CHAPTER-II

REVIEW OF THE RELATED LITERATURE

Studies related to teacher-pupil relationship
Studies related to teacher's training
Studies related to qualities of teachers
Studies related to values of teachers
Studies related to problems faced by teachers
Studies related to job-satisfaction among teachers
Studies related to special education
Studies related to integrated education
Since the review of the related literature is a vital prerequisite for the actual planning and execution of any research work, thus every well planned research is proceeded by a review of related literature. It not only allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his study but describes the procedure for organising the related literature in a very systematic manner, it determines and defines the limits of one's field, and help in suggesting the areas and scope for further researches. This way the investigation is easily enabled to select the variables relevant for his research study. In order to avoid international duplication of well established findings, review of the related literature familiarizes the researcher with what is already known, what others have attempted to find out and the knowledge about the recommendations of study, previous, researches and finally enables to study the variables related to his study. Thus this way it provides proper guidelines for carrying out the investigation successfully by making the steps familiar to the researcher. Keeping in view the great importance of the previous researches the present investigator has attempted to review the related research works conducted to study the most important group of the society i.e. teachers, as teachers are the maker of the future society.
The existing researches quoted in this chapter that are directly or indirectly related to the present study may be conveniently classified under the right broad categories which are as follows.

**Studies related to teacher pupil relationship:**

*Shashikala (1978)* conducted a study of interpersonal relationship between teacher and students with a view to establish socio-psychological correlates of teacher behaviour. The sample consisted of 148 secondary school teachers teaching IXth standard. The findings revealed that socio-economic-status and modernity were not related significantly to any of the teacher behaviour indices. There were no significant differences in teacher behaviour under six different types of climates. *Bano (1981)* through a study found that the students of non-public coeducational and single sexed institutions held more favourable attitude towards their teachers than their counterparts in public schools. *Khajuria (1981)* concluded that the science teachers exhibited patterns of asking questions, giving directions soliciting initiated pupil's talk. While for a language teacher the patterns of higher proportion of students talk to teacher talk were found through the study *Suthar (1981)* undergone a similar study of classroom behaviour of emotional conservative in context of some of the personality factors teacher trainees
did not differ significantly. Later it was found that there was no significant difference in the classroom behaviour of submissive and tough teacher trainees. The classroom behaviour of submissive and confident teacher trainees also did not differ significantly. Chaudhary (1982) aimed at studying the relationship between creative thinking abilities and figural creative abilities. One hundred teachers comprised the sample of the study. It was found that the verbal creative thinking abilities of the teacher trainees were positively correlated with their figural creative thinking abilities. High creative teacher were found to have increased pupils freedom to participate by praising accepting and developing their ideas. Stephen and Harry (1986) concluded on the basis of their study that behaviours reflecting interpersonal orientation occurred more frequently in thirty eight arts and 45 social science teachers than in 41 natural science teachers. Whereas behaviour reflecting task orientation occurred more frequently in natural science and social science teachers than in arts teachers. The patterns of correlation between teaching behaviours and overall effectiveness ratings was found to be quite similar in all the three faculties. Sorensen (1989) investigated the effects of teacher's self disclosive statements on learning in the classroom. The sample of 1068 students in communication classes was selected. The investigator assessed students perception of the
livelihood of teachers, making each of 150 disclosure element to. Next these statements were used to derive profiles conditions. Results provided teachers with a checklist that can be used to assess their own type self disclosure of students with an aim of improving their own effectiveness. Marsh (1991) evaluated the ratings of 6024 classes taught by One hundred and ninety five teachers over thirteen years, using the students evaluations of educational quality instrument. The results showed that there were almost no dangers over time for any of the nine content specific dimensions, eg. enthusiasm, workload etc. Findings were consistent for teachers who had bittle moderate or substantial amounts of teaching experience at the start of the study. Summers, Marica and Stroud (1991) suggested in their study that most of the students believed that their teachers worked so hard or harder as compared with those in other professions and believed them to be equal to or superior in intelligence and importance while 62% saw teaching as women's work. Borg and Joseph (1992) analysed the teacher's perception of pupils undesirable behaviours. A sample of 844 primary school teachers was selected. In the findings a principal components analysis revealed three patterns of perceived problem behaviour labelled with drawl, behaviour, discocial, overtly challenging behaviour and disruptive behaviour gender difference were found in each of the three factors.
Cooper (1993) studied commonality in teacher's and pupils perception of effective classroom learning. The findings indicated that there was a high level of commonality between teacher and pupil perceptiveness of what constitutes effective teaching. Ediger (1993) aimed to determine what influence selected students teachers had on pupil achievement in the basic academic skills and in personal and social adjustment. It was revealed in the findings that the pupils growth with the assistance of student teacher was significantly higher in vocabulary development than pupil growth without the assistance of student teachers, where pupil growth in work study skills under guidance of student teacher was not statistically significant as compared to pupil growth without student teacher guidance Gandhi (1993) revealed through a study that there existed a positive relationship between the Dogmatism level and the pupil control ideology (PCI) of teachers. A closer examination of teachers dogmatism level was found to be of assistance in forming strategies for teacher selection and in service teaching programmes.

