CHAPTER
SECOND
Chapter-2

REVIEW OF THE RELATED LITERATURE

2.0 IMPORTANCE OF REVIEW OF RELATED LITERATURE

The term 'review' means to organize the knowledge of the specific area of research, to evolve and edifice of knowledge to so that his study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesis the available knowledge of the field in a unique way to provide the rationals for his study.

The review of literature indicates the clear picture of the problem to be solved. It provides in'sight and direction in identifying the problem in taking a sample, in choosing appropriate methodology and statistical techniques. Hence review of literature is an important prerequisite to the actual planning and then the execution of any
The term review of literature has been defined as follows -

**According to W.R. Borg** -

"The literature in any field forms the foundation from which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow naïve and will often duplicate work that has already been done better by someone else."

John W. Best (1982) has rightly stated that "A summary of the writing of recognized authorities and the previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective researches are based on past knowledge, this step helps to eliminate the duplication that what has been done and provides useful hypothesis and helpful suggestions for significant suggestions. Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing
knowledge in problem area, provides a background for a research project.

The investigator also felt that the study of related literature helped to sharpen and define understanding and existing knowledge in the problem area and provides a background for research project. It helped to develop expertise and general scholarship of the investigator in the area investigated. Hence, the studies that were plainly relevant to the present problem had been included in this Chapter.

The account of them and the scheme of the chapter is being given under the following heads.

**SCHEME OF THE CHAPTER**

**SECTION 1** Deals with the studies related to the teacher effectiveness at abroad.

**SECTION 2** Deals with the studies related to the teacher effectiveness in the Indian settings.

**SECTION 3** deals with review of the reviews related to teacher effectiveness.
2.1. STUDIES AT ABROAD

2.1.1 RELATION BETWEEN TEACHING EFFECTIVENESS AND PERSONALITY.

Ode Weller (1936)

Personality as whole college manes excluding practice teaching marks, age experience height, weight hand writing, high school marks and intelligence etc. Correlation between the measures of personality and teaching effectiveness was reported to +.825, where as correlation between other variables were found to be low, this result may be due, impart to halo effect, but from review of educational within and research of the past of century by Barr (1948 p.p 203-283) There seems to be a consensus of opinion that personality is one of the most ingredients of teaching efficiency.
O'dea (1950) also concludes that personality has long been held to be a large factor in teaching success.

'SANFORD AND TRUMP' in the Encyclopedia of Educational Research (p.1392) draw similar conclusion by saying that the research report indicated that only four of these factors are important, intelligence, scholarship, personality and scores earned on professional in formation and subject matter test, correlation between these four factors and teaching is positive but low.

Sandiford's (1940) has reported on the basis of 16 studies that a median correlation of +0.23 with range of +0.06 to 0.70 between marks earned in practice of teaching and measure of teaching success. Morsch and Wilder (1954) remarks that no single desirable teacher act has been found whose frequency or percentage of occurrence is invariably and significantly correlated with students achievement, Howsam (1960) and Fattu (1962) both reviewed the research on predicator criteria and teacher effectiveness and concluded that such researches had failed to substantiate links for such characteristics as intelligence age, experience, culture, back ground, socio-economic
status, sex, marital status, scores on aptitude tests, job-interests voice quality and special aptitudes. 'Low positive correlations between scholarship and teaching effectiveness was observed professional knowledge proved to be more successful predictor particularly for teaching performance.

Biddle (1964) and Soar (1969) both independently reviewed researches on teacher effectiveness and declared that a need for agreement about the effects that the teacher was to produce in order to determine the components of teacher effectiveness. They distinguished between the research components of teacher effectiveness (in which relationship between teacher characteristics and behaviours, and desired pupil outcome measures were determined) and the criteria component (which is a question of selecting the pupil outcome components considered to be desirable). Both specified collection of observational data as the most direct method of learning about teaching and Biddle discussed the practical limitations of this kind of classroom observation.
A large number of investigators have sought to identify qualities essential for teaching success by calculating the correlation between measures of qualities and teaching success. They found that, age, years of experience and skill in handwriting were not significantly correlated with intelligence, scholarship, personality and score earned on professional information on and subject matter teaching success is positive but low.

Veldman (1970) tried to study pupils evaluation of student teachers and their supervisors, It was found that supervisors had not influenced the behaviour of their student teacher appreciably.

