CHAPTER - II

REVIEW OF RELATED LITERATURE
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As already discussed in the first chapter the present study aimed at identifying the magnitude of frustration among the teachers and its possible predictors in both the cognitive and non-cognitive domains, creativity and intelligence in the cognitive domain and different personality factors in the non-cognitive domain. Quite considerable work has been done on the effectiveness of these variables in different educational contexts. Yet with reference to teachers and especially the growing frustration of teachers and its possible causal factors is still a provoking challenge for the minds of researchers in education.

A classified brief discussion on the work done so far may be quite interesting in understanding the present problem. A Study of Frustration Among Teachers in Relation to Creativity and Certain Personality Factors.

Thus the discussion so far quite clearly brings out the urgency of further explorations in the field of teachers' increasing frustration and its concomitant factors, which is the main purpose of the present humble work.
2.1 STUDIES ON TEACHERS' FRUSTRATION AND STRESS

Malviya (1978) tried to investigate the pattern of reactions to frustration. The sample consisted of 203 male and female subjects ranging between 13-20 and between 21-35 years of age. Two forms of questionnaires - multiple choice and open ended were used for data collection. It was found that the mean score was higher on reactions of males than of females. Males were also more aggressive than females. The reactions to frustration were found to be affected by high scores on neuroticism and extroversion. The subjects were found to be different in their reactions under actual and ideal conditions.

Nayak (1982) investigated into the adjustment and job satisfaction of married and unmarried lady teachers. The sample comprised of 735 female teachers from different higher secondary schools of Jabalpur district. Of these 375 teachers were married and 410 were unmarried. Tools employed were teacher job satisfaction questionnaire, adjustment inventory for college students and teaching aptitude tests. The statistical techniques used for data analysis were frequency distribution, 't'-test and coefficient of correlation.

The findings of the research were (i) No significant difference in the job satisfaction of married and unmarried female teachers
working in rural and urban areas was found. (ii) Teaching aptitude was found to have a significantly positive relationship with job satisfaction of female teachers.

Pachauri (1983) conducted a study to find out the individual as well as the collective impact of personality factors and sex and two modes of frustration on proficiency in teaching. 160 teachers teaching in different intermediate colleges of Agra city were selected by employing stratified random sampling technique. Data was collected by using Frustration Scale, 16 PF Questionnaire (in Hindi), the Teacher Efficiency Scale. Statistical techniques used were factorial design, analysis of variance of equal cell size and 't'-test. It was found that (i) teachers who were highly aggressive and regressive of either sex were more proficient in teaching. (ii) Reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense, relaxed, and who possessed more anxiety. (iii) Teachers possessing high anxiety were more proficient in teaching. (iv) Teachers who were highly aggressive and regressive were more proficient in teaching.

Smilansky (1984) conducted a study of elementary school teachers' work satisfaction and reports of job related stress, and to
ambiguity, role conflict, role preparation, job satisfaction and illness symptoms etc.

Sharma (1985) conducted a study to find out the nature and extent of frustration among women working in various professions. The sample consisted of 240 married and 160 unmarried women working as teachers, nurses, doctors, bank employees and office workers in Varanasi city. The sample was drawn by incidental purposive sampling procedure. They were administered the Rosenweig PF study, personal value questionnaire, and a personal data sheet. It was found that women of all the groups were well adjusted and there was no difference in reaction to frustrating situations.

Elizabeth (1986) investigated to verify the sources of stress in teaching and sources of support for teachers under stress. Of the sample investigated were 275 elementary and secondary teachers in a suburban Massachusetts community. Teaching events stress inventory and the Schlansker supports value inventory were used as the measuring tools. It was found that about 10% of the teachers were experiencing stress leading to burnout. Teachers who were experiencing the least amount of burnout identified the principal as a significant source of support. Teachers experiencing a high degree
of burnout reported utilizing friends, sharing personal experiences and recognition of teaching performance leading to advancement as significant source of support.

**Marker (1986)** attempted to determine if social studies teachers report higher level of role related, task based and environmental stress than teachers of the other core subject areas of Math, Science and English at a statistically significant level. The sample consisted of 150 high school teachers from two Indiana School Corporations. The tools used were The Teacher Stress Measure and a paper-pencil assessment. Data was analysed with the help of analysis of variance (ANOVA). Results revealed that social studies teachers do not differ from teachers of other core subject areas regarding role related, task based and environmental stress at a statistically significant level.

**Snyder (1986)** investigated the effects of a discipline management programme on teacher stress. Data were collected on 227 7th grade teachers by using Minnesota teacher attitude inventory, and teaching anxiety scale. Statistical techniques used for data analysis were chi-square test and one way analysis of variance. A significant difference in stress scores was found between positive attitude teachers and negative attitude teachers. Positive attitude teachers reported less stress than negative attitude teachers.
Burg & Sharon (1987) investigated the relationship between job burnout, job stress and job satisfaction among school teachers. Surveys were sent to 1512 teachers who were randomly selected from all members of the Maryland State Teachers Association. Of these 741 responded. The data was analysed by way of a multitrait multimethod matrix and a factor analysis. It was concluded that the preponderance of the evidence implied that job burnout, job stress and job satisfaction were best considered separate concepts. It was found that there was a poor correlation between a global measure of stress and the teaching events stress inventory.

Dillihunt (1987) conducted a study to determine what relationship existed between stress levels of administrators and the effects of practiced administrative style. Survey responses were collected through a mailed questionnaire sent to private offices. Six factor analysis of variance test and 't'-test were used as statistical techniques. The study revealed that no significant relationships or correlations existed between task-oriented and relations oriented administrative style and stress levels.

Singh (1987) tried to investigate the extent and the patterns of reactions to frustration and professional adjustment of secondary school teachers. The study was conducted in two phases, a pilot
study on a sample of 100 teachers and the main study on the sample of 600 teachers selected from 29 schools of Ghazipur district of U.P. out of which 60 were female and 540 were male teachers. Frustration study tool, adjustment inventory and personal information blank developed by the investigator were employed as measuring tools. Data was analysed with the help of mean, SD, quartile deviation, coefficient of correlation, 't'-test, chi-square test, and point biserial correlation. It was found that (i) the occurrence of frustration in the sample was normal while that of adjustment was not normal, (ii) male teachers were more aggressive than female teachers, (iii) all the teachers were more or less similar in regression and resignation patterns, (iv) the teachers of the upper age group were found to be more frustrated than the teachers of the lower age group.