Studies related to teacher's training:

George and Anand (1980) conducted a research on 20 student teachers, and found that there was a significant difference between the pretest and the post test mean teaching,
self concept scores of the control group of student teachers. Micro teaching proved effective in improving the teaching competence of the student teachers. Tareen (1980) in a study found out that orientation and feedback had a highly significant effect not only on the pattern of cognitive interactions in instruction but also on the overall teaching competence. Lalitha (1981) studied the effectiveness of strategy of training for integrating teaching skills on teaching competence of student teachers. It was revealed by the results that there was no significant difference between the two treatment groups after training for integration of teaching skills in simulated conditions in terms of teaching competence. It was also found by the results that the experimental group was better than the control group in terms of teaching competence. There was no such difference between the groups in terms of teaching competence measured on ITCS adjusted for initial differences in teaching attitudes and pre-performance on ITCS. Massey (1981) revealed in a study that the in service teachers, after training objectives exerted indirect influence on students, rewarded students response by praise and encouragement attended to students ideas and integrated them into class discussion. They laid emphasis on lecture method, were less authoritative, less commanding. Chanow, Karen, Doyle and Robert (1983). Examined the effects of teachers effectiveness training TET
programme. Teachers in the effectiveness training TET programme. Teacher in the experimental programmes showed significant improvement on all of their test, scores. The students of these teachers also perceived significant improvements in their teachers teaching competence, interest in class and attitudes. New beaver and Walter (1983) concluded on the basis of one study that teachers seemed to be more interested in academic progress under the conditions of assistance or resistance of students. Raina and Arunima (1983) studied the effects of training on attitude towards creative teaching and learning. It was concluded in the study that if imaginative teachers will grow creatively and to be able to solve many learning problems that arise in the classroom. Allen and Susan (1984) made recommendations for the design of teacher training programmes, included the use of sufficient stimulus and response examplars, instructions to facilitate generalization intermittent reinforcement of desired behaviours and training in self management. Hargie (1984) studied seven teachers (five male and two females) the findings showed that teachers had increased their use of open questions and decreased, their overall talk times although neither of these results reached the 0.05 level of significance. It was concluded that counselling was promising, if still evolving technique for training teachers in the skills of counselling, are being used. Verne (1985) made
a study of some of the personality, components of creative student teachers in relation to their competence towards teaching. It was found that personality factors distinguishing the low total creativity group from the medium total creativity group were self, confidence tough minded Vs tender minded and sober Vs happy and go lucky. Trenz and Triedman (1989). Investigated that computers don't change education teachers do. The discussion focused on the classroom teachers central role in anything attempted to use technology to faster educational change. The authors contend that educational technology. While holding imparallel promise for educational reform, faces the same challenges and barriers that other educational innovations had faced. Shobha and Ramchandrachar (1993) conducted a study on 83 college teachers participants of the orientation programme at three Academic Staff Colleges (ASC) It had been by the findings that in case of all the three ASC's (N=83) components wise gain in knowledge and skill capabilities as perceived by the teacher participants was found to be significant further teacher participants of ASC Karnataka had improved in only two components i.e methods, and aids. Carter and Bunnelt (1993) surveyed the student teacher's perceptions of their subject matter competence, during an initial teacher training programme. The results revealed that in general student teacher's self rated competence increased over the year's course
and the changes were statistically significant. Jangira (1995) surveyed teacher's perception about their training status. 1907 teacher served the purpose of the sample of the study. It was found that one-third of teachers in Haryana expressed dissatisfaction with their initial training. In Mallapuram 30% teachers considered their initial training unsatisfactory. Other problems were lack of audio-Visual aids, and quality text books. Passi (1999) wrote a paper on Zero Lecture Programme of Teacher Education. According to him the main objectives of the programmes are how to prepare the teachers for true teaching. Teachers acted as a helper and a guide and not an instructor or task maker. The teacher does not import knowledge to the child, but facilitates drawing out knowledge and only shows the child how to acquire knowledge for himself. The mind was consulted in its own growth. Since every one has something unique, a chance of perfection & strength the aim of education was assumed to draw this out and make it perfect for a noble use.

