CHAPTER-II

REVIEW OF RELATED LITERATURE

Having discussed the theoretical background of the study and established its need, it is necessary for the researcher to probe into and discuss the related researches conducted by other researcher. If research is based on all of the relevant thinking and research that has preceded it, it becomes a part of the formulated knowledge in the field and this contributes to thinking and research as a whole. This chapter deals with the review of related literature.

The studies reviewed have been classified into the following three sections:

2.1 Studies related to Teaching competence
2.2 Studies related to Personality type
2.3 Studies related to Attitude towards teaching profession

Studies related to Teaching competence are discussed in Section 2.1. A review of Personality type is discussed in Section 2.2. Review of related literature on Attitude towards teaching profession is discussed in Section 2.3.

An overview of this chapter is presented in Figure no. 2.1.
Review of related literature is an essential aspect of an investigation. It constitutes a very important step not only in identification of the problem but also in formulating hypotheses. A brief review is made of relevant researches with respect the variables of this study.
2.1 STUDIES RELATED TO TEACHING COMPETENCE

Passi and Sharma (1982) in their study focused on teaching competency of secondary school teachers. The study was conducted on a sample of 107 teachers (48 teachers of Hindi and 59 teachers of English) and 9360 students with the major variables teaching competency, demographic, presage and product variables. The study aimed at some of the major skills of competencies identified were giving assignment, loud reading, asking questions, introducing a lesson, managing the classroom, using blackboard, pausing, using reinforcement, avoiding repetition, dealing with pupil's response, audibility, shifting sensory channel etc. The male and female teachers did not differ in their teaching competency. There was a positive significant correlation between the age of the language teachers teaching at the secondary level and their teaching competency. There was negative correlation between the self-perception of the language teachers and teaching competency. There was significant positive relationship between the teachers' teaching competency, the liking of their pupils of their teaching behaviour and the academic achievement of the pupils of grade IX in Hindi.

Singh and Sathyanarayana (1984) investigated the effect of training in teaching skills using Micro-class peers and pupil on the general teaching competence of student teachers at elementary level. The study aimed at comparing the general teaching competence of the student teachers undergoing student teacher programme using microteaching and the traditional approach, the study also aimed to find the effectiveness of microteaching under simulated and real classroom situation in respect general teaching competence and to find the effect of training on the attitude of student-teachers towards microteaching. The entire student population of 36 students of the first year TCH of an English medium women’s Teacher Training Institution (TTI) was selected as the sample. The population was divided into three groups of 12 students each. Group I, the reference group, was the control group. The other two groups formed the experimental groups II. By General
teaching competency rating scale, evaluation proforme for rating teaching skills, reaction towards microteaching rating scale, and self-evaluating microteaching programme rating scale designed and developed by NCERT were used. Experimental group I practiced under real classroom conditions. Each student teacher practiced a skill for two complete microteaching cycles.

The findings of the study showed that the student teacher trained using microteaching under the simulated condition acquired better teaching competency than those trained under the traditional training method. The student teachers trained using microteaching under real classroom conditions were found to acquire better teaching competency than trained under the traditional training method. The effectiveness of the microteaching training technique was more significant in respect of those trained under real classroom conditions than those trained under simulated classroom conditions in developing the teaching competence of student-teachers. The microteaching training technique was found to have a significant impact in developing a positive attitude in the student-teachers towards microteaching.

Chaudhari (1985) took a factorial Study of the Teaching Competencies of Teachers Teaching English at the Secondary Level. The study aimed at identifying the competencies required of a teacher teaching English at the secondary school level and to find the significant difference in the teaching competencies with respect to background variables viz. Age, Sex, and Educational Qualifications. It also aimed to determine the significant relationship of the competencies with intelligence, attitude towards teaching and interest in teaching. Stratified random sampling technique was used to select 178 teachers from Pune and Indore Districts. Raven’s standard progressive matrices, Teacher attitude scale, Interest Inventory, and Self Perception Scale. Were used to collect the data. The study identified twelve independent pedagogical competencies in teaching English. The competency structuring questions accounted for 32% variance and correlated significantly with both the product variables. All the competencies were found to be
correlated positively with the product variable. Teacher’s intelligence and attitude towards teaching was found to be associated with some of the competencies.

Sathiyagirirajan (1985) studied the competency, personality, motivation and professional perception’ of college teachers. It was found that teacher competency was related to intelligence, emotional stability, consciousness, tender mindedness, trusted nature, placid nature, self-sufficiency and related factors of Cattell's 16 PF questionnaire. Teacher competence was found to be significantly related to creativity, dynamism, organized demeanour and warmth and acceptance, self-actualization and profession perception of teachers. The more competent teachers significantly differed from the less competent teachers in all the above variables. Those variables that correlated significantly with teacher competence were found to be inter-correlated with one another significantly.

Prakasham (1986) studied teacher effectiveness in relation to teaching competency and as a function of school organizational climate. 800 secondary school teachers from Raipur and Bilaspur districts in Madhya Pradesh formed the sample. Teachers from government and non-government schools were not found to differ significantly in teacher effectiveness and in teaching competency. Significant positive correlation was found between teacher effectiveness and teaching competency of teachers in different types of organizational climates. The main effect of teaching competency was found to be significantly higher than other independent variables like territorial variations and school organizational climate.

Rajameenakshi (1988) analysed the factors affecting teaching competency of B.Ed., trainees in teaching physical science. The objectives of the study were to identify factors that affected the teaching competence of B.Ed trainees and to assess the competencies of B.Ed students using appropriate tools and to make differential and correlational studies between
teaching competence and various factors. Data was collected from 610 Physical Science students of colleges of education and 1500 school pupils with the help of Teaching competency scale and Self-evaluation scale. Experimental method was used to study the impact of training in the skill of demonstration on teaching competence. The researcher found that Pupils’ evaluation scores were accumulated at the higher end of score (80-95), Self-evaluation score were between (50-85) and professors score ranged from 45-60 with regard to teaching competence, Training in the skill of demonstration and micro teaching significantly increased teaching competence, The type of management and the time of admission and teacher pupil ratio were the factors found to affect the mean teaching competence of B.Ed. trainees. Female teacher trainees and teacher trainees with higher socio economic status were found to be significantly higher in teaching competency than others.

Shah & Beena (1991) investigated the determinants of Teacher Effectiveness with the view to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality attitude and school climate on teaching effectiveness among the secondary level teachers. Multi-stage random sampling technique was used to select 2000 secondary level teachers of the Garhwal region. Teacher efficiency scale (TES) by Chauhan and Jain, Teaching Aptitude Test Battery by Singh and Sharma, Teachers’ attitude scale by Uniyal, Group test of Intelligence of Tandon, Eight value scale by Shah, Self-concept Scale by Deo, Job Satisfaction Scale of Uniyal, School Organisational climate Index questionnaire of Sharma, Job motivation Analysis form by Oniyal, Introversion – Extraversion personality inventory by Shah were as the tools to collect the data. The findings revealed that teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate.

Basi & Kaur, Satpal (1991) examined the teaching Competency of Language Teachers in relation to their Job Satisfaction, Locus of Control and
Professional Burn Out. The objectives of the study were: To measure the teaching competency of language teachers; To ascertain the difference between the more competent and less competent language teachers in relation to job satisfaction, locus of control and professional burn out; To study the various criterion measures of teaching competency. 440 male and female trained graduate language teachers and 2000 student from secondary and higher secondary schools of Ferozpur, Ropar and Ludhiana were selected using incidental purposive sampling technic. Self-rating scale for teachers developed by Sidhu. Pupil’s ratings of teachers scale developed by Grewal, Teachers’ job satisfaction scale by Chandel, Rottor’s internal and external locus of control scale and Maslach Burn out inventory were used to collect the data. The study found that the teaching competency of language teachers was moderate. Professional burnout was not experienced by language teachers; No significant difference was found between teaching competency and job satisfaction of teachers on the basis of their locus of control. There existed a positive correlation between job satisfaction and teaching competency. Negative correlation existed between locus of control and teaching competency.

Gupta (1993) examined the effect of training strategies on the teaching competence of student-teacher for teaching through social inquiry model. It was found that the student-teachers of the three experimental groups attained higher teaching competency scores after practicing the lessons in peer practice feedback. The mean teaching competency scores of student-teachers were found to be higher through holistic peer practice feedback as compared to phase-wise peer practice. The mean teaching competency scores of all the three experimental groups improved after coaching in real classroom condition. The student-teachers were found to have gained more teaching competency through exposure to holistic demonstrations as compared to exposure to phase wise demonstrations.
Lalitha (2000) studied creativity in relation to teaching competence of B.Ed teacher trainees in colleges of education of Bangalore University. The sample comprised of 206 B.Ed trainees studying in four colleges of education of Bangalore University. Using a stratified random sampling procedure 130 Arts graduates and 76 science graduates were drawn. Baquer Mehdis Creativity test and Baroda General teaching competence scale were used as the tools. Statistical techniques include Mean, SD, Co-efficient of correlation and step wise Regression Analysis. Significant correlation was found between teaching competence and other variables pertaining to creativity.