2.1.2 **Personal Variables of Teachers**

The personal variable may be accounted for teachers characteristics: Teaching aptitude and attitude, interest, academic qualification, teacher's moral value etc. Silberman (1969) has shown their attitude is related to teacher behaviour Washburne and Hell (1962) has found the teacher behaviour has measurable effect on both the academic and social development of students. Two studies
by Flanders (1965) showed that class of elementary teachers that scored high on fondness of the teacher, motivation, fair rewards and punishment teach of anxiety and independence used more indirect than classes of teachers that scored low, who used comparatively little indirect influence.

Amidon and Giammalteo (1965) found that verbal behaviour pattern of the superior teachers can be identified and that they differ marked by from those of other teachers.

Hughes (1970) found that no significant differences exist in the characteristic and behaviours of cooperating teachers who have been identified by their student behaviours.

Folsenthal (1969) conducted a study on classroom interaction and teacher attitude and found that the patterns of classroom indirection is related to the attitudes of teachers and pupil reading achievement was obtained to be directly related to teacher attitudes and indirectly related to classroom interaction behaviour.

Wightman (1970) found that warmth exhibited by a teacher was found to have a positive relationship to scholastic achievement.
Parsons (1973) revealed that teachers of high achievers used more praise and acceptance, received more student initiated talk and used less restricting behaviours than did those student teachers of low achievers.

Some researches have conducted some studies in relation to sex and teacher behaviour. Folensthal (1969) found that the sex factor to be significantly related to teacher behaviour. Boys receive a large share of pupil teacher interaction, both positive and negative. Slobodian and Campbell (1967) found that boys were perceived as receiving more negative comments from teachers than girls.

Mayor and Thompson (1956) found that boys received significantly more disapproved from the teacher than girls did. Davidson and Lang (1968) Pagano (1972) found that music teachers in his study were flexible and direct in interaction pattern in grade first and sixth grade.

Tishar (1971) found that science teachers exhibit a high degree of similarity in their behaviour patterns. The findings are also consistent with Caril and Davis (1970)- conducted that
mathematics teaching in elementary school is highly direct and teacher dominated. Science teachers were found by Hill and Medley (1968) to be subject matter oriented with tendencies to communicate discussion themselves.

Mc. Daniel (1969) found public school teachers to ask more questions, give more directions, and lecture more than teachers who worked in an adult education programme.

2.1.3 Strategy Variable and Teaching Behaviour

The teaching strategies or methods are important determinants of teacher behaviour in classroom interaction to the prospect of actually intervening to modify teacher behaviour.

Smothersgill et al. (1969) have pointed to the fact that styles stay constant over time while Sandifur et al. attribute change to experience on indirect teaching. Bodi (1969), Furst (1967), (1966), Houghand Ober (1967), and Moskowitz (1967) have reported changes induced in the desired direct.
Several studies have been conducted to analyse the effect of teaching interaction analytic technique as a feedback device for the modification of teachers behaviour in classroom teaching. Flanders (1963) reported that in-service teachers trained in interaction analysis technique did change their teaching behaviour significantly. They become more sensitive to their own classroom teaching and become more independent and self-directing and become more independent and self-directing in comparing their intentions with their action. Girls found that the girls perceived their teachers feeling more favourably than boys did.

D.G. Ryans (1969) have pointed out made teachers were less responsible and business-like in classroom practices more inclined towards permissive child. Men teachers are significantly higher emotional stability than women teachers.

Robert K. Bone (1969) found in his study there is significant relationship between teaching behaviour and sex. Male teachers used greater amounts of warning, accepting and more direct behaviour that was also true for female teachers. Pellgreno and Williams (1973)
reported that teachers used greater praise with female students classified as passive or confirming Haslet (1976) conducted a study to analyse difference between male extravert and female extravert with regard to teaching effectiveness. He found that effective teachers are significantly more responsive, trustworthy, concerned, and so forth than did male. Female judges good teachers to be significantly more organized, experienced, intelligent and knowledgeable than did males.

Taylor (1969) conducted that more highly dogmatic teachers were no more direct in influencing classroom verbal interaction than less dogmatism teachers.

Reynolds and William (1975) found that a positive relationship exists between cognitive complexity and verbal interaction patterns in the classroom teaching.

2.1.4 **Content Variable and Teacher Behaviour**

Some students have designed and conducted to differentiate among teacher behaviour.
Eran (1969) conducted a study to analyse and to interpret by means of the Flanders system of observations, the teaching patterns of K.G. teachers. He found that the pattern of K.G. teachers of elementary and secondary teachers. In a study of the effect of training interaction analysis to pre-service teachers. Hough and Ober (1966) related that the verbal interaction of teachers differ significantly between trained and untrained interaction analyses. Lohman (1966) founded the similar results.