Studies related to the Qualities of Teachers:

Thakur (1980) observed 200 teachers in their respective classrooms. The study yielded that two groups of teachers (direct/indirect) differed not significantly in their behaviour due to the variables of age, sex, experience. Teachers differed only
on certain personality variables Roy (1981) conducted a similar study of teacher's traits associated with classroom patterns. The sample included 200 Secondary School teachers of west Bengal. The major findings were that the significant correlation existed between teacher's response ratio and sociality, self confidence, leadership, emotional balance and attitude towards teaching as a career. Intelligence and interest in fine arts and literature.

Bhagoliwal (1982) investigated the personality characteristics associated with teaching effectiveness. It has been concluded that the more effective teachers were by and large characterized by the superiority over the less effective teachers with respect to their intellectual level as reflected in intellectual capacity of intellectual functioning, empathetic and imaginative functioning. The more effective teachers were found to be characterised by a fairly high level of differenciation and integration in their cognitive and perceptual functioning. Balwankar (1984) had constructed an appraising scale of teacher effectiveness. This scale was standardized on ten science student teachers, where they were observed throughout the practice teaching programme. The final result showed that all the components correlated positively with the total effectiveness score. Intelligence was found to be significantly related to total teacher effectiveness.

Khanna (1985) surveyed the personality patterns of successfully teachers. The successful teachers were found to possess traits
which were positively helpful and valuable for the mental health of the individual. Whereas unsuccessful teachers had traits which tended to lead the person to a kind of mal-adjustment. Successful teachers were found to be very helpful in raising the levels of achievement of their students. Jenet and Speaker (1991) surveyed psychological and personal dimensions of prospective teacher's reflective abilities. The results indicated that both psychological and personal characteristics maybe useful for describing reflectors and non-reflectors, which would be useful for developing teacher education programmes, Gakhar and Kaur (1994) investigated the teaching effectiveness of Navodaya and Traditional School teachers in relation to institutional variables. The researchers concluded that the teacher's, relationship with the student's physical environment and total institutional variables scores found to be significantly positively correlated with the teaching effectiveness of Navodaya School teachers. While in case of Traditional School teacher's physical environment came out to be significantly correlated with the teaching effectiveness.