**Mang (1989)** conducted a study to find out the occupational stress and situational remedies in the teaching profession as perceived by secondary school teachers and administrators. Six administrators and 119 teachers in four school districts of South east Missouri participated in this study. Participants completed Ivancevich and Matterson's Stress Diagnostic Survey and responded to three open ended questions regarding administrators impact on teachers stress. The study revealed that group administrators were able to predict
with reasonable accuracy the causes of teacher stress and that administrative action impacts both positively and negatively on teacher stress levels. Teachers seemed to recognize that administrators have a limited impact on occupational stress for them.

The three sources of stress consistently cited by teachers were: rewards, quantitative overload and time pressure.

Sahni & Chadha (1991) administered a two part questionnaire to 80 college teachers to identify the social factors associated with frustration. The first part of the questionnaire measured the 3 dimensions of frustration syndrome identified by S. Chandra (1970) dissatisfaction, insecurity and anxiety. The second part contained 8 socio-ecological factors - five socio-ecological situations were significantly and negatively related to sample's feelings of frustration: recognition by society, suitable housing facilities for children's education, suitable recreational facilities and a congenial home atmosphere. Feelings that samples were holding their present job because they lacked better opportunities elsewhere were positively and significantly associated with feelings of frustration.

Beer & Beer (1992) compared the burnout and stress, depression and self esteem of regular education teachers and special
education teachers. 14 male and 39 female regular education teachers and 16 male and 17 female special education teachers completed the Beck depression inventory, the Coopersmith self esteem inventories and measures of stress and burnout. In regular classrooms teachers in grade schools experience less burnout and stress than did high school teachers. Total burnout scores of men and women who taught special education in high school were higher than those of male special education grade school teachers. Burnout lie scores were significantly higher for female special education high school teachers than for both male and female special education grade school teachers. Stress scores were significantly higher for male special education high school teachers than for female special education high school teachers and male special education grade school teachers. There was a significant negative association between depression and self esteem scores.

Chwalisz, Elizabeth & Russell (1992) tried to find out the relationship between causal attributions and self efficacy cognitions with regard to their ability to predict coping activities and subsequent outcomes of a stressful event. A model in which self efficacy mediates the relationships between attributions and coping was tested against a model in which attributions and self efficacy burnout, coping, self
efficacy and causal attributions. They also made a causal attribution for the most stressful event they had experienced at work that year. The mediational model more accurately represented the relationships among the constructs. Attributions had no direct effects on coping efforts and lower self efficacy was associated with emotion focused coping efforts.

Friedman & Farber (1992) conducted a study to find out the relationship of teacher burnout to the various ways that teacher view themselves professionally and to the ways in which they sense that others within the educational system view them. A total sample of 1,017 both female and male teachers from 40 Israeli elementary schools were randomly selected. Measuring tools employed were questionnaire, a modified form of the Maslach burnout inventory and a composite measure of professional self-concept. Data was analysed with the help of SD, factor analysis and Cronbach's alpha coefficient. Results revealed that the gratification which teachers receive from teaching bore the strongest negative correlation to burnout and teachers views of themselves as professionally competent and professionally satisfied bore the strongest correlation to burnout.
French (1993) examined the relationship between stressful circumstances and self reported teaching practices among 223 elementary school teachers. Nine stress factors accounted for 48.5% of the variance were: time control, relationships, curriculum concerns, student's motivation, career advancement, class size, role conflict, interference and job security. The four stress reactions identified were burnout, reduction in work load, tolerance and disengagement.

Gupta & Kaur (1993) tried to find out how burnout and job satisfaction were related to teaching competency. 440 trained graduate teachers including both males and females from high and higher secondary schools were randomly selected. Self rating scale for teachers, pupils rating of teachers scale, teachers job satisfaction scale, Maslach burnout inventory were employed as measuring tools. Data was analysed with the help of mean, SD, and test-retest reliability. Results showed that pupils rating of their teachers is not much similar to the teachers self rating. The mean value of the job satisfaction leads to the inference that teachers were highly satisfied with their jobs. More competent teachers were less fatigued and tired, exhausted as compared to less competent group and they had better sense of personal accomplishment.
Susan (1993) investigated the factors causing anxiety in British physical education teachers in their first or second year of teaching. Sample comprised of 104 subjects. Student teacher anxiety scale was used as a measuring tool. Statistical techniques used were mean, SD, factor analysis and analysis of variance. Result showed that beginning teachers were anxious about their teaching but the mean total anxiety score was not as high as the mean total anxiety score for students before starting teaching practice. Factor analysis revealed five factors evaluation anxiety, class control anxiety, professional and administrative concerns anxiety, school staff anxiety and teaching requirements anxiety. Factors that caused most anxiety were related to being observed, evaluated and assessed.

Blix, Cruise, Mitchell and Blix (1994) analysed "occupational stress among university teachers," including 400 teachers as a sample from California state university. Results indicated that 2/3rd of the teachers reported that they perceived stress at work at least 50 percent of the time. They also complained burnout, stress related health problem, lowered work productivity, inability to cope with work stress and job change consideration. Research related activity were considered to be more stressful than either teaching or service. A positive perception of ability to manage work stress was negatively
correlated with stress symptoms.

**Dang & Gupta (1994)** examined the effect of work environment, behaviour patterns and gender on various role stressors in 160 lecturers from a medical college or university. Samples were equally divided in terms of Type A or Type B behaviour and gender and completed the Jenkins Activity Survey and Organizational Role Stress Scale. The medical work environment was found to be more stressful than university work, particularly on role overload, role ambiguity and personal inadequacy role stressors. Type A samples perceived more stressful by type B samples. Role erosion was higher in men and role overload was higher in women.