Martineu (1970) found that student teachers trained with Flanders in coding process of interaction analysis technique provided a more open class room atmosphere.

Philips (1974) found that a close similarity between the verbal behaviour of self contained and open school teachers. He found that self contained school teachers did demonstrate more asking cf questions with students responses that open space school teacher.

2.1.5 Situation Variable and Teaching Behaviour.
Some studies on situation variable and teaching behaviour and classroom interaction. Simon (1966) shows that a teacher advance expectations of a class may affect his teaching behaviour, thus he makes more praise state ends in a class which he prefers beforehand.

Smith (1965) found that teachers make more use more praise in the case of pupils aiming at high status occupation compared with those aiming at low status occupation. Hoen (1954) found the similar findings.

Pfeiffer (1967) wanted to test the hypothesis that did differentiate their behaviour and their by support the logic of homogeneous grouping.

A number of studies have been designed and conducted for the classroom. verbal behaviour in different type of class room.

Windham. (1969) reported that there is no significant differences in class room climate existed according to academic rank, years of college classes.
James (1972) identified that verbal behaviour of white teachers in black, while and integrated class rooms. He found that the teachers verbal behaviours were significantly different with respect to black white and integrated class.

Piaget (1972) found that there is significant relationship between teacher style and pupil behaviours the results indicate those teachers who were most direct had class in which students showed more on talk and less deviant behaviour.

Bennett. (1973) investigate the relative effect to distinct curricular organizing strategies upon patterns of class room interaction and pupil failing. He found that significant differences occurred in interaction patterns but not in pupil affect when two different curricular organizing strategies were used.

### 2.2 STUDIES ON TEACHER EFFECTIVENESS DONE IN INDIA

Studies On Teacher Characteristics-
The studies on teacher characteristics have mainly dealt with passage variables. Some of the studies in this area have been given below.

Adaval (1952) aimed at finding out the specific qualities required to make the teacher successful in the profession and the motives of persons to take up teaching as their profession. The study revealed that intelligence was an important. The chief motive for under taking the public service and love for children.

Kaul (1972) studied the differentiating personality traits and values of popular teacher and not popular teachers.

The popular teachers distinguished themselves as more outgoing, intelligent, emotionally more stable, sober, conscious, venturesome, tough minded shrewd, placid, controlled and relaxed. They were significantly high on theoretical, social, political and religious values and were significantly low on economic and aesthetic values. Vimala Mahesh (1975) found that effective teachers differ significantly with regard to teacher behaviour, pattern and variables from the ineffective teachers. The trends of class room
verbal interaction behaviour with reference to school subject teachers
designed and conducted by Malti Rastogi (1972) Their results were
very significant with regard to teacher talk with reference to school,
subject teachers, There was also significant differences among school
subject teacher with regard to direct and indirect influence.

2.2.2 Studies on the Identification of Effective Teachers

One of the important aims of the studies on teachers
effectiveness is to find criteria for the identification of effective
teacher. The reports show that the investigators have adopted some of
studies in this area.

Prasad (1970) developed a teacher efficiency observation
schedule which could be helpful in the identification of efficient
primary school teachers teaching Hindi , social studies , General
science and Mathematics .

Dev Nath (1971) prepared a questionnaire for seeking
information about teacher efficiency and its determinants as well as
evaluation sheet for assessing teaching efficiency on the basis of class
room observation. The main finding of the study has been that of all the three methods used in the study. The method of analytical Judgment based on critical observation of a lesson through out the period is the mist effective one for measuring teaching efficiency. The questionnaire and class room observation data showed that age, experience academic, achievement, sincerity in teaching mastery of the method of teaching, sympathetic attitude towards students, their participation proper use of aids, and appliances in teaching and professional training are some of the significant determinants of teaching efficiency.

2.2.3 STRATEGY VARIABLE AND TEACHING BEHAVIOUR

These studies are confined to teaching aptitude Vijendra (1972) adjustment patterns grades Sharma (1973), teaching attitude S.K. Singh (1974) and teaching experience Sharma (1971) and personal factors in relation to verbal behaviour of class-room teaching. These teaching was conducted on secondary teachers and
B.Ed. students. In these studies it was found that the teaching aptitude, attitude academic, qualification, creativity are significantly related to class-room teacher behaviour.

2.2.4. CONTENT VARIABLE AND TEACHER BEHAVIOUR

A.P. Sharma (1971) Conduct on experiment and found that indirect self of experimental groups was higher that control group of teachers showed greater positive relations to responsive student talk.