Naseema (1994) conducted a study on teaching competency of secondary school physical science teachers in relation to satisfaction of teaching physical science. The major objectives of the study were to find out the efficiency of satisfaction to predict teaching competence of physical science teachers. The sample comprised of 150 physical science teachers from secondary school of Kerala. Selected by random sampling method. The tool used were Teaching Competence Rating Scale, Job Satisfaction Questionnaire for physical science teachers and School organizational climate description questionnaire. The collected data was treated using percentages, biserial co-efficient of correlation, chi square and multiple regression analysis. 30.92 percent of physical science teachers were found to differ in perceived teaching competence this was attributed to work.

Meddor & Laurie, Annie (1995) conducted a study on teacher Competencies needed by New Secondary Vocational Instructors in Georgia. The main objective of the study was to determine the importance of 80 instructional competencies as rated by new secondary vocational instructors who completed the NTI from 1989 through 1993. Data were collected from 196 NTI completers from 1989 through 1993 by using teacher competencies questionnaire. The author found that there was no significant difference in the ratings of importance of the 80 instructional competencies taught in the NTI as
rated by those who are in the profession and those who left the institute after training.

Thiagarajan, A. P., Santhanakrishan, S. & Jeyalatha, S (1995) conducted a study on teaching competency and achievement. The objective of the study was to find out whether there is any significant relationship between the competency of the teachers perceived and academic achievement by the male and female students. A random sample of 290 teachers was selected from eight schools in Chidambaram district. Teaching competency scale by Passi was used to collect the data. Statistical treatment was done using correlation and critical ratio. Results showed significant relation between teaching competency and academic achievement. Significant difference was found in scores obtained by male and female.

Damayanti Pandey (1997) examined the relationship between teaching competency and students achievement. The study was taken up with the objective of assessing the general teaching competency of economics teachers of senior secondary schools of Delhi and to find out the relationship between teaching competency and student's achievement. 75 teachers and 1300 students found the sample of the study. Tools used for data collection were General Teaching Competency Scale, Teacher Attitude Scale, Student Morale Test and Achievement Test in Economics. Standard deviation, t-test and correlation were used to analyse the collected data. The relationship between teaching competency and attitude of male economics teachers towards teaching profession was not found to be significant and significant relationship was found between teaching competency of male teachers and morale of their students.

Chang and Hueypor (1998) took up research to assess the nature and level of teaching competency in apprentice science teachers. The purpose of this study was to investigate the durability of changes in pre-service primary teachers’ self-efficacy beliefs. Science teaching self-efficacy was measured at
the beginning and end of a science method of course and then after a delay period of nine months. Interviews were carried out one year after the end of the course. The results indicated that positive changes in self-efficacy occurred as a result of the course and these high levels were still present even after the delay period. Having an opportunity to teach science in primary school was found to be a significant factor in consolidating efficacy levels after the methods course.

Leou, Shian (1998) took up a study on teaching Competencies Assessment Approaches for Mathematics Teachers. The aimed study to construct a list of assessment items for Mathematics teachers; to establish assessment models for Mathematics teachers and to develop evaluation instruments for mathematics teachers by using Delphi method and classroom observation technique. The researcher established the teaching competency assessment items for Mathematics teachers, a procedure for designing the videotapes and also established an assessment model for math teaching competencies for Mathematics teachers.

Shakuntala K. S (2001) studied the adjustment of secondary school teachers in relation to their teaching competency, emotional maturity and mental health. The main objective of the study was to study the relationship between adjustment and teaching competency of secondary school teachers in relation to different psycho-sociological variables. The sample of study consisted of 1000 secondary school teachers randomly selected from 100 schools belonging to government, private aided and private unaided managements of Bangalore Urban district. It was found that there was a high, positive and significant correlation between teachers' adjustment and teaching competency of secondary school teachers. There was a high, positive and significant correlation between gender, adjustment, teaching competency, emotional maturity and mental health of the school teachers. A significant difference was found in teaching competency of secondary school men and women teachers. There was a significant difference in teaching competency of
teachers working in government and private secondary schools. There was a significant difference in adjustment and teaching competency of teachers working in government and private secondary school teachers. A significant difference in existed adjustment and teaching competency of secondary school men and women and government and private secondary school teachers.

Gorham & Ephraim (2002) investigated multicultural teaching competence as perceived by elementary school teachers. The objective of the study was to explore elementary school teachers’ perceptions of their strengths and deficiencies for working with, and meeting the need of students from diverse cultural backgrounds and to assess the relationships between these perceptions and the teachers’ multicultural background and demographic factors such as age, gender, and ethnicity. Elementary school teachers in the Guilford County School System, North Carolina formed the sample. Jacobeth Ntsebe Thabede’s dissertation, Multicultural Teaching Competence as Perceived by Business Education Student Teachers (1996) as a model to frame the research. The outcome of the regression formula indicated 38 percent of the variance of Building Respect was explained. Building respect for diversity represents the teachers’ reported willingness to model respect building practices. The four important independent variables were age, the number of hours of multicultural instruction, whether they taught in a suburban school, and whether the participants had experiences with diversity during their education. The more multicultural background during teacher education, the older the participant, the more hours of multicultural instruction, and if teachers were working in a suburban teaching environment, the more likely teachers were to report behaviours that reflect building respect for multicultural diversity. The findings of the focus groups and the survey showed that teachers who had multiethnic family origin, early education experience with cultural diverse students and multicultural friendship groups, perceived themselves competent to teach multicultural students.
Frazier et al., (2005) examined the multicultural education teaching competencies and the achievement outcomes of African American middle school students. They investigated the influence of multicultural education teaching competencies on the mathematics and reading achievement of African American sixth grade and eighth grade middle school students. 123 teachers from twelve schools formed the sample and Multicultural knowledge and skills (MKS) sub scale of the MECCA was used. It was found that the schools level of multicultural competency was not significantly influenced by the average number of multicultural education courses or the number of professional development course taken by its teachers. It was also found that an inverse relationship existed between multicultural education competency and the number of years the teacher had been in the teaching profession. Significant relationship was found between Multicultural Education Competency and sixth grade reading achievement; Mathematics achievement at the sixth grade level and reading and mathematics relevant at the eighth grade level were not found to be significantly correlated with multicultural education competency ratings at the school level.

Pushpam. M. Lily and Sundararajan (2004) took up a study to examine the level of teaching competence of science teachers at higher secondary level and to study the association of the level of teaching competency of science teachers with their subject of specialization, qualification, experience, age, income, nature of the job and sex. The study also compared the level of teaching competencies of science teachers with reference to the type of management of the school and also with reference to their extroversion-introversion behaviour. The findings of the study revealed that community of teachers and nature of the school did not influence the teaching competency of science teachers significantly Post-graduate teachers with B.Ed., M.Ed or M.Phil were found to have better teaching competency than the graduate teachers with B.Ed. Private, unaided school teachers were found to have better teaching competencies than government and corporation school science
teachers. Family size, sex of the teachers and location of the school did not significantly influence the teaching competency of science teachers.

Lakshminarayana & Babu (2004) attempted to identify the indicators of training competence of teachers in DPEP and Non DPEP Schools. The study was taken up with an objective of finding the teaching competence of teachers in DPEP and Non-DPEP schools with reference to Gender, Locale, Motivation, Attitude and adjustment of teaching. Data was collected from 640 primary teachers belonging to DPEP and Non DPEP Districts by using Teaching competence scale, Teacher motivation scale, Teacher attitude inventory and Teacher adjustment scale. The findings indicated that there was a significant influence of motivation on teaching competence of teachers. Significant influence of attitude towards teaching on teaching competence of teachers and significant influence of teacher adjustment on teaching competence of teachers was found.

Chahar. S. S (2005) studied the teaching competencies of student teachers in relation to certain non-cognitive variables. Researcher aimed to study the general teaching competency of the student-teachers with different socio, psychological and demographic variables. The findings revealed that the significant relationship between General Teaching Competency and intelligence, General Teaching Competency and Attitude towards teaching, and General teaching Competency and Socio-Economic Status of student teachers. The mean General Teaching Competency scores of female student teachers higher than that of the male student teachers. The mean General Teaching Competency scores of female student teachers was higher than that of the male student teachers in Science group. The mean General Teaching Competency scores of female student teachers was found to be higher than that of the male student teachers in Arts group.