**James and Alan (1994)** conducted a comparative study of work stress - distress of music and mathematics teachers. The sample comprised of 107 randomly selected secondary school teachers with a median age of 33 years working in both public and private schools in New South Wale. Of the sample 61 were women and 46 were men. Six point likert scale, general health questionnaire and maslach burnout inventory were the measuring instruments. Data was analysed with the help of SD, mean, internal consistency coefficients. Of the two teacher groups studied music teachers were generally more
distressed and burnout and negatively affected by both certain work stressors and by attitudes held by others. Not one music teacher thought music the easiest school subject to teach contrasting with 31% of mathematics teachers who rated their subject as the easiest to teach. Mathematics teachers rated themselves more satisfied than music teachers.

Swatantra Devi (1994) find out a significant difference between the job satisfaction of the teachers and their temperamental traits. The Thurston Temperament schedule was administered on a sample of 250 teachers belonging to 25 schools. Statistical techniques used were mean, SD and t-value. The result proved that there was no significant difference between the years of experience of teachers and in-service education in relation to the components of temperamental traits. However there was significant difference between the job satisfaction of the teachers and the temperamental traits.

Boyle, Borg, Falzon and Baglioni (1995) proposes models of the direct sources of teacher stress and statistically tests their goodness of fit using a structural equation modelling approach. The sample consisted of 1074 teachers from 81 state primary schools in the Maltese islands of Malta and Gozo. Teacher stress inventory was
employed on the sample. Statistical techniques used for data analysis were chi-square test, scree test (Cattell, 1978) and Kaiser-Guttman (KG) eigenvalues. It was found that teacher stress was primarily a direct function of workload and student misbehaviour.

**Flett, Hewitt & Hallett (1995)** examined the association between perfectionism and indices of job stress and perceptions of organizational support in 62 teachers. Sample completed the multidimensional perfectionism scale, the teacher stress inventory and a survey of perceived organizational support. Measures of job satisfaction, job expectancy and absenteeism were also obtained. A pervasive positive association was found between socially prescribed perfection and various indices of teacher stress, including the intensity and frequency of professional distress, emotional manifestations and physiological manifestations. A significant association was detected between socially prescribed perfectionism and low job satisfaction. Self oriented and other oriented perfectionism dimensions were not correlated significantly with the measures of teacher stress.

**Peter, Alexander & Michael (1995)** investigated the relationship between discipline policy, student misbehaviour and teacher stress. Data was provided during the evaluation of the whole school approach discipline and student welfare programme by 4,072
teachers from 32 primary, 52 secondary and two special schools. The general strain index and inventory on authoritarian leadership, poor staff relations and student behaviour were the measuring tools. On balance teachers believed that their schools had improved slightly. The programme was effective in bringing about an improvement in teacher stress and discipline policies but it made no difference to the mean levels of student misbehaviour.

Pithers and Fogarty (1995) studied, "occupational stress among vocational teachers". Total sample was of 154 people including vocational teachers and other professionals in commerce and business. Tools employed were occupational stress inventory, the occupational roles questionnaire, personal strain questionnaire, personal resources questionnaire. It has been found that the prevalence of occupational stressors for vocational teachers as compared to a professional group was not as widespread as predicted. Work overload emerged as a significant stressor at the organizational as well as the personal level.

Cockburn (1996) investigated "primary teachers' knowledge and acquisition of stress relieving strategies". Sample included 335 primary teachers. Questionnaire was used as a measuring tool. Results showed that, most of the teachers were positive in their attitudes
towards teaching and were not suffering from extreme stress. On average the respondents were aware of 35 stress reduction strategies. The most effective strategy was the thorough lesson preparation what one about to teach.

**Manthei, Gilmore, Tuck and Adair (1996)** designed a study "Teachers Stress in Intermediate Schools". Intermediate school teachers from the eight Newzealand schools were surveyed five time over four years. The number of teachers surveyed in five survey was 116, 135, 144, 137 and 120. Seven factors were identified, pupil recalcitrance, poor remuneration, curriculum demands, low professional recognition, poor working environment, community antagonism and time demands. Higher level of stress were related to lower job satisfaction and a reduced commitment to remain in the job in the long term. Absence due to sickness was not found to be correlated with stress. No marked increase in stress among teachers was found over the five survey.

**Stella & Purushottam (1996)** investigated the relationship between the classroom behaviour of the teachers and their job satisfaction. Modified version of flanders interaction analysis category system and the job satisfaction questionnaire were administered on the sample of 68 teachers selected on the basis of stratified random
sampling technique. Data was analysed with the help of simple correlation. It was found that (i) among the in-service teachers there was significant correlation between teacher behaviour and job satisfaction. (ii) The rural teachers and government school teachers had a lower job satisfaction.

Reddy & Srinivas (1997) investigated the impact of gender and stress on teacher effectiveness. The sample consisted of 120 randomly selected secondary school teachers from two districts of Andhra Pradesh. Stress effectiveness scale and stress questionnaire were employed as measuring tools. Data was analysed with the help of test-retest reliability method, a retest correlation, and t-test. Findings revealed that there were no significant relationship between gender and teacher effectiveness. Also there were no significant relationship between intensity of stress and teacher effectiveness.

Jurado, Gurpegui, Moreno & de Dios (1998) conducted a study on the school setting and teaching experience as risk factors for depressive symptoms in teachers.

A representative sample of 233 teachers working at the primary or secondary grade level in both public and private schools answered an anonymous questionnaire on socio-demographic information and
completed the centre for epidemiologic studies rating scale for depression (CESD). The teachers were classified as depressed when they scored greater than 16 on the CESD 27.5% of the sample were above this cut off score. Logistic regression was used to calculate a multivariate model with the variables of school ownership, grade level and teaching experience. Working in a public school, teaching at the primary level, and longer teaching experience all increased the risk of depressive symptomatology.

