers frequently perform these functions in ways consistent with their personality types.

Wangoo (1984) investigated teacher personality correlates and scholastic competence as related to teacher effectiveness. The sample consisted of 500 teachers drawn from higher
secondary schools of Srinagar district. Study concluded that teachers who were outgoing, less aggressive, more trusting, relaxed were highly successful and personality adjustment, democratic leadership behaviour, higher degree of intelligence, emotional stability were the main characteristics that were related with teacher effectiveness.

Khanna (1985) studied personality patterns of effective high school teachers using 16 PF test by Cattell on a sample of 500 teachers. The study revealed that effective teachers had traits which were positively helpful and valuable for the mental health of the individuals whereas ineffective teachers had traits which lead to maladjustment. Also significant relationship was found between the level of effectiveness of teachers and the levels of achievement of their students as effective teachers were found to be helpful in raising the level of achievement of the students and their overall educational standard. The effective teachers in the faculties of arts and science possess relatively different traits of personality.

Myer & Mc Caulley (1985) in his study found that Introvert shows greater academic aptitude than Extroverts due to their capacity to deal intensively with concept and ideas. Also individuals who scores higher on intuition and perceiving poles scores high on general intelligence also.

Murray et al. (1990) studied 29 Personality traits in relation to student ratings of teacher effectiveness. The sample consists of 46 psychology teachers. It was concluded that psychology instructors tend to be differently suited to different types of courses and furthermore that the compatibility of instructors to courses was determined in part by personality characteristics. Effective teachers were friendly, gregarious, flexible, adaptable and open to change.

Barrett Leverne A (1991) in his study relationship of Observable Teaching Effectiveness behaviour to MBTI Personality Types founds that SFP teachers consistently had higher teacher effectiveness scores and NF teachers were least effective. The only single letter
pair to show relationship to teaching effectiveness was T-F, with F being more effective.

Gordon, Howard R.D. (1991) conducted study to find Personality type profiles of beginning Secondary Technical Education Teachers in West Virginia. Myer–Briggs Type Indicator (MBTI) was used to gather personal data and categorize personality type on 4 dichotomous scales or dimensions that allowed separate indexes for the following: Extraversion (E) or Introversion (I), Sensation (S) or Intuition (N), Thinking (T) or Feeling (F), Judging (J) or Perceiving (P). The four major MBTI type reported were as follows ESTJ (32%), ESFJ (18%), ISFJ (12%) and ISTJ (9%). Analysis shows respondents were more sensing (27%)/less intuitive (6%) and more judging (27%) less perceiving (3%). The largest temperament type was that of sensing judging (47%).

Mo (1991) studied on sample of 300 secondary school teachers of Japan to examine the relationship of occupational stress, Type A personality, and social support with the three aspects of teacher burnout, emotional exhaustion, depersonalization and personal accomplishment. Maslach Burnout Inventory (MBI) was used and Job related stress was predicted by supervisor support and reassurance of worth. Personality type was found to exert both main and buffering effects on burnout. Type A teachers were found to be less burned out and less adversely affected by the harmful effects of stress. Role conflict was predicted by attachment, support from friends, relatives, supervisor and type A personality. Type A teachers reported more role conflict in their job. Personal accomplishment was predicted by Type A personality, support from coworkers, opportunity for nurturance and reassurance of worth.

Elshout & Veenman (1992) in his study found that Introverts have high correlation with Intelligence.

Mills, C.J. (1993) in his study personality, learning style and cognitive style profiles of mathematically talented students found clear personality differences for a sample of academically talented students when compared to general population of same age
students. On Myers-Briggs dimensions, the academically talented students differed significantly from the comparison group on all the four dimensions and shows preferences for introversion, intuition, Thinking and Perceiving. They also tended to be higher on achievement motivation and lower on interpersonal and social concerns. Cognitive style that emphasizes thinking over feeling mode appears to mediate gender differences in mathematic ability and achievement.