Jeba. A (2005) examined the teaching competency and mental health of the student teachers of DIET. The study aimed to find out the gender and
group difference in teaching competency and mental health status of student teachers in DIET and to find out the relationship between teaching competency and mental health status of student teachers in DIET. The size of the sample was 300 student teachers undergoing D.Ed course in a DIET. The finding showed that there is no significant difference between men and women student teachers in teaching competency and certain mental health dimensions. Science and Arts group student teachers significantly differed in their level of teaching competency. Mental health of the teacher trainees showed a significant positive correlation with their level of teaching competency.

Viswanathappa. G. (2005) made an attempt to study the influence of attitude towards teaching and teaching competence of student teachers at secondary level. The objective of the study was to find out the influence of attitude towards teaching, admission test rank on teaching competence of student teachers at secondary level. 200 student teachers of two education colleges constituted the sample. The study found that the attitude of the student teachers towards teaching as a predictor variable predicts their teaching competence in lesson planning, presentation, closure of lesson and evaluation. Admission test rank, age, father's occupation and father's education of student teachers as predictor variables were not found to predict their teaching competence in lesson planning, presentation, closure of lesson and evaluation.

Rajasekharan. P and Anandan. K (2005) investigated the relationship between teaching competency and attitude towards teaching of social science among distance learners of B.Ed. They aimed to measure the relationship between teaching competency and attitude towards teaching social science among global sample and to measure the relationship among teaching competency and attitude towards teaching social science of women and men bachelor-degree holders and master-degree holders and years of experience. The results of this study revealed that the relationship between teaching competency and attitude is significantly positive among men teachers towards
teaching social science. The relationship between teaching competency and attitude towards teaching social among women was significantly positive. The relationship between competency and attitude towards teaching social science of B.Ed distance learners with bachelor degree was found to be significantly positive and the relationship between teaching competency and attitude towards teaching History of B.Ed distance learners with Master’s degree was found to be significantly positive.

Gultekin (2006) took up a research study on attitude of pre-school teacher candidates studying through distance education approach towards teaching profession and their perception level of teaching competency. The purpose of this study was to determine the attitude of pre-school teacher candidates studying through distance education approach towards teaching profession and determine their perception level of teaching competency. The population and sample of the study were the senior students of Anadolu University, Open education faculty, pre-school training undergraduate programme. The study was conducted on 957 teacher candidates. The study revealed that the attitude of teacher candidates towards teaching profession was quite positive and their perception levels of teaching competency was found to be very good. Moreover the teacher candidate considered the programme as beneficial for them to gain teaching competencies.

Bondu, G. Raju & Viswanathappa (2007) studied the competency of D.Ed. and B.Ed. Trained Teachers working in Primary Schools of Andhra Pradesh. The purpose of the study was to measure the teaching competency of B.Ed. and D.Ed. trained teachers working at primary level and to compare the teaching competency of B.Ed. teachers with D.Ed. teachers. 40 primary teachers from 20 schools of Nalgonda District in Andhra Pradesh were selected by stratified random sampling technique. Teaching competency scale developed by the investigators was used as the tool. The investigators found that there was no significant difference in teacher competency of primary school teachers with reference to background variables and a significant
difference was found in teacher competency of D.Ed. and B.Ed. teachers working at primary level.

Lakshmi & Shanmugaganesan (2008) conducted a study on Personality and Teaching competency of Teacher Trainees with the objective of knowing the personality types of teacher trainees and to understand the level of teaching competence of teacher trainees. 150 male and 150 female teacher trainees from ten colleges of education affiliated to Bharathiar University formed the sample. Eysenck's Personality Inventory Scale and Teaching competency scale were used to collect the data. It was found that there was a significant relationship between the personality type and teaching competency of teachers. Teaching competency of Extroverts was found to be higher than Introverts. Teaching competency and performance were not directly related. It was also found that gender had low influence on the teaching competency of teacher trainees.

Anisha (2008) examined the relationship between Self-Efficacy and teaching competency of secondary teacher education students. The research aimed to find out the level of self-efficacy of secondary teacher education students and to find the level of teaching competency of secondary teacher education students and also to find the relationship between self-efficacy and teaching competency of secondary teacher education students. The sample consisted of 98 secondary teacher education students. Self-Efficacy Scale and Teaching Competency Scale developed by the investigator were used to collect the data. The investigator found that the self-efficacy of secondary teacher education students were moderate. No significant difference was found in the self-efficacy of student teachers with respect to their gender, educational qualification and the subject of specialization. The teaching competency of student teachers were found to be moderate. There was no significant difference in the teaching competency of student teachers with respect to gender, educational qualification and subject of specialization. Significant
relationship existed between teaching competency and self-efficacy of secondary teacher education students.

Jon-Chao Hong, Jeou-Shyan Horng, Chan-Li Lin, Lih-Juan and Chanlin (2008) conducted a study on competency disparity between pre-service teacher education and in-service teaching requirements in Taiwan. The purpose of this study was to explore whether pre-service teacher education in Taiwan equipped in-service teachers with the necessary knowledge and competency to meet the demands of the professional career. A questionnaire was developed to investigate competency disparity. The questionnaire containing 44 items within six categories was distributed to 305 samples in Taiwan. With a return rate of 92.5%, 282 valid samples were returned and analysed. The results of this study indicated that risk management and proactive thinking skills are the most significant factors in terms of competency disparity. Moreover, the results of this study showed that years of service, and size of school have a significant difference in the value system of competency disparity. The results of this study can be applied to change the program of prospective teacher education to enhance future teachers’ performance.

Hsiao, Yun-Ju. et al., (2008) investigated the teaching competencies for elementary school teachers to teach the classrooms with students having foreign parent. The study aimed at identifying the related competencies, in addition to general teaching competency, which elementary school teachers should have in teaching foreign spouses’ children in school. In-depth interview was conducted. The main competency identified in the study includes understanding and respecting cultural differences, understanding students’ requirements, interests, weakness and strength due to cultural background differences, creating cultural dignity for students, using no cultural bias examples for teaching, dealing with student problems with fairness, and using no cultural bias instruments for testing. In the dimension of assessment, teachers need to observe students’ expressions and their behaviors
by a variety of testing methods rather than only by paper and pencil testing. It also found that the teachers should understand students’ learning differences resulting from the influence of different culture.

Franziska Vogt and Marion Rogalla (2009) conducted a study on developing adaptive teaching competency through coaching in teacher education. 32 primary and secondary teachers took part in an intervention to foster their Adaptive Teaching Competency based on content-focused coaching whilst 18 teachers formed the control group. Teachers receiving the coaching were found to increase their Adaptive Teaching Competency with regard to planning and their students showed a higher learning outcome compared to the control group.

Abdul Rahim Hamdan (2010) conducted a study on teaching competency testing among Malaysian school teachers. The findings showed that there was a significant relationship between gender and teaching competency. There was no relationship between ethnic and teaching competency. There was no relationship between teaching experience and teaching competency. There was no significant relationship between academic qualification and teaching competency of Malaysian School Teachers.

Sabu (2010) examined the effect of in-service training programmes and teaching competency of teachers. The findings showed that secondary school teachers significantly differed with regard to the number of in-service programmes attended. Men and women teachers did not differ significantly in teaching competence. Government and private school teachers did not differ significantly in their teaching competency.

Antony Gracious F. L. (2011) took up a study to probe the relationship between Creativity and Teaching Competency of prospective B. Ed Teachers. Data for the study were collected using self-made Teaching Competency Scale and Creativity Scale. The investigator used stratified random sampling technique was adopted for selecting the sample. The sample consisted of 242
prospective B. Ed Teachers. 't' test and Pearson's product moment co-efficient were the statistical techniques used to analyse the data. Findings show that there was no significant relationship between Creativity and Teaching Competency of prospective B.Ed teachers. The findings show that there is no significant difference in Creativity of Prospective B. Ed Teachers by their age, marital status and locality. Prospective B. Ed Teachers below 22 years of age are better than those above 22 years in their Classroom Management, Teaching Aids, Extra Curricular Activities, Curricular Activities, Communication, Teaching Methodology, Ethics of Teaching, Rapport with Students and Teaching Competency. No significant difference was found in Teaching Competency of Prospective B.Ed Teachers by with respect to their marital status. Urban area Prospective B. Ed Teachers were found to be better than their rural counter parts in their Classroom Management, Curricular Activities, Communication, Teaching Methodology, Ethics of Teaching, Rapport with Students and Teaching Competency. No significant relationship existed between Teaching Competency and Creativity of Prospective B. Ed Teachers.

Hamida Khatoon, Fareeda Azeem and Sajjad Hayat Akhtar (2011) took up a study to find the impact of different factors on teaching competencies at secondary level in Pakistan. The study was a descriptive research which critically reviewed of the impact of different factors on teaching competencies at secondary level. The study has defined female school teacher’s socio cultural problems and environmental problems. It was found that mostly families were in favour of female teacher’s job. The result proved that the female spare the time for domestic work due to have half day job. The result showed that professional jealousy mostly affected the teaching competency.