Shann (1998) examined the professional satisfaction of teachers in urban middle school. Interviews and questionnaires from 92 teachers in 4 urban middle schools were used to assess the importance and satisfaction they assigned to various aspects of their jobs. Teacher-pupil relationships ranked highest overall in terms of importance and satisfaction. Parent teacher relationships commanded respondent's highest concern. Teachers in the lower achieving schools were more dissatisfied with teacher-teacher relationships and their school's curriculum than those in the higher achieving schools.

Anderson, Levinson, Barker & Kiewra (1999) tried to find out the effects of meditation on teacher perceived occupational stress, state and trait anxiety and burnout. The present study employed a pretest-post-test control group design and used the teachers' stress
inventory, state trait anxiety inventory and the Maslach burnout inventory to assess the effect of a 5-week standardized meditation class on the perceived occupational stress of 91 full time elementary, middle and high school teachers (aged 22-60 years) from sub urban districts in three states. Results revealed that meditation significantly reduces teacher stress. Teachers perceived a reduction in stress using meditation only 2-5 times per week.

De Heus & Diekstra (1999) compared the teachers with other social professions on work stress and burnout symptoms. Burnout among teachers was the focal topic of the study in which a sample of about one thousand teachers was compared with members of other social professions on burnout symptoms and in an attempt to explain the obtained differences in burnout, on work stressor and social support. The original sample consisted of 13,555 individuals who were gainfully employed and were between the ages of 18 and 64 years. Other social professions included mental health professions, physical health professions, nursing professions, domestic and personal care professions and managers. Taken together results for burnout and other measures of strain support the idea that the teaching job carries more psychological and, to a lesser extent more physical symptoms than other special professions. Teachers do burnout more
easily than members of other social professions.

Dussault, Deaudelin, Royer & Loiselle (1999) investigated the relationship between professional isolation of teachers and their occupational stress. A systematic random sample of 1,110 teachers in Quebec were administered French Canadian versions of the UCLA loneliness scale and teacher stress inventory. Analysis gave, a positive and significant correlation between isolation and occupation stress.

Martin, Linfoot & Stephenson (1999) studied how teachers respond to concerns about misbehaviour in their classroom. 130 Kindergarten teachers were selected for the study. Results indicate that concern about their students misbehaviour was negatively associated with teachers' confidence. Concern about misbehaviour was positively associated with the use of non-physical punishment and referral of the students to other school personnel.

Pithers and Soden (1999) conducted a study to examine the occupational stress, strain and personal coping resources of a comparative group of Scottish and Australian vocational teachers. The sample comprised of 332 teachers from vocational and further education institutes of both nations. A standardized test and occupational stress inventory were used as measuring tools. Results
showed that similarities of stress and strain between the two national group far outweighed the difference. Stress level was found to be at average for both the groups. Role overload appeared to be a strong source of occupational stress for both groups of teachers.

Viswesvaran, Sanchez & Fisher (1999) tried to find out the role of social support in the process of work stress; it was found that social support had a threefold effect on work stressor-strain relations. Social support reduced the strains experienced, social support mitigated perceived stressors, and social support moderated the stressor-strain relationship.

It is quite evident from the above discussion that purely on frustration of teachers much work has yet to be done. The investigations done so far quite understandably called for further explorations.

2.2 STUDIES ON TEACHERS' CREATIVITY

Yamamoto (1963) investigated the relationships between creative thinking abilities of teachers and achievement and adjustment of pupils. The subjects of this study were 19 5th grade teachers and their pupils of an independent school system in a middle to upper middle class suburb of Minneapolis, Minnesota. The tools used for data collection
were Test of Creative Thinking, a Personality Inventory, an Intelligence Test, and an Achievement Battery. Data was analysed with the help of mean, SD, correlation of coefficient. The 19 teachers were dichotomized into the high creative group (10) and the low creative group (9) and comparisons were made between them. It was found that: (i) the high creative teachers show a significantly stronger theoretical orientation than the low creative teachers. (ii) The two groups did not show any significant difference in their classroom behaviour. (iii) There was no significant difference between these two groups in background factors such as sex, marital status, age, teaching experience and educational attainment.

Gurbakshlal (1974) conducted a study of the relationship between creative thinking and vocational anxiety and their effect on success in teaching. The sample consisted of 300 teacher trainees studying in three colleges of the Punjab. Vocational Anxiety Scale, The Dutt Personality Inventory and the Test of Creative Thinking were used as measuring tools. It was found that men and women teacher trainees did not differ significantly in vocational anxiety whereas they differed in general anxiety. High vocational anxiety was inversely related to teaching success but high general anxiety was not associated with teaching success. The teacher trainees in high
and low creative thinking groups did not differ significantly from each other in vocational anxiety they differ in general anxiety.

Mathew (1976) carried out the study to investigate the classroom behaviour of teachers and its relationship with their creativity and self-concept. 245 teachers were selected through the stratified random sampling technique and were observed in teaching situations in secondary schools of Baroda and Mewattupazha. The Flanders Interaction Analysis Category System, The Deo's Personality Word List, The Creative Teacher Personality Scale, The Creative Teaching Process Scale, The Personal Information Proforma were employed as measuring tools. The study revealed that (i) there was no significant relationship between creative teacher personality and indirect/direct behaviour of teachers (ii) There was no significant difference between male and female teachers in their direct/indirect behaviour.

Jayaswal (1977) conducted a study of creativity in relation to anxiety in male and female teachers. The sample consisted of 234 male and 270 female teacher trainees from five teacher training institutions of Varanasi by using the incidental purposive sampling technique. Tools used for data collection were Hindi adaptation of the Torrance Test of Creative Thinking (Verbal) Dutt's Personality
Inventory. Statistical techniques used for data analysis were analysis of variance, t-test, product moment coefficient of correlation, eta coefficients and partial correlation of coefficient. Results revealed that anxiety on the whole was negatively correlated with creativity, there was no significant relationship between anxiety and creativity in the female sample. Anxiety had negative and significant correlation with creativity in the male sample. The high and the low creative groups did not differ on the anxiety score.