Mary and Bonnie (1995) conducted study of 31 consultant teachers. Three instruments were administered: The Lead –Self, the Myer-Briggs Type Indicator and the survey of Effectiveness of Collaborative Consultants to examine the relations among leadership styles of consultant teachers. The studies indicated that there exist no significant relations between the consultant teacher effectiveness scores and any of the leadership styles. Sensing act as significant variable when effectiveness was considered. Together, the extrovert and the sensing scores were good predictors of effectiveness.

Mills, C.J., Moore, N.D. & Parker, W.D.(1996) in his study psychological type and cognitive style in elementary age students found that the most common type was ENFP (Extraversion, Intuition, Feeling, Perceiving) accounting for over 45 % of the sample. Academically talented males were more likely to be extraverted and academically talented females were more likely to be introverted. Large differences were found between the older and younger groups with the younger students showing greater preference for Extraversion, Sensing, Feeling and Perceiving.

Sikora (1997) conducted a study to examine the relationship between Personality types and teacher effectiveness of secondary school science teachers from the three districts in Eastern Tennessee. The findings indicated that teacher’s personality may play a significant although a limited role in teacher effectiveness.

Joshi (1998) studied the personality adjustment among the university students and the results revealed no significant effect of gender on adjustment.
Gordon and Yocke (1999) examined the relationship between personality types as measured by Myer Briggs type indicator and teaching effectiveness as measured by classroom observation. Nine of the sixteen personality types were represented in the study. A majority of the respondents reported a preference for extraversion-sensing-thinking-judging. Only 14% of the respondents were found to be effective teachers. The sensing intuition temperament type was the best predictor for teaching effectiveness when compared with extraversion- introversion, thinking, feeling and judging temperamental types.

Salami (2002) conducted study to investigate the relationship of personality, job related stress, social support and burnout among College of Education lecturers. Results showed that job stress, personality and social support jointly and separately predicted dimensions of burnout. Personality and social support interacted with job stress to predict personal accomplishment and results support the view that, environmental and personality traits have influence on burnout.

Kumar (2003) studied the sample of 117 male teachers, 112 female teachers, 32 male administrators, 18 female administrators, 54 male workers and 37 female workers from 75 secondary schools of Allahabad district to find out the mental health of teachers, administrators, workers and personality traits of the teachers, administrators and the relationship between the mental health and personality traits of teachers. 16 P.F. Inventory, Mental Health Questionnaire, Family Background Descriptive Index were used to collect the data. The study indicated no significant difference in the regularity, adjustment, self concept level of male and female teachers. The study revealed no difference in males and females on the factors of less wise/more wise, emotional/stable, composed/Jovial, hesitant/social, stern/sensitive, trusting/doubting, realistic/imaginative, ordinary/socially skilled, self confident/ anxious, recessive / independent, conflict ridden/conflict free and stress full/stress free whereas male teachers were found to be better than female teachers on the factor flexible/rigid and female teachers had been found better on the factor worldly/spiritual and traditional/modern than the male teachers. Also positive correlation was found between the mental health of male teachers and the
factors emotional/stable, worldly/spiritual, hesitant/social and traditional/modern whereas trusting/doubting factor found to be negatively correlated with the health of male teachers whereas self confident/anxious factor was found to be negatively correlated with the mental health of female teachers.

Adrian Furnham, Joanna Moutafi, & Laurence Paltiel (2005) investigated to find correlation of Intelligence with Jung ‘Personality types. Myer Briggs type indicator is also based on Jung’s theory and both the test measures the four personality dimensions. A sample of 4547 participants were included consisting of 3720 males and 819 females. The findings were that Extraversion-Introversion (EI), Sensing-Intuition (SN), Thinking –Feeling (TF) and Judging Perceiving (JP) was significantly correlated with General Intelligence, indicating an advantage for Introversion, Intuition, Thinking and Perceiving.

Srivastva (2005) conducted study on sample of 150 primary and 150 secondary teachers from Haridwar district (Uttaranchal) to study the personality and mental health among primary and secondary school teachers. Introversion –Extroversion Personality test and Mental Health Inventory was administered to teachers and it was found that personality traits influenced the mental health of primary and secondary teachers and extrovert teachers enjoy better mental health as compared to introvert teachers.