Vasanthi (2013) studied teaching competency in relation to computer aptitude and personality type of B.Ed trainees in Chennai. The findings revealed that there were significant differences in dimensions of total teaching competency owing to the difference in gender. There was significant
difference in dimensions of total computer aptitude owing to the difference in gender. There was significant correlation between teaching competency of student teachers and their personality type.

Jasmine Kumar (2013) conducted a study on competency of teacher educators and teacher trainees in relation to their knowledge on technological innovations. The findings revealed that English medium facilitates the knowledge on technological innovations of teacher trainees and teacher educators whereas Tamil as the medium of instruction made a lesser contribution. Website resource support, knowledge on technological innovations and technology based academic activity facilitate teaching competency among teacher trainees and teacher educators. The high, moderate and low achieving groups in teaching competency among teacher trainees and teacher educators exhibit differential styles of using technological innovations displaying predominantly website resource support.

Jyothi Pattanshetti (2013) conducted a study on teaching competency of female prospective secondary school teachers. The findings revealed that graduate and postgraduate secondary school prospective teacher studying in Karnataka State Women’s University and Rani Channamma University did not differ significantly in respect to the teaching competencies. Karnataka State Women University and Rani Channamma University prospective secondary school teachers, who were graduate and postgraduate; science and arts faculty differed significantly in respect to their teaching competencies.

Mahalakshmi (2014) examined the relationship between teaching competency and personality traits of English language teachers. The findings showed that there was a significant and positive relationship between teaching competency and activity-passivity, enthusiastic-non-enthusiastic traits. Significant and negative relationship was found between depressive non-depressive and emotional stability traits. The depressive and emotional instability traits accounted for low level of teaching competency.
Nilofar Mahmood Niyan (2016) has attempted to find out the relationship between teaching effectiveness of teachers and academic achievement of IX standard students studying in different secondary schools of Kalaburgi district in Karnataka. Normative survey method was used. A total number of 200 students were selected by using random sampling technique. Analysis of data was done using correlation technique. Teaching effectiveness scale developed by Umme Kulsum and Achievement test constructed by the investigator were administered to collect the required data. It was found that boys and girls and urban and rural students do not differ significantly in respect of academic achievement, whereas, high and low Socio-economic status (SES) students differed significantly in their academic achievement. However, a positive correlation was found between teaching competence and academic achievement.

2.2 STUDIES RELATED TO PERSONALITY TYPE

Gupta K.L (1977) conducted a study on individual differences in value pattern and personality type of school going adolescents of Eastern. The study aimed to study the value pattern of boys and girls in general, and to find out the differences among rural urban groups. It also aimed to study the typological structure of the personality of school going adolescents and to discover the differences among the mentioned groups, and also to study the general mental abilities of boys and girls. 400 boys and 400 girls, of whom 200 each were from rural and urban secondary schools of eastern UP constituted the sample. They were administered Joshis general mental ability test, and typological structure test developed by Dwivedi on lines of Shelves classification of personality ‘t’ test was used for analysis of data. Significant difference at 0.01 level was found in the intelligence of boys and girls, with boys having higher intelligence. Location was not found to be related to intelligence on the endomorph viserotonia classification, the girls scored significantly higher than boys exhibiting higher endomorphism similarly urban girls were found to be more endomorphic than the rural girls. Boys were found
to be significantly more mesomorphic than girls, while the location was not found to be related to mesomorphic tendency. The rural girls were more ectomorphic than the urban girls. Boys and girls differed significantly in their values.

Sathiyagirirajan. (1985) conducted a study on Competency, personality, motivation and professional perception of college teachers. The main objective of the study was to find out the extent of relationship between competency of college teachers and their personality, motivation and profession perception. 300 college teachers were selected as the sample. Teacher Competency Rating Scale, Self-Actualizing Person Inventory, Cattell's 16 PF Questionnaire, Tuckman's Teacher Feedback Form and Patted's Teaching Profession Perception tool were used to collect the data. 't' test, correlation and regression analysis were used to analyses the data. Teacher competency was found to be related to intelligence, emotional stability, conscientiousness, tender-mindedness, trusted nature, placid nature, self-sufficiency and related factors of Cattell's 16 PF Questionnaire. It was found to be significantly related to creativity, dynamism, organized demeanour, self-actualization and professional perception of teachers. More competent teachers were found to significantly differ from the less competent teachers in all the above variables. Variables that correlated significantly with teacher competence were found to inter-correlate with one another significantly.

Raina.V.K, (1990) attempted to assess the personality factors of graduates students, and to find if there are any differences in the personality factors of student-teachers belonging to different teaching fields. The purpose of this research was to study the pertinent personality factors of graduate student-teachers and to ascertain whether there is any significant personality factor of student-teachers belonging to different teaching fields, viz, science, arts and commerce. The sample consisted of 180 graduate student-teachers - 60 each specializing in the teaching of science, arts and commerce from four teacher training colleges of Ajmer District in Rajasthan. The researcher used
Cattell’s Sixteen Personality Factors Questionnaire (16PF) to collect the data. Analysis of variance was used while treating the data. Student teachers, differed considerably on the 16 PF test and the factor pattern for the science student-teachers suggested a picture of marked creativity, the arts student-teachers were found to be warm-hearted, ready to cooperate, and prepared to go along with the current, they enjoyed social recognition and the commerce student-teachers were found to be affected by feelings, were humble suspicious, adventurous, responsive, genial and carefree.

Krishnegowda. B (1991) attempted to find the impact of hemispherical dominance, personality types and risk-taking behaviour of B.Ed. students on their creativity. The study aimed to find whether the differences in hemispherical dominance of B.Ed students of Bangalore city would account for the significant difference in their level of verbal, non-verbal and total creativity and to study whether the difference in personality types of B.Ed. students of Bangalore city would result in the differences in their level of verbal, nonverbal and total creativity. The study also aimed to find out an interaction effect, if any, between all the pairs of independent variables on the one hand and all the independent variables on the creativity of B.Ed. students on the other hand. Two hundred and fifteen B.Ed students from eleven B.Ed colleges formed the sample of the study. The tools used were verbal and Non-verbal Tests of creative thinking by Baqer Mehdi, a Style of Learning and Thinking (SOLAT) Youth Formed by E. Paul Torrance, Introversion-Extraversion Inventory by Kundu and Verbal Measure of Risk-taking by Chaubey. A significant difference in the levels of total creativity of B.Ed students belonging to the left, right and integrated hemispherical dominance groups was found. There was a significant difference in the levels of total creativity of B.Ed students belonging to the introversion, extraversion and ambiversion groups. There was a significant interaction effect of the levels of risk-taking and hemispherical dominance of B.Ed students on their total creativity. A significant interaction effect of the levels of risk-taking and
personality types of B.Ed students on their total creativity was found. There was no significant interaction effect of the levels of hemispherical dominance and personality types of B.Ed students on their total creativity. No significant interaction effect of the levels of risk-taking, hemispherical dominance and personality types of B.Ed students on their total creativity existed.

Desai and Susheela, S., (1992) conducted a study on interactive effect of sources of feedback and student-teacher personality on student-teacher competence. The study was undertaken to determine the interactive effect of sources of feedback and student-teachers’ personality on student-teacher competence, controlling the intelligence as a co-variate. The objectives of this study were: i) to compare the teaching competency of student-teachers in the audio and supervisory groups ii) to compare the teaching competence of high and low extrovert student-teachers iii) to assess the differential effectiveness of audio feedback on high and low extrovert student-teachers iv) to find out the interactive effect of source of 69 feedback and student-teacher neurotic personality on student-teacher competence, and v) to find out the interactive effect of sources of feedback and student-teacher extrovert personality on student-teacher competency. The study had a 2x2 factorial experimental design with intelligence as the co-variate. The sample of the study involved 32 male student-teachers from a College of Education in Bijapur. The tools of the study were Eysenck’s Personality Inventory translated into Kannada to measure student-teacher personality, Raven’s standard Progressive Matrices to measure intelligence (the co-variate), NCERT’s Teacher Assessment Battery to assess teacher competence and Passi’s Feedback Observation Tools of Occurrence Scheduled and Rating Scale (suitably modified) for each skill. The collected data were treated with mean, SD and ANOVA. The findings of this study were: 1) Student-teacher personality factors of neuroticism and extroversion were not related to either student-teacher’s acquisition of teaching competence or competence in each of the four skills. 2) Supervisory feedback was more effective than audio feedback in facilitating student-
teacher’s acquisition of both teaching competence and individual skill competence. 3) Although interaction was not significant, the trend of the relationship lent support to the hypothesis that low neurotic students would perform better under audio and high neurotic students would perform better under supervisory feedback.