Singh (1977) investigated into the psychological and sociological background of creative and non creative student teachers. The sample consisted of 442 B.Ed. students in the city of Lucknow. The tools employed were Torrance Test of Creative Thinking, The Ojha Study of Values, The California Test of Personality, The Minnesota Teacher Attitude Inventory and the information form designed to collect data about sociological background. The data was analysed with the help of 't'-test. It was found that high creativity among student teachers tended to go with higher economic value, better personality adjustment, better family background and urban living. Low creativity on the other hand seemed to be associated with higher theoretical value, poorer adjustment, poor family background and rural living.
Singh (1978) investigated the relationship between creativity in teachers and their self concept, attitude towards teaching and classroom verbal interaction. The sample consisted of 100 trained teachers in service working in higher secondary schools of Delhi. Tools employed were Mehdi's Verbal Test of Creative Thinking, Personality Word List, Minnesota Teacher Attitude Inventory, and Flanders Interaction Analysis category System. Data was analysed with the help of product moment correlation, analysis of variance and t-test. A significant positive relationship was found between the verbal creativity in teachers and self concept. There was no significant relationship between the verbal creativity in teachers and their attitude towards teaching. Male and female teachers did not differ significantly in their verbal creativity.

Ls' Verne (1985) compared the high, medium, and low creative student teachers on three dimensions of creativity and total creativity in terms of certain personality components, sex, teaching competence and achievement levels. 210 B.Ed. students randomly selected from four educational institutions in Lucknow were taken as sample. Torrance Test of Creative Thinking, The Multivariate Personality Inventory and 16 PF, a Teacher Effectiveness Scale were used as measuring tools. (i) The F ratios for the effect of fluency were
significant for dominance, reserved vs. outgoing, humble vs. assertive. (ii) The F ratios for the effect of flexibility were significant for ego ideal, dominance, sober vs. happy go lucky. (iii) The F ratios for the effect of originality were significant for the self confidence, humble vs. assertive. (iv) Personality factors distinguishing the low creativity group from high creativity group were self confidence, sober vs. happy go lucky. (v) Personality factors distinguishing the medium total creativity group from the high total creativity group were pessimism, empathy, conservatism and experimenting.

Fryer & Collings (1991) conducted a study on teachers views about creativity. 1,028 teachers and further education lecturers from England, Wales and Island completed a questionnaire on views of creativity and its development together with teaching style preferences. Sociographical information and teachers' perceptions of their situations were collected. A sub sample of 31 took part in follow up interviews. Creativity was perceived mainly in terms of imagination, originality and self expression. Only half of the sample regarded divergence as synonymous with creativity. Most thought creativity could be developed but almost three quarters thought it was a rare gift. The distinguishing feature of teachers highly oriented to creativity was a preference for pupil centred learning.
Thus creativity being so vitally important factor affecting quite positively the teachers' performance needs to be included for exploring its predictive ability with reference to the frustration of teachers also.

2.3 STUDIES ON TEACHERS' INTELLIGENCE

Singh (1970) conducted a study on the teacher trainee's performance in relation to certain intellectual abilities. The sample comprised 62 trainees with rural background and 82 with urban background from a teachers' college in the district of Ludhiana. The tools employed were Cattell's 16 PF Inventory, The Raven's Progressive Matrices, The Maudsley Personality Inventory, The Indian adaptation of Allport A.S. Reaction Study, The Allport Vernon-Lindzey Study of Values, and a scale for measuring attitude towards teaching profession prepared by the investigator. The results of the study showed that the significant predictors of performance in theory papers were two indices of intelligence, and two indices of early academic achievement. The regression equation analysis showed that the improvement in forecasting efficiency in theory papers was much more when the prediction was done on the basis of the combination of intellectual and non intellectual factors than when the prediction done by taking these factors separately.
Grewal (1976) carried out a study on intellectual and personality correlates of teacher effectiveness at the higher secondary school stage. The Bell's Adjustment Inventory, The Bernreuter's Personality Inventory, The Raven's Standard Progressive Matrices and the Jalota's and Tondon Group Test of Mental Ability, The Attitude Scale, Interest Inventory and Rating Scales were employed on the sample of 520 trained graduate teachers. Data was analysed with the help of mean, median, mode, SD, skewness, product moment correlation, factor analysis and analysis of variance.

The study revealed that the measures of intelligence and personality traits clustered in specific constellations with the criterion measures of teacher effectiveness. The main predictors of teacher effectiveness were home, health, social, emotional and total adjustments and verbal and non verbal intelligence.

Jain (1977) attempted to find out the characteristic influences of creativity, intelligence and areas of interest upon proficiency in teaching. A multistage random sample of 160 subjects was drawn. They belonged to different levels of creativity, intelligence and interest. Tools employed were creativity test by N.S. Chauhan and G.P. Tiwari, General Mental Ability Test by M.C. Joshi, Chatterjee's Non Language Preference Record, and The Teacher Efficiency Scale.
Data were analysed with the help of factorial design analysis of variance of equal cell size. It was found that intelligence, creativity and interest were interrelated in promotion of proficiency in teaching.

Narula (1979) conducted a study to measure achievement motivation, personal preferences, perception, anxiety, risk taking behaviours and other correlates in relation to their intelligence, socio-economic status and performance. The sample comprised of 608 men and women students of education studying in six government teachers colleges of Orissa. Data was collected with the help of Thematic Apperception Test, Edwards Personal Preference Scale, Raven's Standard Progressive Matrices, Socio-Economic Status Scale and a few questionnaires. The statistical techniques used for data analysis were descriptive statistics, product moment correlation and multiple regression analysis. It was found that (i) males and females differed as regards personality needs (ii) male teachers showed more anxiety than female teachers (iii) Intelligence and perceptions did not show any relationship and the same was the case with intelligence and performance.

Sharma (1984) conducted a study to find out the aptitude, intellectual level, and morality of prospective teachers. The sample consisted of 412 student teachers who were studying in ten teachers
colleges of three universities of Rajasthan. The Teaching Aptitude Test, Group Mental Ability Test and self-made teachers' morality test were used for data collection. It was found that about 75% of the student teachers were below average in aptitude and intellectual ability. A positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers.