Studies related to the Values of Teachers:

Zuberi (1984) attempted to study 200 male teachers in one study. The results indicated that teachers high theoretical values were found to dominate their classes with talks, and rarely
asked questions. Those high on economic values exhibited facilitative behaviours asked narrow questions and praised their pupils. While teachers high on aesthetic values used controlling behaviours and also allowed pupils indirect behaviours. *Gupta* (1986) conducted one study on attitude of teacher's towards Environmental Education. In the findings all the teachers were found to have a favourable attitude towards environmental education. The college teachers were having lesser attitude towards environmental education than the teachers at junior college and secondary levels. *Hussain* (1986) in one study found that the required roles by the pupils were not being played by their teachers, but the low discrepancy group enjoyed higher morale. Teacher's morale initiating structure consideration were found to be significantly higher in open climate schools as compared to closed climate schools. *Tiwari* (1986) for one study selected the sample of 390 male and 240 female experienced and unexperienced teachers. It has been found through the results that a significant relationship existed between principles leadership behaviour and teachers morale. Sex and training were significant factors influencing teacher's perception of principal's leadership behaviour. *Usmani* (1987) concluded that the relationship between age and principal's effectiveness was insignificant secondly no significant relationship was found to exist between their effectiveness and
sex. Professional attainment and Socio Economic status however were found related to their effectiveness, Female principals were found to possess better attitude towards teaching than their male counter parts on theoretical, economic, political, social and authentic values the high and low effectiveness principals were not significantly different. Oser (1991) investigated into the professional morality. The researcher outlined a new understanding of Professional morality ethical dimensions in teacher's professional decision making were illuminated. It was argued that it was a precondition for good teaching. Sanovar (1991) studied value orientation in relation to professional choices. The drawn conclusions indicated that in the hierarchy of professions, medicine gets highest number of preferences and the predominant value of the subjects who preferred medicine was economic and that of engineers was aesthetic. Social values were found to be predominant among journalists. While those preferred business were high in relations values. Among the subjects intended to join police services theoretical values were found prominent, Rao (1995) studied the population awareness among prospective teachers. In the results only sex was found to have some influence on the population awareness. None of the other variables such as place of residence, education, marital status, type of family and income had associated with population awareness.
Studies related to the problems faced by teachers:

Banergi and Pylie (1984) surveyed 2300 university teachers and concluded that unfair appointments and proportions, poor working conditions and non-payment, of promised emoluments were the major grievances of university teachers. Intyri (1984) studied the relationship between locus of control and teacher's burnout. In the findings the locus of control was found to correlate significantly with the burnout dimensions while the feelings of personal accomplishments were negatively correlated to locus of control. Smilansky (1984) examined elementary school teacher's work satisfaction and reports of job-related stress. The results revealed that the teacher's general satisfaction and stress at work were found related mostly to their reported feelings regarding classroom interaction. Hayon, Kremer and Kurtz (1985) investigated the relationship between personal and environmental variables. The researcher found that interaction between rigidity and closed school climate explained some of the variables in burnout. Rigidity considered as an independent variable did not explain burnout. While certain environmental variables significantly predicted burnout. Finlay and Rebert (1986) studied the factors in the teaching environments that were associated with psychological distress. Results indicated that 17% of the subjects had symptoms of