Dutta Roy (1994) took up a research study to identify personality structure of teachers. 84 teachers constituted the sample. Personality inventory was used to collect the data. Statistical procedures used were mean, standard deviation and t-test. The teachers were found to be adventurous, self-controlled, egoistic, intelligent, relaxed, secured, imaginative, outgoing, talkative, trusting, less conscientious and assertive.

Jyotika Rathore and Karuna Singh (1994) investigated the personality makeup of prospective and practicing teachers with eight personality traits viz., activity, hypomanic-temperament, attitude to moral values, dominance, paranoid-tendency, depressive-tendency, emotional instability and introversion. The sample of 100 prospective and 100 practicing teachers were selected. Personality trait inventory was used for data collection. Statistical techniques used were mean, standard deviation and t-test. Practicing teachers were found to possess more moral values were more dominant and more active than prospective teachers. The prospective and practicing female teachers were found to possess similar attitudes, interests, abilities and capacities. Among the eight traits, the prospective male and practicing male teachers were found to be statistically not significant on hypomanic temperament and depressive tendency.

Kumari (1995) took up a study on learning styles of socioeconomically advantaged and disadvantaged adolescent students in relation to intelligence and personality types. Significant relationship was found to exist between introvert/extrovert type personality and individualistic vs. non-individualistic learning style preference and environment oriented vs. environment free

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learning style preference of socio-economically advantaged group while in socio-economically disadvantaged group, this relationship did not exist. Also, there was significant relationship between stable /neurotic type personality and short attention vs. long attention span learning style preference of socio-economically advantaged and disadvantaged groups

Mary Savelsbergh Bonnie Staebler, (1995) investigated the Leadership Styles, Personality Preferences, and Effective Teacher Consultation. They examined the relations among leadership styles (telling, selling, participating, and delegating), personality preferences (extrovert-introvert, sensing intuitive, feeling-thinking, and judging-perceiving), and effectiveness of a consultant teacher. The sample consisted of 31 consultant teachers. The LEAD-Self (Hersey & Blanchard, 1973), the Myers-Briggs Type Indicator (Briggs Myers, 1976), and the Survey of Effectiveness of Collaborative Consultants (West & Cannon, 1987) were the tools used. The scores indicated that selling and participating were the two leadership styles most often used by the consultant teachers. No significant relations were found between the consultant teachers' effectiveness scores and any of the leadership styles. Significant relation was found between personality index preference and effectiveness in consulting. Sensing was a significant variable when effectiveness was considered. Together, the extrovert and the sensing scores were found to be good predictors of effectiveness.

Howard R. D. Gordon and Richard Yocke (1999) examined the relationship between Personality characteristics and observable Teaching effectiveness of selected beginning career and Technical Education Teachers. The purpose of this study was to examine the relationship between personality types, as measured by the Myers-Briggs Type Indicator (MBTI) Form G, and teaching effectiveness, as measured by the Classroom Observation Keyed for Effectiveness Research (COKER) of selected beginning industrial and health occupations education teachers. Slightly more than one-fifth of the respondents had completed a bachelor's degree. Nine of the sixteen personality
types were represented in this study. A majority of the respondents reported a preference for extraversion-sensing-thinking-judging (ESTJ). Overall, the data indicate that only 41% of the respondents were effective teachers. As a group, beginning industrial and health occupations education teachers scored below the mean on the 18 COKER competency statements. Eight of the eighteen teaching effectiveness competency statements had significant and positive relationships with the sensing-intuition temperament type. The sensing-intuition temperament type was the best predictor of teaching effectiveness when compared with extroversion-introversion, thinking-feeling, and judgment-perception temperament types.

Benware and Jeffrey Michael, (2002) studied the role of personality traits in a cognitive-developmental model of moral reasoning. The purpose of this investigation was to explore the potential connections between personality traits and the development and application of moral reasoning. A total of 215 students (159 females and 56 males) from the University of Houston participated in the study. All participants were evaluated on each of the five factor domains (Neuroticism, Extroversion, openness to Experience, Conscientiousness, and Agreeableness) as well as on their level of moral development and preferred reasoning strategies. A hierarchical regression analysis was employed to elucidate the role of personality on moral thought. The first research question addressed was the degree to which personality traits from the Five-Factor-Model could account for the variance in moral development. It was found that the five-Factor-Model accounted for a greater amount of variance in the prediction of moral development than the developmental covariates of age and level of education. The personality domains of Openness to Experience and Conscientiousness both accounted for a significant proportion of the variance in moral development. The second research question addressed was the extent to which the Five-Factor Model could explain the variance in the consistency between moral development and the application of elevated levels of justice based moral reasoning. The
personality domain Conscientiousness was found to be influential in predicting the uniformity between moral development and preferred reasoning strategy.

Vandna (2004) studied learning style preferences in relation to personality types of prospective secondary school teachers. The results revealed that prospective secondary teachers of extroversion type personality seemed to be more inclined towards the use of active learning style than prospective secondary teachers of introversion type. Teachers of introversion personality seemed to be more prone towards reflective and global learning styles than prospective secondary teacher of extraversion type of personality. On global learning style, prospective secondary teachers of intuition type personality were higher than prospective secondary teachers of sensing type personality. Thinking type personality prospective secondary teachers seemed to score higher on visual learning style whereas feeling type personality prospective secondary teachers were higher on global learning style. Prospective secondary teachers with judgment type personality had stronger preference for visual learning styles while perceptual type personality prospective secondary teachers were found to have had more preference for reflective, intuition and global learning style.

Singh (2005) examined the impact of terrorism on physical education teachers of Jammu & Kashmir state in relation to their job satisfaction, personality and attitude towards education. It was found that both the group of teachers were categorized as ambiverts but Jammu and Kashmir teachers are more prone to introversion and Punjab teachers were found to be heading towards extraversion. They were found to be maintaining their psychological stability and were sufficiently away from neuroticism. In comparison with their counter parts in Punjab they are a little more stable. Both the Jammu and Kashmir teachers and Punjab State physical education teachers were found to have a similarly but quite high score on psychoticism.
Thiagarajan P.A, and Ramesh R (2005) studied the Personality and self-concept of B.Ed Trainees. The purpose of the study was to find out the level of self-concept of B.Ed trainees and to find if any, the significant difference in the self-concept of the B.Ed trainees in terms of their sex, community, locality and optional subject they studied viz., Bio-science, Physical Science, Mathematics, Economics and English. The sample consisted 96 student-teachers of Dr. Sivanthi Aditanar College of Education, Tiruchendur, The Multidimensional Personality Inventory designed by Manju Rani Agarwal was used to collect data. From the six personality dimensions, the dimension of self-concept was selected for the study. The data collected from the B.Ed trainees were analysed using ‘t’ test. The self-concept of B.Ed Trainees was found to be high self-concept. There was no significant difference found in self-concept of the respondents in terms of their sex, community, locality and optional studies.

Stephen Rushton, Jackson Morgan and Michael Richard (2006) took up a study to identify effective teacher personality traits. The Myers-Briggs Type Inventory (MBTI) and Beiderman Risk Taking (BRT) scale were administered to 58 teachers living in the state of Florida, USA. These teachers are considered part of prestigious group of educators who were nominated into the Florida League of Teachers by their superintendents/directors. Descriptive data includes frequency and percentage of response for each Type Indicator and for each combination of Type Indicators. Furthermore, a w2 statistic showed that the sample of 58 Florida League of Teacher recipients were significantly different from two comparison groups of elementary school teachers. In this study, significant differences (p<.01) occurred with the Extraversion, Intuition, Feeling, Perception (ENFP) and the extraversion, intuition, feeling, judgement (ENFJ) combined profile types. Additionally, the significant results (p<.01) occurring for the combined ENFP type contradicts the typical Introvert, Sensing, Feeling, Judging(ISFJ) type as reported in other research characteristic of other American elementary educators.
Amirtha. M and Kadhiravan. S (2006) explored the relationship between emotional intelligence and personality of teachers. Normative survey method was used in this study to find relation between personality and emotional intelligence of teachers. The sample comprised 207 teachers working in different schools of Chennai city. The results revelled that gender, age, and qualification influence the emotional intelligence of teachers. Teachers also differed in some of their personality dimensions with respect to different descriptive variables. Further, it is found that extroversion, introversion and feeling dimensions of personality have a negative impact on emotional intelligence of teachers, whereas thinking and judging dimensions have a positive impact on their emotional intelligence.