K.K. Vashishtha (1975) also conducted on experiment to study the effectiveness of interaction analysis as a feed book devices for the modification of teacher behaviour. The modification analysis contribute significantly to increase attitude.

He also reported that trained group teachers gained significantly in their indirect influence, pupil talk, pupil initiation ratio, teacher response and question-ratio and there is loss teacher talk and content cross-ratio.
It appears from the review that most of studies have confined to use interaction analysis as feedback device, but the nature and structure of teaching varies to teaching methods and strategies. There is great need to design study for exploring the verbal interaction patterns by organizing teaching with different methods.

2.2.5 SITUATION VARIABLE AND TEACHING BEHAVIOUR

Meena (1973) investigated the student teacher interaction pattern through Ober's technique of R. C. S. The overall picture was presented with the help of matter matrix of English and Hindi teachers. It was found that there is no significant difference between the groups in both system of observations.

Chaturvedi (1974) found that there is no significant difference between History & Geography teachers as their class were observed through Equivalent Talk category (E.T.C) and FIACS.
Gupta (1974) designed one extra facts design of direct and indirect teacher and found that the performance of students taught by indirect group teachers was significantly higher than the performance of students taught by direct behaviour teachers.

S.K. Singh (1975) analyse the verbal interaction pattern of primary and secondary teachers and found that there is significant difference between them with regard to their interaction. Variable teacher question ratio, steady state ratio, pupil steady state ratio, content cross ratio and instantaneous steady state ratio.

Goel (1977) reported that extrovert teachers differ significantly than the introvert teachers with regard to their behaviours, interaction variable and flow patterns of behaviour.

The review of studies related to teaching behaviour and classroom interaction suggests that several studies have been conducted on personal strategy variables in India and other countries, but very few researches are available on content and situation variables.

Thakkar V.R. (1977)
A study of potential teacher effectiveness - their educational attitudes in relation their report with studies and their survival and job satisfaction in the profession found that -

(1) The differences in most of the categories of education issues and attitude between H. Rand L.R were not significant.

(2) There was no correlation between experience and rapport and survival and rapport.

D. A. S. R.C. (1979) A study of effectiveness of teacher training in reducing educational wastage. A field survey was conducted as many as 743 schools from rural district were covered. The extent and rate (class wise and total) of wastage and stagnation at a primary level of education in Singh teacher school with trained untrained, were found and separately the values of criterian variables between single teacher, two teacher and multiple teachers were compared.

BHATTACHARJEE. R. (1981) A study of effectiveness of microteaching in developing teaching competence, extension, service department P.G.T. College Shilong. The study revealed that training
for the integration of the four selected skills under the summative model of integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group.

KAUR BALBIR (1983) The study involved descriptive survey method of research. It was also developmental in nature as the growth in students perception of teacher effectiveness in each subject was observed. The comparison was cross sectional.

The sample of 1500 students drawn from H.P. University Shimla and various schools and college of H.P. the data were analysed the number of factors varied between 14-20 for different subjects at different levels. These factors pertained to different cognitive and effective characteristics of teachers styles. Of teaching, designing of teaching materials interaction with students etc.

B A WA M.S. (1984)

The study was envisage in three stages viz. the planning and preparation stage (development of tool and selection of sample).
In the study a pretest-post test, experimental control group design was followed. The tools used general teaching competence scale and the self-assessment scale (S. A. S.). The findings of the study were

1. Exposure to microteaching resulted in improvement of teaching competence for all participants.

2. Exposure to the integration based programme after micro-teaching did not result in whole sale and uniform improvement in teaching competence, speed of presentation and maintenance of discipline.

**BHALWAN KAL (1984)**

A study of Reliability and validity of the process appraising scale of teacher effectiveness. Ten science student teachers who offered the science method for the B.Ed. from S.N.D.T. College of Education Pune were selected for the study with the practice of teaching programme with the help of PASTE. Findings were

1. All the components correlated positively with the total teacher effectiveness scores.
Some skills were significantly related to total teacher effectiveness.

**WAN GOO. M.L.**

The major aim of the inquiry was to study teacher personality correlates and scholastic competence as related to effective teaching. The sample of 500 teachers drawn from higher secondary schools of Sri Nagar district the four tools of investigation were-

1. Cattles 16.P.F.
2. A.P.M. Set
3. PCCL
4. SSCL also, development by the investigator the two extreme groups were compared on the basis of the scores they attained APM PCCL 16 P.F. questionnaire. The test for all the 18 variables was computed.