**Mahapatra (1987)** investigated the relation of intelligence, attitude and interest towards success in teaching. 420 B.Ed. students were applied Patel's Teacher Efficiency Inventory, Teaching Success Scale prepared by the investigator, Cattell's Culture Fair Intelligence Test Scale-3, Ahluwalia's Teacher Attitude Inventory, and Sonal's Social Service Scale of the Vocational Interest Inventory. The critical ratio and multiple coefficients of correlation were used for drawing conclusions. The results of the study revealed that the predictive value of intelligence and attitude towards teaching success was 20 percent, attitude and interest towards teaching success was 11 percent, and intelligence and interest towards teaching success was 19 percent. Among all the three predictors intelligence was considered to be the most influential predictor.

As such the present investigation has one more focal point, intelligence which is to be studied with reference to the teachers'
frustration.

2.4 STUDIES ON TEACHERS' PERSONALITY

Quraishi (1972) studied the relationship between personality, attitudes and classroom behaviour of teachers. The sample consisted of 200 teachers drawn from twenty one secondary schools. Flander's Interaction Analysis, Category System, Thurstone Temperament Schedule and attitude scales constructed by Wandt, Glassey and Patel were the measuring tools. Data was analysed with the help of Pearson's Product Moment correlation technique. The result highlighted that (i) teachers' verbal behaviour in classroom was related in a small measure to their personality and attitudes, (ii) sociable trait was significantly related to student initiation, (iii) direct and indirect teachers did not differ significantly from each other on the seven personality traits, implying that personality does not affect teacher behaviour.

Saran (1975) attempted to find out the teachers' attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience. A group of 1000 teachers (510 male and 490 female) from four western districts of U.P. was selected as a sample. Tools employed were Chatterjee's
Non-Language Preference Record, Vyaktitva Parakh Prashnavali, and the Edward Personal Preference Schedule. The data was analysed with the help of correlations. It was found that (i) the attitude of teachers towards the teaching profession was positive (ii) attitude towards teaching profession was not positively related to experience in the teaching profession as well as age. (iii) Level of education was positively related to degree of attitude towards the teaching profession. (iv) Teaching experience and adjustment were not significantly related.

Gupta (1976) carried out a study on prediction of teacher effectiveness through personality test. The sample consisted of 300 male teachers, 25 principals and 350 students. Teachers' effectiveness was measured by using a teachers' rating scale, a pupils rating scale, a teacher aptitude inventory a Jai Prakash's Teaching Aptitude Test, Hindi version (by Kapoor) of Cattell's 16PF Questionnaire. The study revealed that (i) the high effective teachers differed significantly from the general population with respect to nine personality factors out of sixteen. (ii) In comparison to average effective teachers high effective teachers were significantly more intelligent, emotionally stable, assertive and higher self concept, controlled and less tense and frustrated (iii) the average effective teachers in comparison to low
effective teachers were more outgoing, sergeant, happy-go-lucky, less imaginative and more practical.

Singh (1976) investigated the relationship between some personality variables and teaching effectiveness. The sample consisted of ten superior, ten average, and ten inferior student teachers out of 164 student teachers of Tilakdhari Teachers' Training College, Jaunpur, U.P. Tools employed were Thematic Apperception Test, a rating scale to measure the teaching stimulus of the teachers, The Sinha's Anxiety Scale, The Sinha's Adjustment Inventory. Data was analysed with the help of analysis of variance. It was found that the needs of superior, average and inferior teachers were distinct from each other, (i) the superior teachers had more strength of imagination while inferior teachers were weak in their imagination, (ii) the average teachers were more sensitive while inferior teachers were less sensitive (iii) the superior teachers used more literary language than average and inferior teachers.

Gupta (1977) attempted to find out the personality characteristics, adjustment level, academic achievement and professional attitude of successful and less successful teachers. A group of 400 teachers (200 male and 200 female) selected from 67
schools of four districts in Punjab. Tools employed were The Sixteen Personality Factor Inventory, The Bell's Adjustment Inventory, The Minnesota Teaching Aptitude Scale and a tool to measure teaching success prepared by the investigator. It was found that success in teaching was significantly related to personality factors A, B, C, F, G, H, I, L, N, O, Q₃ and Q₄ and adjustment in various fields of life like home, health, social, emotional and professional attitude. But it had no significant relationship with academic achievement. It was also found that there were differences in personality characteristics, adjustment and attitudes towards teaching of successful and less successful teachers.

Singh (1978) conducted a study to find out the relationship of teachers' personality, success in teaching and impact on student behaviour. The sample consisted of 135 permanent male teachers and 2839 boys of class IX. Teaching Success Rating Scale, Information Schedule, Interview Schedule, Critical Incidents Blank, Behaviour Change Questionnaire, Allport Vernon-Lindzey Study of Values, 16 PF, Incomplete Sentences Blank, and Rorschach Inkblot Test. Statistical techniques used for data analysis were SD, mean, median, t-test and chi-square test. The result indicated that (i) theoretical and social values were positively related to teaching
success but the economic and aesthetic values were negatively related, (ii) the highly successful teachers were assertive, venturesome, controlled, emotionally stable, better adjusted, positive attitude towards family, a sense of identification with the people, develop desirable attitude in their students. The unsuccessful teachers contributed to developing aversion to the subject, creating misunderstanding and fostering undesirable attitudes in their students.

**Mutha (1980)** attempted to identify the factors attitudinal, motivational and personality which differentiated effective teachers from ineffective ones. The sample consisted of 300 secondary school teachers (180 male and 120 female) randomly drawn from the secondary schools of Jodhpur. Teachers were administered the Raven's Progressive Matrices, Sinha's Self Analysis Form, Eysenck - Maudsley Personality Inventory, Shrivastava's Teaching Aptitude Test, Bhatnagar's Value Scale, Singh's Marital Adjustment Inventory, Sharma's Self Concept Inventory and Allport's Ascendence submission scale. Data was analysed with the help of percentage, chi-square test, t-test, factor analysis and multiple correlation. It was found that (i) self, professional training, nature of schooling and income level were significantly associated with the teachers' effectiveness, (ii) the effective teachers had significantly higher score
on intelligence, (iii) the effective teachers have significantly higher scores on anxiety, teaching aptitude, neuroticism, theoretical value, job satisfaction than the ineffective teachers.