Grady Roberts. T. (2007) examined the relationship between Teaching efficacy and Personality type of Cooperating teachers. The purpose of this study was to determine if a relationship existed between teaching efficacy and personality type of agricultural science cooperating teachers. The target population was agricultural science teachers who served as cooperating teachers. A convenience sample of 41 teachers who attended an optional cooperating teacher meeting at Texas A&M University was used in this study. Teaching efficacy was determined using the Teacher’s Sense of Efficacy instrument and personality type was assessed using the Myers-Briggs Type Indicator. Participants exhibited “Quite a Bit” of efficacy in student engagement, instructional strategies, and classroom management. Accordingly, they also exhibited “Quite a Bit” of overall teaching efficacy. Teachers were equally divided between extroversion (E) and introversion (I), mostly sensing (S), equally divided between thinking (T) and feeling (F), and more judging (J). The most prevalent personality type was Introvert, Sensing, Thinking, and Judging (ISTJ), followed by Extraversion, Sensing, Thinking, Judgment (ESTJ), extraversion, intuition, feeling, judgement (ENFJ), and Extraversion, Sensing, Feeling, Judgment (ESFJ). Extroversion was found to be substantially related to overall teaching efficacy and, consequently, to all
three subscales (student engagement, instructional strategies, and classroom management). Additionally, judging (J) was positively related to efficacy in classroom management and sensing (S) was negatively related to efficacy in student engagement.

Selvaraj Gnanguru, A and Suresh Kumar, M, (2008) took up research to study the home environment of overachievers, normal achievers and underachievers, to study the personality type of overachievers, normal achievers and underachievers and to study the significance of the difference among the under, normal and overachieving B.Ed. students with respect to their home environment and their personality type. The sample for the study consisted of 892 randomly selected B.Ed students from B.Ed colleges in Cuddalore and Nagappattinam Districts of Tamil Nadu state. The sample included 252 underachievers (28.3%), 460 normal achievers (51.6%) and 180 overachievers (20.2%). The under, normal and over achievers were identified with the help of regression equation (intelligent score and achievement score). Group Test of Intelligence by Nair and Anandavalliamma (1976), Achievement Test for B.Ed students constructed by the investigators (2006), Home Environment Questionnaire by Murugeswari (1993) and Extraversion-Introversion Inventory by V.S. Shanthamani and A. Hafeez (1992) were used as the tools. It was found that the normal and overachievers were having satisfactory home environment but the underachievers were having below average level of home environment. The normal and overachievers were found to have extrovert type of personality but the underachievers were having introvert type of personality. Significant difference among was found under, normal and overachieving B.Ed students in their home environment and their personality type.

Kaur, C (2009) examined the attitude of elementary schools teachers towards teaching in relation to their personality characteristics. The study puts forth the following conclusions:-i) Male elementary teachers have more psychotic tendency then female elementary teachers. ii) There is a slight
difference between mean scores of male and female teachers on neuroticism. Male elementary teachers have more neurotic tendency than female elementary teachers. iii) Female elementary teachers are more extrovert then male elementary teachers. iv) Teachers having favourable attitude towards teaching are less neurotic than those teachers who are having unfavourable attitude towards teaching. v) Teachers having favourable attitude towards teaching are less psychotic than those teachers who are having unfavourable attitude towards teaching. vi) Teachers having favourable attitude towards teaching are more extrovert than those teachers who are having unfavourable attitude towards teaching.

Clark, M.H., and Scorth, Christopher, A., (2010) examined the relationship Between Academic Motivation and Personality among college students. 451 first year college students formed the sample of the study. Multiple regressions compared three types of intrinsic motivation, three types of extrinsic motivation and motivation to five personality factors. Results indicated that those who were intrinsically motivated to attend college tended to be extroverted, agreeable, and conscientious and open to new experiences although these trends varied depending on the specific type of intrinsic motivation. Those who were extrinsically motivated tended to be extroverted, agreeable, conscientious and neurotic, depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. The results suggest that students with different personality characteristics had different reasons for pursuing college degrees and were having different academic priorities.

Ayan and Kocacik (2010) took up a study to study the relation between the level of job satisfaction and types of personality in high school teachers. They also evaluated the differences of the levels of job satisfaction in accordance with the personality features. Data of the study were obtained from the questionnaire that determined the socio-demographic characteristics of the teachers, occupational satisfaction scale that determined their job satisfaction
and the personality scale that determined their personality characteristics. The study revealed that thirty-two percent of the teachers who answered the questionnaire were women and sixty-eight percent were males. It was seen that more than half (62%) of the teachers had extrovert personalities. Proportion of the teachers with introvert personalities within the sample was 32%. When the differences of points that teachers obtained in the job satisfaction scale and points obtained for each of the statements included in the scale used to evaluate their personality characteristics were compared, it was found that their job satisfaction showed significant differences in terms of characteristics of liking competence, being ambitious in the social area and occupation, getting angry easily and hiding their feelings.

Perkmen. S and Cevik. B (2010) conducted a study to examine the relationship between pre-service music teacher’s personalities and their motivation for computer-assisted music instruction (CAI). The "Big Five" Model of Personality served as the framework. Participants were 83 pre-service music teachers in Turkey. Correlation analysis revealed that three dimensions of personality (Extroversion, Openness and Conscientiousness) were positively related to participant’s motivation for CAI. Stepwise regression analysis revealed that only extroversion and openness dimensions made a significant contribution to the prediction of motivation.

Kaur. H and Kaur. V (2011) conducted a study on study habits and personality characteristics of B.Ed students. The sample consisted of 200 B.Ed. students. After analysis of results the investigators arrived at the following results:-i) No significant difference was found between personality characteristics i.e. psychoticism of male and female B.Ed. teachers. ii) The female B.Ed. students are high on neuroticism than male students. iii) The female students are more extrovert than male B.Ed. students. iv) The psychotic female B.Ed. students have better study habits than psychotic male B.Ed. students. v) The neurotic male B.Ed. students have better study habits than
neurotic female B.Ed. students. vi) Study habits of extrovert female B.Ed. students are better than study habits of extrovert male B.Ed. students.

Carol Lynn Patrick, (2011) took up a study to examine whether the Big Five personality traits and expected student grades relate to student evaluations of teachers and courses at the college level. Extraversion, openness, agreeableness and conscientiousness were found to be personality traits favoured in instructors, whereas neuroticism was not. A significant correlation was found between the students' expected grades in the course and student evaluations of the course, but not the evaluations of the instructor. When the effect of students' perceived amount of learning was taken into account, no significant effect of grades was found on teacher ratings. Personality explained the variance in teacher and course evaluations over and above grades and perceived learning.

Jasim Ahmad and Kirti Munjal (2013) in his study aimed to assess the relationship between academic anxiety and personality type (Type A, Type B and Type AB) of students studying in Class X. The effect of gender and type of school was also studied. The findings revealed that there was a significant difference in the mean level of academic anxiety experienced by male and female students and also a significant difference in the Mean level of academic anxiety experienced by students having different personality types. But there was no significant difference in the mean level of academic anxiety experienced by male and female students having different personality types. A significant difference was found in the mean level of academic anxiety experienced by government and public school students and also in academic anxiety experienced by government and public school students having different personality type.
2.3 STUDIES RELATED TO ATTITUDE TOWARDS TEACHING PROFESSION

Mehrotra. R. N (1973) investigated the effect of teacher education programme on the attitude of teachers towards the teaching profession. The major finding of this study was that the attitude of those who completed the course, was more favourable than that of those who did not. The mean attitude score of full time students was found to be lower than that of correspondence students at the beginning of the course but it was higher at the end. In both the groups, the attitude of women students was found to be more favourable than men. The attitude of male students of correspondence course was favourable than that of the full time courses, both at the beginning and at the end of the course.

Saran. S. A (1975) investigated teacher’s attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience and concluded that the attitude of teachers towards the teaching profession was positive. Attitude towards teaching profession was not positively related to experience in the teaching profession was as well as age. The teachers who had a positive attitude showed more interest in literary and mechanical fields, while teachers with negative attitude showed more interest in the field of agriculture and sports. Certain personality variables as needs achievement, abasement, endurance and autonomy had hardly any influence on the formation of attitude towards the teaching profession.

Jaleel and Pillay (1979) conducted a study on Bureaucratism of college teachers and their attitude towards teaching profession. They analysed the attitude of college teachers towards teaching with respect to age and professional experience and aimed to find out the relationship between the attitude of college teachers towards teaching and their Bureaucratism. Were adopted as tools for the study Gordon’s work environment preference schedule
and Ahluwalia’s Teacher Attitude Inventory. Twenty seven college teachers from twenty one different colleges formed the sample. Nearly two thirds of the college teachers in the sample were found to be highly bureaucratic. Age and experience of college teachers appeared to have definite positive relationship with their Attitude towards teaching profession. As teachers grew in age and experience their Attitude towards the teaching profession grew more favourably. Teachers who had developed sound Attitude towards the teaching profession were found to be relatively more traditional and impersonal.