Kaur and Meenakshi (2007) studied the impact of teacher training programme on B.Ed students motility, attitude towards teaching and personality on a sample of 380 female students of B.Ed class which represent rural and urban education colleges affiliated to Punjab University, Chandigarh. Self constructed Motivity Scale having 20 items relating to the motives for joining the B.Ed course and Ahluwalia’s Teacher Attitude Inventory (TAI) were used with six aspects viz. teaching profession, class-room teaching, child-centered practices, educational process, pupils and teachers and Eysenck Personality Questionnaire was used to measure the three important personality dimensions i.e. Psychoticism, Extraversion and Neuroticism of B.Ed. class. At the time of admission students were found to be slightly high on the trait of psychoticism because of being put
to heavy pressure to clear the entrance test and due to uncertain future and lack of ensured employment. At the entry stage of the teacher training programme the students were found to be normal on the dimension of neuroticism but a gradual decrease was found during the training period. At the stage II the mean score decreased and at the completion stage of B.Ed training the mean score further decreased slightly. So, B.Ed students become less neurotic at the end of the teacher training programme. On the dimension of Extroversion the students were found to be normal at the time of admission, but they become more extraverts which may be because of numerous opportunities of exposure (Interaction with the students of other colleges during inter –college competition, with school students during skill –in- teaching) leading to increase in mean score at the culmination stage of the teacher training programme.

Ozel (2007) focused on the effect of Turkish geography teacher’s personality on his teaching experiences on a sample of 198 geography teachers at high schools in Istanbul. No significant difference in the teacher’s reflection of personal characteristics was found. According to age variance of the teachers, significant difference was determined and it was noticed that by giving encouragement and self confidence in class the success satisfaction was increased which may be due to the reinforcement given by the teachers.

Emine (2008) explored interactions among attitudes toward teaching and personality constructs in early childhood pre service teachers on 180 Turkish college students, all majoring in early childhood education and found that attitude towards teachers were associated with external locus of control.

Meena (2008) examined 361 female high school teachers to study personality and occupational stress differentials in Haryana. The high burnout group scored significantly high on psychoticism, neuroticism, lie scale, type –A behavior, emotional exhaustion, depersonalization but low on all the three dimension of burnout viz. extraversion, occupational stress and personal accomplishment. The findings revealed that high burnout female teachers scored significantly high on three scales of personality i.e.
psychoticism, neuroticism, and lie scale whereas low on extroversion than the low burnout group. The female teachers were characterized as aggressive, egocentric, impersonal, impulsive, unsympathetic, dogmatic, tough-minded, tense, anxious, irrational, moody, emotional, low in self-esteem, introverted, motivated to show goodness and to behave in socially desirable manner which tend to develop high level of burnout in their respective occupational setting. On the measure of type behavior, the high burnout female teachers have obtained significantly higher scores than their counterpart low burnout teachers which shows that high burnout female teachers tend to be over competitive, striving for achievement, hyper-alert, restless, under pressure of time, and challenges of responsibility.

Sharma (2008) studied on a sample of 336 full time teachers of 49 degree colleges, 31 private and 18 Government colleges of Haryana to explore the personality and adjustment correlates of organizational commitment among college teachers. Findings revealed that college teachers having home, health, emotional and occupational adjustment were temperamentally characterized as conscientious, rule bound, venturesome, socially bold, trusting, adaptable, and practical, regulated by external realities, controlled, high in self-concept control tends to be more committed to their working organizations.

Khan and Yaseen (2009) examined personality factor of elementary level teachers in district Baramulla on sample of randomly selected 200 teachers from Sopore, Rohama and Dangerpora districts. Cattell’s 16 PF Questionnaire was used as the tool for the measurement of personality factors. The study revealed that elementary level teachers were emotionally less stable, easily annoyed, affected by feelings, tensed, restless and impatient. While old elementary level teachers were emotionally stable, mature, calm and faces realities. Also they were found to be relaxed, not frustrated, composed and satisfied. Male elementary level teachers were found to be assertive, competitive, dominant, enthusiastic, expressive, cheerful, venturesome, bold, sociable and were ready to try new things, tough minded, realistic, self reliant, genuine, self assured, secure, untroubled, experimenting, liberal, critical, open to change, uncontrolled and had little regards for social rules and demands whereas female teachers were humble, sober, pessimistic,
accommodating, introspective, shy, hesitant, timid, tender minded, over protective, shrewd, diplomatic, calculating, socially aware, apprehensive, insecure, worrying, conservative, respect the traditional ideas, controlled, compulsive, socially aware and careful.