Porwal (1980) measured the personality traits of 100 satisfied and 100 dissatisfied teachers and impact of variables like age, sex, marital status, length of service, scale of pay, location of the working place, type of management and extent of employment of their job satisfaction. He used a job satisfaction questionnaire and 16 PF Questionnaire. He found that personality characteristics of satisfied teachers were reserved, detached, critical, cool, emotionally mature, stable, humble, mild, accommodating, shy, practical, careful and unfrustrated and personality characteristics of dissatisfied teachers were warm hearted, easy going, emotionally less stable, independent, stubborn, socially bold, imaginative, careless and frustrated. Sex produce differences in the level of job satisfaction. The female unmarried teachers were found to be more satisfied than the teachers of both sexes. A negative relationship existed between the length of service and level of job satisfaction. The teachers of government schools were more satisfied than those in privately managed schools.

Thakur (1980) investigated the effects of age, sex and experience on teaching behaviour and differences in the personality
characteristics of teachers showing direct and indirect verbal behaviour. 200 teachers were observed in their classroom the students taught were from class VIII to XI. Personality characteristics were measured on 16 PF test. The constellation of traits of teachers was found out by using factor analysis. It was found that (i) the two groups of teachers (direct/indirect) differed significantly on nine of the interactional variables, (ii) there was no significant difference in the teaching behaviour of the direct/indirect teachers due to the variables of age, sex and experience, (iii) four personality factors namely C, O, Q₃ and Q₄ differentiated the direct and indirect teachers significantly.

Kumari (1981) studied the personality needs, moral judgement and value patterns of secondary school teachers. The sample was selected randomly. The obtained result highlighted that (i) male and female teachers expressed high preference for the theoretical value and affiliation need. Teachers of both the sexes expressed keen moral sense (ii) urban male teachers were more moral than rural male teachers (iii) rural female teachers had higher sense of morality than urban female teachers.
Raina (1981) compared the personality, attitude to teaching and creativity potential of pre service and in service teachers. The sample consisted of 180 in service teachers and 180 pre service teachers specializing in the teaching of science, arts and commerce. Measuring tools were 16 PF test adapted and standardized by Kapoor and Mehrotra, Minnesota Teacher Attitude Inventory and Something about Myself a measure of creative potential. Data was analysed with the help of analysis of variance, t-test, factor analysis and rank order correlation. The study revealed that (i) the rank order correlation between the science and arts in-service teachers was not significant whereas the same between the science and commerce and between arts and commerce teachers was significant. (ii) The in-service teachers were highest on factor H, C, E, A, F. They were lowest on factors B, L, Q₂ and O. (iii) The pre service teachers differed on factors A, B, E, F, I, N, Q₁, Q₂ and gave top five ranks to factors H, E, C, O, Q₄ and bottom five B, M, L, A and N.

Sharma (1981) conducted a study to find out the differences with regard to self concepts, personality, adjustment and values of college, secondary school and primary school teachers, urban and rural teachers and male and female teachers. Bhatnagar's Self Concept Inventory, Bhatnagar's Allport Vernon Value Scale (Hindi adaptation)
and a self constructed adjustment inventory entitled A Study of Teachers' Problems were employed on a sample of 702 teachers of various categories drawn from the total population of teachers of Agra district. The stratified random and cluster sampling procedure was adopted. It was found that (i) primary teachers were better achievers than the college teachers. Differences between primary and secondary school teachers were not significant. (ii) Difference on self concepts about achievement of the rural and urban teachers were not significant. (iii) Difference on achievement concept of the male and female teachers were significant. They do not differ with regard to the self confidence dimension of the self concept.

Bhagoliwal (1982) conducted a study to discriminate between the personality characteristics of effective and less effective teachers. The sample consisted of 264 (120 male and 144 female) drawn from twelve higher secondary schools of New Delhi. Teacher Personality Characteristics Inventory, Teachers Rating Scale, student's performance and student ranking proforma for subject teachers were used. The chi-square, and Man Whitney U-test were used for data analysis. It was found that (i) more effective teachers were by and large characterized by their superiority over the less effective teachers with respect to their overall intellectual level (ii) more effective
teachers were more creative, their inner control was better than less effective ones.

Hossain (1983) compared the personality differentials of secondary school teachers and the teacher trainees of Bangladesh. The sample consisted of 366 subjects of Bangladesh including 188 secondary school teachers and 178 teacher trainees. Along with this 50 student teachers from the college of education Chandigarh for cross cultural study. The Thorndike (1966) Dimensions of Temperament, The Emotional Characteristics Inventory developed by the investigator, Raven's (1962) Advanced Progressive Matrices Sets I and II were employed as measuring tools. Data was analysed with the help of inter correlation, factor analysis, and analysis of variance. The result revealed that the significant differences were found only in the case of certain variables viz. sociable, ascendant, cheerful, happiness, anger, jealousy and intelligence.

Malik (1984) compared the personality factors and learning environments of successful and unsuccessful science teachers. The sample consisted of 205 science teachers and 3450 science students from 72 higher secondary schools of Rajasthan. Measuring tools were Science Teaching Success Rating Scale constructed by the investigator, a bio-data form and a Hindi version of Learning
Environment Inventory were adopted. It was found that (i) successful science teachers had clarity of goals and their students found less difficulty with class work than the students of unsuccessful science teachers, (ii) teaching success was positively correlated with dimensions of formality, goal, direction, satisfaction, democracy and diversity (iii) the classroom atmosphere of unsuccessful science teachers was full of tension, quarrelling among students, confusion in class activities and there was favouritism, (iv) some significant correlation either positive or negative was found between the class learning environment and personality factors.