severe psychological distress as compared with an expected 9% for the general community, 16 factors in the teaching environment were associated with psychological distress, student misbehaviour was one of the strongest factors Ellis and Tribble (1986) assessed preservice teachers about teaching problems. It was found that beginning teachers emphasized problems with classroom discipline, assessment of students work and relationship with parents. While preservice teachers emphasized problems with subject matter. Joan and Safron (1987) concluded in a study that significant differences for both main effects with regular educators being less tolerant and more severe judges of behaviours. Tuetemann and Punch (1990) studied the stress levels among secondary school teachers. 45% subjects were found to be moderately stressed. Of them there were 23% males and 20% females. Licate and Greenfield, (1990) surveyed the principal version, teacher's sense of autonomy and the robustness of principals role. The study showed that teachers tend to select the techniques. Of their work. The relationship between teacher sense of autonomy and principal's vision was less clear. Hatta and Nishude (1991) concluded in their study that the teachers of primary school in Japan experienced more stress concerning their future prospects. Seedman, Steven and Joanne (1991) found in their study that many physical and psychological problems were related to
teacher's burnout factors. Certain mal-adjutitive coping mechanism were also found associated with high burnout. Capal (1993) in a study surveyed 104 physical education teachers. Results showed that these teachers were relatively anxious about teaching, with most anxiety being caused by assessment by school staff. Pati (1993) indicated in one study that salaries of the teachers were not sufficient for them and the payments were irregular and ultimately supply of materials harms the teaching work of the adult education centers. Blix and Beth (1994) aimed to measure the occupational stress among university teachers. In the findings female teachers were found to be a noted exception with higher misfit scores than their male counterparts. 2/3rd teachers despite of good fit indicated that they perceived stress at work at least 50% of the time. Heavy work load, health problems were the main cause of job stress. Boyle and Talzon (1994). Concluded in a study that stress management programmes are successful in helping teacher to cope with pressures in their work. Stress was found to be a direct function of workload. Chan and Edwin (1995) found that the feeling associated with being used up, working too hard and working effectively and closely with students occurred too often among the teachers. In general while female teachers tended to complain of the feeling of being used up at the end of the day, then male teachers tended to feel becoming...
relatively more impersonal in dealing with students Hart and Peter (1995) revealed in a study that there is little point in reducing teacher stress by reducing pupil's behaviour. Rather it is appropriate to develop a supportive organisational climate that enables teachers to cope with student's misbehaviour that confronts them. Millicent and Sewell (1999) conducted a study on stress and burnout in rural and urban secondary school teachers. The results revealed that the urban school teacher's were found to experience significantly more stress from poor working conditions and poor staff relations than did rural teachers stress from pupil's misbehaviour and time pressure was significantly greater than stress from poor working conditions.