Kumar (2009) conducted study on a sample of 400 prospective pupil teachers to compare the personality characteristics of most effective and least effective prospective teachers. General Teaching Competency Scale (GTCS) by Passi and Lalitha and 16 PF Questionnaire by Kapoor were used. On factor of intelligence most effective prospective teachers were found to possess high intelligence. No significant difference was found on personality factors: high vs. low ego strength, weaker super ego strength vs. stronger super ego strength and personality factor submissiveness vs. dominance.

Kumar and Jyoti (2009) examined 236 B.Ed. trainees from govt. aided colleges and 231 from self-financing teacher training institutions to study the gender difference on personality profile among govt. aided and self financing teacher trainers. Cattell’s 16 PF Questionnaire was used and the results indicated that trainees who took admission in government aided colleges through merit basis and after passing the hard competition were found to be more mature and ready to face reality with practical approach than the students who took admission in self financing institutions.

Pickering (2009) in his study supported the cognitive learning theory that sustains many type A personalities. The findings revealed that type A individual places a great deal of value on their achievements and reaching their goals. The inability to meet up with goals is a cause of stress for type A personality which may affect their social relationships resulting in interpersonal conflict and ultimately having a negative effect on their physical and psychological well being.

Singh and Buddhisagar (2009) investigated on sample of 100 teachers from Bhopal district to study the personality dimensions of teacher with special reference to its morale. Teacher Morale Scale by Singh was used for data collection and it was found that there
exist significant relationship between teacher’s morale and extraversion dimensions of personality. The gender variable and academic discipline seems to have no influence on the relationship between teacher’s morale and extraversion/neuroticism.

Sugiritham (2009) on a sample of 716 teachers explored personality development of high and higher secondary school teachers in Tuticorin district of Tamil Nadu state. Multivariable personality inventory was employed. The findings revealed that in personality dimension index male dominate over the female at 5% level of significance and no significant difference was found between any pairs of age at 1% and 5% level. Also there exist no significant difference between teachers teaching through English and Tamil Medium. Between married and unmarried teachers no significant difference was found in personality dimension index. No significant difference was found in personality dimensions index in all the three types of teachers.

Dakshinamurthy (2010) studied on sample of 150 secondary schools from Dharwad district of the Karnataka state to examine the effect of teacher’s personality, teacher’s attitude towards profession and teacher effectiveness on academic achievement in social science. The findings were that introversion personality type influenced higher on the academic achievement of students in social science than the teachers with extroversion personality type. Also teachers with favourable attitudes towards profession were found to influence more on the academic achievement of students in social science than teachers with unfavourable attitude.

Sowmyah and Ningamma (2010) studied emotional intelligence in relation to personality. Significant difference was found among extroverts and introverts. The findings revealed significant difference between urban extroverts and urban introverts. Also emotional intelligence among urban extroverts was more than urban introverts which may be due to the fact that extroverts’ continuous interaction allows them to understand the feelings of others, and hence they respond to it frequently and introverts have less interaction with the people and hardly respond to the feeling of others. On comparing rural introverts and
urban introverts no significant difference was found which may be because introverts are least bothered about other’s feelings.

Himani, Shailendra and Goutami (2012) surveyed 60 teachers to relate teacher effectiveness with enthusiastic and non enthusiastic personality traits. The findings revealed that teachers with enthusiastic traits had more teacher effectiveness whereas teachers with non enthusiastic traits had low teacher effectiveness. Teaching effectiveness depends upon the individuality, methods of teaching, intelligence, skill, devotion, faith, overall personality and its traits.