Mcintyre (1984) conducted a study to find out the relationship between one personality variable, locus of control and experienced burnout. The sample consisted of 684 all resource room and self contained room special education teachers from 28 public school districts in connecticut and Massachusetts. Maslach Burnout Inventory, The Emotional Exhaustion Sub Scale, Personal Accomplishment Sub Scale, Adult Nowicki Strick Land Internal-External Control Scale were employed as measuring tools. Data was analysed with the help of Pearson Product Moment simple correlation technique. Result revealed that significant positive correlations were found between locus of control scores and the frequency of feelings
of emotional exhaustion, and intensity of feelings of depersonalisation.

A negative correlation was found between locus of control and frequency of feeling of personal accomplishment.

Mishra (1984) investigated personality traits of original teachers. They were found to be emotionally mature, stable, realistic about life, assertive, self assured, austers, dependent minded, hostile, extrapunitive, authoritarian, cheerful, active, talkative, carefree, impulsive, dominated by sense of duty, plan, responsible, moralistic, sociable, bold ready to try new things, spontaneous, day dreaming, artistic and doubtful.

Shukla (1984) compared the personality characteristics of innovative and non-innovative teachers and their pupil's creativity. The sample consisted of 650 primary school teachers (326 males and 324 females) and 600 pupils taught by these teachers. Tools employed were The Sociometric Questionnaire, Principal's Rating Scale and Self-Rating Scale, 16 PF Questionnaire and Non-Verbal Test of Creative Thinking by Baquer Mehdi. Data was analysed with the help of test-retest and split half reliability and critical ratios. It was found that (i) urban teachers were more innovative than rural teachers (ii) Sex differences were not observed as regards
innovativeness of teachers (iii) Non-innovative teachers were found to be reserved, detached critical, cool, less intelligent, dull, frustrated and restless, (iv) innovative teachers were found to be emotionally stable, calm and mature, enthusiastic, venturesome, socially bold, lively etc. (v) The pupils of innovative teachers were found to be higher on creative thinking than the pupils of non-innovative teachers.

Som (1984) studied the teachers' personality pattern and their attitudes towards teaching and related areas. The sample consisted of 75 in-service male teachers, 65 in-service female teachers, 50 fresher male students and 60 fresher female students. Modified version of Eysenck's and Wilson's Personality Inventory was employed as a measuring tool. Data was analysed with the help of correlation factor analysis, & regression analysis. The result highlighted that (i) the secondary teachers were neither introvert nor extrovert, (ii) male teachers were found to be more initiating, expressive, careful, introspective, mentally exertive and concentrated than female teachers, (iii) teachers were normal in respect of teacher attitudes towards pupils, (iv) teaching attitude as well as the attitude towards the profession correlated significantly with patience, initiative, carefulness, stoicism, extrospection and responsibility.
Wangoo (1984) investigated the teacher personality correlates and scholastic competence as related to teacher effectiveness. The sample consisted of 500 teachers drawn from higher secondary schools of Srinagar district. Data was collected with the help of Cattell's 16 PF Questionnaire (adults Form A) Raven's Advanced Progressive Matrices, Principal's Comment Check List, and Students Comment Check List. 't' test was used as a statistical technique.

It was found that personality, adjustment, democratic leadership, a high degree of intelligence, and emotional control were the main characteristics that went with teacher effectiveness.

Khanna (1985) studied the personality patterns of successful (effective) high school teachers of Aligarh District. 500 teachers were taken for the study. Tools employed were R.C. Deva's Teacher Rating Scale, Student's Perception of their Teacher's Scale by Sorenson and the 16 PF test by Cattell. Data was analysed with the help of mean, SD, critical ratio and coefficient of contingency. It was found that (i) successful teachers had traits which were positively helpful for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment. (ii) There was a close relationship between the level of effectiveness
of teachers and the level of achievement of their students. (iii) Successful teachers were very helpful in raising the level of achievement of the students and also their overall educational standard.

Khan (1987) evaluated and compared the personality characteristics of physical education teachers and general education teachers. 300 randomly chosen teachers from selected districts of Jammu and Kashmir state were taken as a sample. Tools employed were Bell's Adjustment Inventory (Adult Form), Kundu's Neurotic Personality Inventory, a Medical Fitness Scale constructed by the researcher and the JCR Test. Data was analysed with the help of factorial design, t-test and F-test. On the whole physical education teachers were found significantly better adjusted, socially, emotionally, occupationally and also with respect to health as well as home adjustment than the general education teachers.

Schuttenberg, O'Dell & Kaczala (1991) investigated the relationship of sex, length of service, vocational personality types and sex role, self perceptions to job satisfaction levels in 288 school teachers, school counsellors and building level administrators using the Self-Directed Search: A Guide to Educational and Vocational Planning, the Benn Sex Role Inventory and a survey of current
professional position, 60% of the sample were female. While length of service was not significantly related to the assumption of a particular vocational personality type, there was a positive relationship between androgynous sex role self perceptions and high job satisfaction for female and male sample.

Fontana & Abouerie (1993) conducted a study to find out the stress levels, gender and personality factors in teachers. The Professional Life Stress Scale was used to assess teachers' stress levels and the Eysenck Personality Questionnaire was used to define their personality dimensions. The majority were experiencing moderate level of stress, and 23.2% serious levels. Correlation analysis revealed positive correlation between stress psychoticism. A negative correlation emerged between stress and extroversion, and a positive correlation between stress and neuroticism. Extroversion and neuroticism were the best predictors of stress.

Muthian (1994) conducted a study to find out whether the locality of school and type of school influence on the personality of headmasters. Random sampling technique was used to select 30 headmasters from the group of 90 headmasters of the higher secondary schools in Tirunelveli district. Problem solving profile was
adopted as a measuring tool and data was analysed with the help of chi-square test. The study revealed that nature of school, type of school seem to make no significant difference among the headmasters of higher secondary schools but the locality of the school (rural and urban) influences the personality of the headmaster of higher secondary schools.

Thus the personality characteristics of teachers having been not conclusively and exhaustively explored still pose a challenge to the research scholars for identifying the relationships with the teachers' performance in different domains of behaviour.

The next chapter deals with the method and procedure of the present study in detail.