Aggarwal. U (1980) concluded in his study that no significant difference was found between male and female prospective teachers in their attitude towards teaching profession. The study revealed that age of prospective teachers has nothing to do with the attitude towards teaching profession. There was no significant difference between the prospective teachers belonging to fresh and trained group in their attitude towards teaching profession.

Mann. S. S (1980) revealed that successful teachers had a more healthy attitude towards teaching profession and allied aspects than the unsuccessful teachers. There was significant difference in personality characteristics, attitude towards the teaching profession, academic achievement and achievement in professional courses of successful and unsuccessful teachers. The successful teachers were found to be significantly more expressive, ready to cooperate, generous impersonal relations, bright and alert, fast in learning, efficient in abstract thinking possess emotionally mature, realistic about life, effective in adjustment, dependable, conscientious, persevering, responsible and dominated by a sense of duty, socially aware, spontaneous and abundant in emotional responses, practically independent, polished, experienced and analytical and less tense than unsuccessful teachers.

Som (1984) investigated the relation between non-cognitive, personality structure type following Eysenck’s teachers Attitude towards
teaching and related areas. The study aimed to find the structure pattern which is likely to suggest better attitude towards teaching and related areas, to find the descriptive attitude pattern to teachers with reference to the teaching profession and pupils, and to observe the relative importance of the Extraversion variables in the determination of the teachers towards teaching, teaching profession, classroom teaching and pupils. The sample consisted of 250 B.Ed training students. Modified version of Eysenck’s and Wilson’s Personality inventory was used as the tool to collect data. It was found that the teachers were normal in respect to teacher attitude towards pupils. Female teachers’ tended to be higher than males in their attitude towards teaching the teaching profession. Male teachers were found to be highly initiative than female teachers. Introverts were found to have more favourite attitude towards pupils and Extroverts had no significant association with the attitudes.

Mehta. R. D (1985) undertook an investigation into the change in the attitude and values of teacher trainees with respect to some of the personality variables. The findings of the study showed that the impact of the teacher training programme in the CIE (Development of Education) was such that significant positive change in attitude towards teaching took place in all the sub-groups of subjects and the maximum positive change took place in the sub-group of high extroversion, with low psychoticism and low neuroticism. The interaction effect of extroversion, psychoticism and neuroticism was non-significant in producing any significant change in the said attitude, viz., and attitude towards child control, attitude towards classroom discipline, attitude towards classroom instruction and attitude towards teacher pupil relations.

Chaube. J. S (1985) concluded in his study that there was no relationship between attitude towards teaching profession and teaching efficiency in male and female teachers. No interrelationship between existed attitude towards teaching profession and academic achievement in both the sexes, however, these trends were in positive direction. Sex did not play any
role in respect of variables viz academic achievement, attitude and teaching efficiency.

Sook Wera Chaisri (1985) examined the Attitude of secondary teachers of Thailand region-10 towards their Teaching Profession. The study aimed to assess the attitude and to compare the differences in attitudes with reference to gender, age, marital status, experience in teaching, educational qualification and type of schools. It also aimed to compare the teaching efficiency as rated by students, co-teachers and principals with their attitudes and to compare the teacher’s professional growth with their attitudes. 400 male and 400 female teachers from forty schools were selected randomly. Urban teachers’ attitude was found to be favourable than rural teachers, Female teachers were found to have more favourable attitude than male teachers, Experienced teachers had more favourable attitude than the beginners, The favourable attitude towards teaching was found to increase with age. Positive relationship was found between teaching efficiency and attitude towards teaching between teachers’ professional attitudes and their professional growth.

Mouli. R. C and Reddy. S (1990) conducted a study to determine the degree of relationship between teacher’s age, sex, training and year of teaching experience and attitude towards teaching, on a sample of 100 teachers (50 male, 50 female) from eight secondary schools located in Hyderabad and Secunderabad. Though differences among the groups on the sex, age, training and experience variables were found, they were statistically not significant.

Ganapathy. S (1992) studied the self-concept of student teachers and their Attitude towards Teaching Profession. The objective of the study was to assess and find out the relationship between self-concept and their attitude towards teaching. The sample included 723 student teachers from nine selected colleges of education in Tamil Nadu. Tamil version of the teacher attitude inventory by Ahluwalia and self-concept scale by Mukta Ravi Rastogi were used. The researcher found that student teachers had a favourable attitude
towards teaching. Student teachers were found to have positive self-concept and a significant correlation was found between self-concept and attitude towards teaching.

Tewari. A. K (1996) conducted a study to assess the attitude of undergraduate students towards teaching profession. Thrustone Type Scale was used for the assessment of the data collected from 180 students of high school final, inter final and B.A. final classes. The results of the study revealed that 50% of the students possessed favourable attitude towards teaching profession, and the females outnumbered the male students, in favourableness.

Pushpam. A. M. L (2003) took up a study to find the attitude of women teachers towards teaching profession and to find out the level of job satisfaction of women teachers. The study also and aimed to find out the relationship of attitude of women teachers towards teaching profession with secondary variables like age, experience, class handled, type of school, type of management and location of school and to find out the association between the attitude to women teachers towards teaching profession and their job satisfaction. 725 women teachers working in different types of schools were selected as sample by using stratified random sampling technique. Attitude towards teaching profession scale constructed by V.V.Katti and Job satisfaction scale constructed by the investigator were used. Women teachers’ attitude towards teaching profession was found to be positive. Women teachers’ attitude towards teaching profession did not differ significantly with respect to secondary variables and there was no significant difference in the job satisfaction of women teachers with respect to secondary variables.

Kaur. H (2004) studied the impact of teacher training programme on B.Ed. student’s motivity, attitude towards teaching and personality. The study concluded that the attitude towards teaching profession of B.Ed. students decreased at the completion of the teacher training programme. So, the training programme was found to have a negative impact on B.Ed. student’s
attitude. The teacher training programme had failed to maintain the magnitude of attitude towards classroom teaching and the training programme had not improved the attitude of the trainees.

Pandey and Maikhuri (2005) studied the effective and ineffective teacher’s attitude towards teaching profession. 100 secondary school teachers were selected as the sample from Pauri and Tehri districts. There was no significant difference between effective and ineffective male teachers in their attitudes towards teaching profession. No significant difference was found between effective and ineffective female teachers so far as their attitudes towards teaching profession was concerned. Male and female ineffective teachers were almost similar in their attitudes towards teaching profession.

Gill. T. K & Saini. S. K (2005) investigated the effect of teacher education on attitude of student teachers towards teaching profession. The purpose of the study was to find out the attitude of student teachers towards teaching profession in the beginning of teacher education programme and to find the significant difference in the attitude of student teachers towards teaching profession after the completion of the teacher education programme and also to find the significant difference in the attitude of student teachers with respect to educational qualification and marital status. A sample of forty B.Ed students who completed B.Ed programme during the year 2003-04 and 2004-05 formed the sample. The sample was drawn from Punjab Agricultural University, Ludiana. Teacher attitude scale (TAS) developed by Goyal J.C. (1984) was used as the tool. It was found that Teacher education has a positive impact on the attitude towards teaching profession.

Jain Rachna (2007) took up a study to compare the teaching effectiveness of teachers with reference to Gender, Type of School (Govt. / Aided) and Teaching experience and to compare the attitude of teachers towards teaching with reference to Gender, Type of school Teaching experience and to find out the relationship between teaching effectiveness of
teachers and their attitude towards teaching profession. The sample consisted of seventy five teachers working in twenty secondary schools in two districts of Delhi. Teaching effectiveness observation scale (TEOS) developed by the investigator and Teacher attitude scale developed by Goyal were employed to collect data. The investigator found that there was significant difference in the teaching effectiveness of teachers with respect to Gender, Type of School and Teaching experience of teachers. There was significant difference in the attitude of teachers towards teaching profession with respect to Gender, Type of School and Teaching experience. Significant relationship was found between teaching effectiveness and their attitude towards teaching profession.

Tasleema & Ahmad (2009) conducted a study entitled A Comparative Study of Attitude of Secondary School Teachers in Srinagar. The main objective was to measure the attitude of secondary school teachers towards teaching profession. Descriptive method was adopted. The sample consisted of 120 secondary school teachers working in Government and Private high and higher secondary schools of Srinagar district. Ahuwalia’s Teacher Attitude Inventory was used to collect data. It was found that there was no significant difference in the attitude of teachers with regard to type of schools and there was no significant difference with regard to gender.