The major finding was personality adjustment, democratic leadership a high degree of intelligence and emotional control were the main characteristic they went with teacher effectiveness.
HUSSAIN. H.A. (1985)

The study was confined to urban high school and higher secondary school of Shri Nagar, Baramula and Anant Nag managed by both private and govt. agencies.

The tools used for data collection of data were the ideal role scale, Real Role scale and teaching effectiveness scale the data were analysed and using the k-s test, chi-square test and median test.

DIXIT. M.A. (1986)


The sample for the study 300 primary and 300 secondary school teacher. The data regarding job satisfaction were collected with the help of likert type scale devised by investigator.

The main findings were-

(1) In Hindi medium schools primary school teachers were more satisfied than secondary school teachers.

(2) In English medium schools the level of job school teachers.
(3) In English medium schools the level of job satisfaction among primary and secondary school was same.


A study of adopting training strategy and studying effectiveness of different variation in component of training strategy for concept attainment, inquiry training model in terms of understanding, competence, reactions and pupil liking the study employed the pretest post-test. Single group design student teachers were trained to master were CAM/ITM in college based treatment. There were 32 student teachers belonging to ten different institutions for Pune, Indore, Delhi, Bhopal, Jaunpur, Sultanpur, Ambala etc.

The tools used for CAM/ITM were of a teaching analysis guide. The data were analysed by employing ANCOVA, test and content and analysis.

SINGH LC AND SINGH P(1986)

Effectiveness of value clarifying strategies in value orientation of B.Ed. students. The study were to study and effectiveness value
clarifying strategies in (V.C.S.) for developing value orientation in B.Ed, student teachers and to develop battery of test for the measurement of value orientation of student teachers. The tools were used for analysed of data is ANOVA, ANCOVA, pretest, post test, experimental design.

The main findings of the study were no significant relationship was found between value orientation scores and socio-economic status of B.Ed. students for all the five values.

DAVE C.S (1987)

A study of relative effectiveness of microteaching having summative model of integration versus mini teaching model in terms of general teaching competence. Teacher attitude towards teaching pupil liking and pupil achievement.

Sample comprised 30 students teachers selected randomly and 180 student teachers admitted during the 1983-84 academic session in the Deptt of Edu, DAVV, Indore, the reliability co-efficient for test, retest and split half were 0.92 and 0.90 respectively, the data
were analysed by computing mean, SD, and analysis of variance followed by test.


**FINDINGS AND DISCUSSIONS**

The analysis and interpretation of data lead to following conclusions.

(1) The average level of effectiveness of the male and female teachers belonging to rural and urban areas was found to be high. Most of them had secured high scores in the teachers effectiveness Rating scale. There was homogeniety in effectiveness scores of the teachers. i.e. low amount of individual difference in the scores of male and female teachers. No significant difference in the mean scores of male and female teachers in the effectiveness was observed.
(2) Majority of the teachers of both sexes belong to the categories of above average and superior intelligence. There was significant difference in the above intelligence scores of male and female teachers.

(3) Most of the rural teachers of both sexes had secured average scores in the Socio- Economic status scale (Rural). Only a few of them appeared to be having better Socio-Economic condition. It was also observed that there was significant differences in the mean scores of male and female teachers of rural area.

(4) Majority of the urban male and female teachers had secured average scores in the socio-economic teachers had high socio-economic status scale (urban) only a few urban teachers had high socio-economic status the difference in the mean scores of urban male and female teachers in the mean scores of urban male and female teachers was found to be insignificant.
(5) Most of the male and female teachers had secured scores near the average point on the teacher attitude inventory. Only a few of them were showing scores above the level of average category. There was insignificant difference in the mean scores of male and female teachers belonging to rural and urban areas.

(6) Large number of teachers both sexes belonging to rural and urban areas had shown high adjustment scores. There was insignificant difference in the mean scores of male and female teachers. The teachers being experienced and intelligent persons seldom faced difficulty in adopting to new situation.

(7) The scores of rural male and female teachers in the effectiveness scale appeased to be correlated insignificantly with only two variables, intelligence and attitude towards teaching profession, socio-economic status and adjustment of the male and female teacher belonging to rural area showed significant correlation with the effectiveness.
(8) The value of correlation co-efficients regression coefficient and standard error of estimate showed that intelligence and socio-economic status scores could be used as predictors for estimating effectiveness of urban teachers of both sexes.