Studies related to Job-Satisfaction among teachers:

Anand (1980) in one study found that job - satisfaction was positively associated with extroversion, social - values and negatively related with neuroticism, religious, economic and political values. Edwin and Neely (1980) revealed through the results that teachers working in grade VI in the field of special education, vocational education and elementary education were the more satisfied educators. As the class-size and total student load increased, teacher's work - satisfaction decreased. Bradley (1983) conveyed in one study that teaching as a career choice was a popular one in the early 1970's particularly for females.
As school student's perspective teacher's perception of teaching were also idealistic. Garg (1983) concluded that the degree of teacher's sense of professional responsibility was less in some secondary schools. While it is more in others, further it was higher among teachers of urban schools. Joshi (1985) found in a study that since the different management created different types of climate for job situation in their institution, so the attitude of teachers differed significantly under different types of management. Dixit (1986). Concluded on the basis of one study that Hindi medium primary schools teachers were more satisfied than the secondary school teachers. While in English medium schools the level of job satisfaction among the two was same. Female teachers were found to be more satisfied than the males. More qualified and highly experienced teachers were highly satisfied. Joseph and Pajak (1986) studied the impact of teacher's work on their personal lives. Results showed that work demanded on teacher stand to affect their private lives. Excessive work load, relationships, with colloquies, low salaries, unrealistic expectations by community members were among the most stressful aspects of teaching. Kaur (1986) found in a study that age, intelligence, socio-economic status were the correlates of job satisfaction. Next experience, salary and qualification too are the correlates of job satisfaction. The remaining organisational characteristics namely intimacy is a
good predictor of job-satisfaction. Quraishi (1986) surveyed the determinants of job-involvement among teachers. The major conclusions drawn from the study revealed that both individual and institutional factors determined job involvement of college teachers, job-involvement was found to be positively correlated with job satisfaction. Chaddha (1989) conducted a study of school organisational climate and teachers job satisfaction. The results revealed that no significant difference in terms of job satisfaction between public high and low achiever's school teachers was found to exist. However level of job satisfaction was higher for public school teachers. Sagar and Devender (1989) in a similar study found that organisational climate was positively related to job-satisfaction and negatively related to job anxiety. Jamal (1991) made a comparative study of job-satisfaction among the teachers working in government and private schools, fifty teachers from each category were selected. In the study it was found that government school teachers were found highly satisfied as compared to the private schools teachers. Male and female teachers differed significantly on job satisfaction. Benz and Flower (1992). Concluded that the efficacy among experienced teachers was more than the less experienced ones. While preservice students also scored higher on efficacy scale. Asha and Satpal (1994) surveyed job satisfaction and burnout as correlates of teaching competency.
The results showed that teachers who were more competent were rated higher by pupils and more satisfied with their jobs than the less competent group. Hill (1994) investigated into 287 primary head teachers their job satisfaction and future career aspirations. Heads were found to derive most of their job satisfaction from interpersonal relationships especially with the children and from their autonomy, While dissatisfaction resulted mainly from the amount of paper work from the feeling of work over load and from low status which they felt was according to their job. Pam, Boris, Robert and Pullin (1994) made a comparative study of changes in administrative control and teacher's satisfaction in England and USSR. Results conveyed that 2/3rd of the teachers in the sample were highly satisfied. 65% of both English and soviet teachers acknowledged the feeling of stress in their job 56% teachers in USSR said they would enter teaching again as compared only 36% in England. Siddiqui (1994) studied the level of job-satisfaction among 110 secondary school teachers. The results indicated that there is no difference in the level of job satisfaction among the teachers. Teaching experience was not found to be related with the job satisfaction while age and marital status was found to be a correlated of job satisfaction. Das (1995) aimed at findings out the difference between job-satisfaction of the teachers and their temperamental traits. The results showed that there was
significant difference between the job satisfaction of the teachers and teaching traits. It was also found that highly satisfied teachers were more impulsive than the highly unsatisfied teachers. Aggarwal (1997) studied job satisfaction of teachers in relation to some demographic and values. The investigator concluded that, caste, place of work and mother tongue were significantly related to job satisfaction. Black and Scoll (1998) studied the factors affecting the employment of teachers returning to the United Kingdom after teaching abroad. The analysis of teachers responses revealed that the teachers perceptions were similar regardless of gender, age and years of experience, both in U.K. and abroad. It was found that any experience of teaching abroad was at best seen as irrelevant, and at worst a negative factor when applied for the teaching post.

Studies related to special education:

Advani (1965) investigated into the educational and psychological problems of the blind children in the sample five hundred and eighty children studying in schools for the blind in Maharashtra, Gujrat, U.P. and Delhi were interviewed. Questionnaires to the parents of 500 blind children were also sent. The findings revealed that there were over 8,00000 blind children in the school going age, there were only hundred
schools for the blind children. The main educational problem was the shortage of text books, and those that existed were haphazardly transcribed. The curriculum was not well planned and teachers were unqualified and poorly paid. Bhalerao (1975) made a sociological study of the educated blind in major urban centres of M.P. The sample comprised of 100 educated blind (ninety males and 10 females). The study showed that adjustment in the family was satisfactory, parents were not shy in owing their blind issues publicly and felt that one and time spent on their education was useful. A majority of blind were members of blind welfare, associations or social welfare associations. They used to participated various recreational programmes and had hobbies too. William (1981) surveyed adjustment of the blind and the deaf. Students in standards V, VI, VII of special schools in Karnataka. The sample comprised of all the special schools of Mysore, Hubli, Gulbarga etc. Fifty on blind and sixty five deaf children were selected for the study. In the findings the blind children classes VI and VII showed higher level of home adjustment than those of class V. Both the blind and the deaf had a low level of adjustment with their teachers. In the area of general adjustment, the blind showed better adjustment than the deaf in all standards Bruce (1983) studied the training of teachers for the instruction of gifted children. The researcher discussed the important qualities
required of teachers of gifted children as well as new teacher-training strategies, particular attention was given to professional training institutions of National Association for Gifted Children. Critical remarks were also made concerning the risks of overly restricted research programmes related to giftedness. Bradfield, Robert and Jones (1984) studied the special education teacher's diet and academic therapy. In the study the researches assessed the diets of 41 teachers working towards a special education certification in order to determine whether subject's diets contained the nutrients necessary to cope with stress, subject's intake with an overemphasis on refined carbohydrates, excess proteins low levels of necessary amino-acids, excess, fat not enough fibber and insufficient micronutriens to. It was concluded that poor diet might contribute to teacher burnout and further it may inculcate a teacher's insensitivity to the effects of poor dietary habits on behaviour and learning. Pandey (1985) had undergone a study of affectional depravation, ego strength, and adjustment pattern among 40 visually handicapped children and their rehabilitation. The results revealed that the depreciation as felt by rural blind children was significantly more acute that felt by urban blind children. Secondly there was no significant difference in the pattern of affectional deprivation between cognitally blind children and post natally blind children. Sarita and Sharma (1987) investigated into the
adjustment pattern of visually handicapped and sighted students. Their study aimed to find out the difference between the adjustment of the two. The sample consisted forty sighted and 40 usually handicapped students (boys & girls) of age group 14-18 years. The researchers concluded that there was a significant difference in the levels of adjustment among visually handicapped and sighted students. Secondary, that visually disabled and sighted students were socially better adjusted than visually disabled children. It was also found that visually handicapped students lag behind their sighted counterparts in the field of educational adjustment. Lack of visual experience, restricted mobility, ineffective educational setting and lack of dedicated teachers are the main precipitating factors responsible for their maladjustment. The number of existing schools and vocational training centres were found not enough to cope with the need. Banerjee (1988) investigated into the adjustment of blind students in secondary schools. More blind students were found to be maladjusted than the sighted. Nearly one in five students was found to have a moderate levels of maladjustment with home environment, school environment and peers of the opposite sex. Surprisingly the researcher found that the percentage of blind children, maladjusted to home environment was one and a half time more than to school environment. Sharma (1988) concluded in one paper on mainstreaming the
visually handicapped that since the aims, content and subject matter involved in the education of visually handicapped. They need a good general education. Which is in keeping with special requirements. The education of visually handicapped like all special education required special training of teachers, special facilities and equipments and some curricular modifications placing these special children in special type of setting may be advantageous in the sense that they can learn and fulfil their special and basic educational needs. The visually disabled need to be taught by braille, reading and writing, Using audio-aids, constructing and using models as well as embossed and relief maps, graphs and geometric designs which need to be fulfilled at the very early stage. Emphasis should be laid on placing visually handicapped in integrated education setting. Glenn (1989) discovered that a focus on individual growth leads to consideration of how staff development may be used as a vehicle for special learning by teachers Ideas from programmes for special learners particularly their emphasis one variety of educational experiences and the importance of recognition and incentives, may be adopted to staff development programmes. Maxon, Tedder and Lamb (1989) studied the education of deaf blind youth in relation to teacher characteristics and program issues, 124 teachers of deaf blind students responded to a survey on their experience, training