Sumangala. V& Ushadevi. V. K (2009) ventured to study role Conflict, Attitude towards Teaching Profession and Job Satisfaction as Predictors of Success in Teaching. The major objective was to find out whether Role conflict, Attitude towards Teaching profession and Job satisfaction are significant predictors of success in teaching. 300 secondary teachers were selected from ten districts of Kerala using proportionate stratified sampling technique. Role conflict scale by Sumangala and Ushadevi, Attitude scale by Pillai, Job Satisfaction Inventory by Pillai, and Teaching success rating scale by Sumangala and Mathai were used to collect the data. The study revealed that all the three variables were related to success in teaching. Role conflict was found to be the highest predictor of success in teaching. The second
predictor was Attitude towards teaching profession and the third predictor was Job satisfaction.

Ahmet Güneyli and Canan Aslanb (2009) in their study evaluated Turkish prospective teachers’ attitudes towards teaching profession. The fundamental objective of this study was to determine the mother tongue (Turkish) prospective teachers’ attitudes towards teaching profession according to their “genders”, “classes” and “socio-economic” levels, their reasons for choosing this profession, the problems they may confront when they start the profession and whether the education they received is sufficient. The study is built with a structure suitable for combined approach where qualitative and quantitative analysis methods were used together. The study group of the research consists of 117 students at the first, second, third and fourth classes at Near East University, Faculty of Education, Department of Turkish Language Teaching in 2008-2009 Academic Year Fall Semester and were selected by using of random sampling method. In order to evaluate prospective teachers’ attitudes towards teaching profession, 5-point Likert-type attitude scale (Cronbach alpha value 0.95) developed by Cetin in 2006 was used. The qualitative data in the study was collected using four open ended questions. For the analysis of the data, t-test and descriptive analysis methods were used. A significant difference occurred in favour of female prospective teachers in relation to the gender factor. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level. The majority of prospective teachers chose Turkish language teaching because they loved the profession. The prospective teachers’ most important concern about their future was “not being appointed”. The prospective teachers thought that there were some deficiencies in the education they received.

Mehmet ustuner, Hasan demirtaş and Melike Comert (2009) conducted a study on the attitudes of prospective teachers towards the profession of teaching. This study intended to determine the attitudes of the students in the
faculty of education towards profession of teaching. To this end, it is questioned whether the attitudes of students towards the profession of teaching differ according to the variables viz their gender, the type of the department/program they study, the order of the program in the University Entrance Examination (UEE) preference list, the socio-economic status (SES) of the neighbourhood and family they live in, the grade they attend, type of schooling, and the reasons for choosing teaching profession. The participants of the study comprised of 593 students who are selected using rated cluster sampling method for the departments and rated element sampling method for the classes. Attitude Scale towards the Profession of Teaching, a single-dimension Likert type scale with 5 points, originally developed by Ustuner (2006) was used as the tool. A significant difference was observed between the attitudes of prospective teachers with intrinsic motivations towards the profession of teaching and those of latter teachers with extrinsic motivations towards the profession of teaching. Other variables for which significant differences were observed include gender, the type of the department/program they study, the order of the program in the UEE preference list, and the SES of the neighbourhood and family they live in.

Parvathi S Ghanthiand and Jagadesh (2009) attempted to find out the attitude of secondary school teachers towards teaching profession. Umee Kulsum Attitude Scale was administered on a random sample of 100 teachers working in secondary schools. The data was analysed using ‘t’ test. It was found that the attitude towards teaching profession of secondary school teachers is highly favourable. It was also found that the teachers working in secondary schools do not differ significantly in their attitude towards teaching profession with respect to gender and type of school.

Nesrin Oruc (2011) studied the perception of teaching as a profession by Turkish Trainee Teachers and their Attitudes towards being a teacher. The study attempted to investigate the perception of teaching as a profession by trainee teachers. 80 trainee teachers studying at a State university’s Faculty of
Education, English Language Teaching Department in Turkey were asked about their attitudes towards teaching as a profession. A 30-item Likert type scale was used to gather data and the results indicated that these students had a clear positive attitudes for their future profession.

Omer Engin Akbulut and Fatih Karaku (2011) investigated secondary school science and mathematics pre-service teachers’ attitudes towards teaching profession. The purpose of this study was to determine how pedagogical content courses taken during teacher education programs affect the pre-service teachers’ attitudes toward teaching profession. 239 secondary school science and Mathematics (Physics, Chemistry, Biology, Mathematics) pre-service teachers participated in the study and “Teaching Professional Attitude Scale” was used to collect the data. The data was analysed by using t-test for binary comparisons and one-way analysis of variance (ANOVA) and Tukey HSD test for multiple comparisons. The findings revealed that pre-service teachers’ attitudes toward teaching profession were found to be positive. However, the attitude scores of the pre-service teachers who studied content courses, decreased.

Agnes Ebi Maliki (2013) conducted a study on attitudes towards the Teaching Profession of Students from the Faculty of Education, Niger Delta University. This study focused on the attitudes of Faculty of Education undergraduates of Niger Delta University towards the teaching profession. Using a descriptive survey design and a sample of 160 randomly selected prospective teachers, percentages, independent’t’ test and one way Analysis of variance data were analysed at .05 level of significance. The findings indicated that prospective teachers had negative attitude towards the teaching profession. There were significant sex differences in attitude of students towards the teaching profession. Discussion of findings cantered on implications bordering on the effect of negative attitude formation. It was therefore recommended that professional counsellors should carry out
sensitization programmes on the importance of developing positive attitudes and attitudinal change towards the teaching profession.

Necla Koksal (2013) took up a study on pre-service teachers’ perceptions about competencies and their attitudes. This study aimed to identify the general teaching competency levels and professional attitudes of pre-service teachers who were to graduate from four-year education faculties. It was conducted with a total of 379 senior-year students who were attending Pamukkale University, Education Faculty during the spring term of the 2008 to 2009 academic year. The dependent variables of the study were general teaching professional competencies and professional attitude levels, while the independent variables were gender, type of high school attended, department of study and academic success. Data were collected by using the “general teaching competencies self-assessment form” and the “scale for attitudes towards the teaching profession”. The results showed a positive and meaningful relationship between general teaching competency perceptions and attitudes towards the profession.

Srijita Banerjee and Santosh Kumar Behera (2014) conducted an investigation into the Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India. Keeping the importance of Teaching Profession an attempt was made through this study by the investigators to know the attitude of secondary school teachers towards Teaching Profession in Purulia District of West Bengal. The study was based on survey method, particularly, the normative survey research method. One hundred eighty teachers (both male and female) teaching in Social and General Science streams were taken as representative sample of the whole population. An attitude scale was used for collecting the data. The means of both groups were tested for significance of difference by using ‘CR’ test. It was found that the attitude of secondary school teachers of Purulia district of West Bengal was neither more favourable nor unfavourable towards Teaching
Profession. Teachers possessed satisfactory or average attitude towards Teaching Profession.

Satish Kumar Kalhotra (2014) examine the difference and comparison between effective and ineffective teachers in relation to their attitude towards teaching profession. The sample comprised seventy one teachers (forty were Effective teachers and thirty one were ineffective teachers) were selected stratified random sampling method and their teaching experience, age and sex. Two research instruments Teacher Effectiveness Scale by developed by Kumar and Muthan in 1985 and Attitude Scale by Kanth and Bannur (1974) were used to collecting the data. Analysis of the data was done using correlation statistics technique. Findings of the study indicated that no significant difference effective and ineffective teachers in their attitude towards teaching profession. Further said that effective and ineffective teachers do not differ in their attitude towards teaching profession, although they differ in their experience, age and sex.

Rekha and Pooja Sharma (2015) tried to know the attitude of the secondary school teachers towards teaching profession in relation to their teaching competences. The study was conducted on a sample of 100 secondary school teachers teaching in government model and private schools of Chandigarh. The results indicated that secondary school teachers of both government model and private school have positive attitude towards teaching profession. Teaching competencies and attitude of secondary school teachers of Chandigarh towards teaching profession is significantly correlated in positive direction.

Vijayalaxmi Kamatar and Vashtrad (2016) conducted a study to find out the relationship between Job Satisfaction and Attitude towards Teaching Profession of Male and Female Secondary School Teachers of Gadag District. Descriptive and predictive research method is appropriate for the study. From entire population of these secondary school teachers one hundred five (105)
teachers were selected as the sample for the study using random sampling technique. The study revealed that; there is a positive significant relationship between job satisfaction and attitude towards teaching profession of secondary school teachers. There is a positive significant relationship between job satisfaction and attitude of male secondary school teachers towards teaching profession. But no significant relationship between job satisfaction and attitude of female teachers towards teaching profession was found.

**Conclusion:**

The review of related literature shows that research efforts have been directed towards teaching competence of teachers but not of teacher educators. Unfortunately attention is not drawn to correlate Teaching Competence of Teacher Educator in Relation to their Personality Type and Attitude towards Teaching Profession. Hence the study is a modest venture in this direction.