(9) The hypothesis regarding no significant differences in average teachers' effectiveness, intelligence attitude towards teaching profession and adjustment scores of male and female teachers belonging to rural and urban areas were found to be acceptable as the critical ratios calculated against them were found to be insignificant. The hypothesis regarding no significant difference in the average socio-economic status scores of male and female teachers of the same area (rural or urban) was accepted (for urban teachers of both sexes) and female teachers as the value of critical ratio was found to be significant.

From the above statement it is clear that the effectiveness of male and female teachers belonging to rural area is remarkably correlated with intelligence, whereas the
effectiveness of urban teachers of both sexes are also related with socio-economic status. Chances are that the teachers possessing better intelligence and socio-economic status scores would be effective in their job.

(10) In case of rural teachers intelligence showed remarkable relationship with attitude towards teaching profession and adjustment. Low relationship between intelligence and socio-economic status was observed.

(11) The teachers effectiveness scores of urban male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment. Attitude of urban teachers towards teaching profession showed insignificant correlation with effectiveness.

(12) The contribution made by the independent variables like, intelligence, socio-economic status attitude towards teaching profession and adjustment to the teachers effectiveness of the rural teachers (of both sexes) would be 15.13 percent. It
means about 15 percent variance on the dependent variable was due to selected variables under study.

The remaining 85 percent contribution to the teachers' effectiveness would be due to the variables which were not included in this study.

(13) The contribution made by the independent variables to the dependent variable (teacher effectiveness) would 17.36 percent for urban male female teachers. It indicates that about 17 percent contribution to the teachers' effectiveness would be due to the variable which were not included in this study.

Among the four correlates of teachers effectiveness, intelligence proved to be making remarkable contribution to it.

TIWARI RAKESH CHANDRA (2001) had studied effectiveness of teaching between arts and science teachers with job satisfaction and formal result that-
1. There is no significant difference between rural and urban secondary school teachers on teaching effectiveness.

2. There is no significant difference between rural and urban science teachers on effectiveness.

3. Similar in teaching effectiveness the rural and urban art teachers.

4. There is no sex effects on teachers effectiveness.

5. In job satisfaction both groups are similar on teaching effectiveness.

SINGH DIWAKAR 2002-

A study of teacher effectiveness in relation to teaching aptitude, teacher attitude and job satisfaction. Following results have been concluded the present study -

(1) Majority of rural and urban male teachers are higher in effectiveness than their counter parts, The difference in mean scores of comparison groups was found to be significant.

2. Majority of rural and urban male teachers are higher in teaching aptitude than their counter parts. The mean
difference was significant between the comparison groups only areas is not affected.

3. Majority of rural & urban teachers are higher in teacher attitude than their counterparts. The mean difference was not significant only three groups as rural male & female teachers. Rural male and urban male teachers and rural female & urban male teachers, and Significant in 3 comparison groups as rural male and urban female, rural female and urban female strongly whereas urban males. Urban female was significantly differ in job satisfaction at .05 level confidence.

5. Majority of male and female teachers are in significant correlated with their effectiveness accordance each independent variables separately urban wise and sex-wise.

6. The majority of high (high aptitude, teacher attitude and job satisfaction.) male and female teachers were significant in effectiveness scores than their counterparts belonging rural and urban areas.
2.2.6 SECTION - 3

REVIEW OF REVIEWS

The brief review of the research findings may be summed up in following points.

1. The effective teachers were competent in subject matter.
2. Sex has no difference in effectiveness of teaching of the teachers.
3. The effective teachers have more knowledge of subject matter.
4. Urban teachers were effective than rural teachers.
5. Review revealed there was negative relationship between the age of teachers and indirect teacher classroom behaviour.
6. Effectiveness and achievement of teachers were positively correlated.
7. Sex has no bearing upon effectiveness level.
8. There is no significant relation between rural and urban teachers in effectiveness.
9. There is no significance of age group in effectiveness.
10. Teacher effectiveness was not affected by classes of the society.

The studies review provided ample evidence the teaching effectiveness that teacher had on behavioural activities, motivational functioning, creativity, and personality development of individual.

The studies review in the following pages provided all dimensions of the teacher effectiveness and correlates approximately, the present study is quite different from these reviewed on account of its sample, tool, nature of effectiveness - This study is different in sampling and under taken in the study are not selected on the basis of race, sex etc.

Thus it is clear that this study is quite different from the other studies and it may prove into the causes of low level of teacher effectiveness among private school teacher of any sex, any locality, any caste, and of any age group.