programme, characteristics, communication methods and certification. Students reported communicating with students in a variety of ways. Gross signs and gestures, sent and received were the most frequently reported communication medium. Mel (1990) developed a teacher education resource pack for the teacher of special need children. The project grew out of UNESCO's continuing work in encouraging member countries to develop strategies for responding to children's special needs in ordinary schools. The aim of this study was to review teachers training in context of a variety of country systems. The enquiry was carried out by means of questionnaires, one of which was completed by 100 teachers in each country, and a case study provided by each country showing current practices. Nevertheless some general trends and messages do arise from the findings of this study specifically three major priorities seem to be shared by many of the countries in the sample. These were (1) the provision of compulsory education for all children in the population (2) the integration of handicapped children into ordinary schools. Finally the upgrading of teacher's training as a means of achieving the first two priorities. Billingsley and Bonnie (1992) investigated into the predictors of commitment, job-satisfaction and intent to stay in teaching A comparision was made among general and special educators. Results suggested that work related variables such as leadership
support, role conflict, role ambiguity and stress are better predictors of commitment, job-satisfaction and intent to stay in teaching. A comparison was made among general and special educators. Results suggested that work related variables such as leadership support, role conflict, role ambiguity and stress are better predictors of commitment and were significant predictors of intent to stay in teaching. Sutton, Kinney and Daniel (1992) found out the effects of beginning learning disabilities (L.D) teacher findings indicated that elementary L.D. teachers demonstrated more transitions between instructional activities than did their secondary counterparts. In comparison with resource teachers subjects in self contained classrooms emitted significantly higher frequencies of three behaviours. The purpose of career devoted was to establish to focus energies clearly on the attainment of those goals. Advani (1994) studied 200 blind students and concluded that blind children showed clear signs of emotional insecurity, frustration and timidity. They showed no aggressiveness as was often alleged. In the younger age group 53% boys and 62% girls showed not just physical but psychological dependence. Whereas in the older group girls were even worse. In the study 53% boys and 87% girls were psychologically dependent, and 43% boys and 49% girls were highly frustrated. In the older age group boys were highly adjusted and only 16% of them showed symptoms of frustration.
In the older age 7% boys and no girls showed signs of aggression. Lognadha and Rajguru (1994) conducted a study to find out the significant differences if any, between totally blind and low vision children with regard to their self-concept. It was found that there was a significant difference between the mean of totally blind and low vision children with regard to self-concept scores. Totally blind children have higher self-concept than the low vision children. The self-concept of visually disabled children was positively correlated with their achievement, the socio-economic-status of visually impaired children had least impact on their self-concept. Mohit (1995) presented a paper regarding the issues related to rehabilitation of people with low vision in India. The paper presented the magnitude of the problems with low vision, It also examined the causes of low vision, its prevalence on also functional implications secondly the need for having appropriate rehabilitation services for these persons. Certain guidelines were also given for the teachers of low vision students. Padeliadu and Lampropoulou (1997) studied the attitudes of special and regular education teachers towards school integration. A total of 377 teachers in Greece were surveyed. The results showed that although both regular and special education teachers held natural attitude towards school integration the regular teachers were more positive towards school integration while no
differences were found between male and female teacher's attitude. In regard to the best time for initiating school integration, teacher's views differed only in a few choices study with the regular education teachers. Shareef (1997) conducted a study of job-satisfaction of teachers teaching visually impaired in relation to their adjustment. It was revealed by the study that the relationship is not only very low. Between the two variables but which indicates that both these variables and not related to each other, the significance of difference between mean scores of trained and untrained teachers on job-satisfaction was found to be significant. Untrained group has found to possess higher mean scores than their counterparts on job satisfaction. Results also showed that salary does affects the job satisfaction of teachers. Adjustment does not play any significant role in the job satisfaction of teachers teaching visually disabled at secondary level. Sharma (1998) undergone a study of visually disabled and sighted students in relation to their frustration and study involvement. Seventy students were surveyed. The results conveyed that the difference between the two groups was found significant, thereby indicating that visually disabled were more frustrated when compared with their sighted counterparts. Secondly visually disabled were found to be inferior so far as their study involvement was concerned. Male (1999) surveyed the special school inspection and its effects on teachers stress
and health, workload and job-related feelings. The data revealed that the teachers viewed inspection with increasing trepidation and many found the process a stressful one. Work load and hours of work increased as the inspection neared. While the period before the inspection was characterized by increasing negative job-related feelings of personal accomplishments. Allodi (2000) investigated into the concept in children receiving special support at school. The study showed that children expressing difficulties at school were not homogenous regarding ratings of self concept, inspite of the threats of school difficulties Kilchin (2000) surveyed 35 disabled people with a variety of sensory and mental impairments regarding their opinions towards research. It was found that the opinions of the disabled people mirror quite strongly the recent arguments forwarded by disabled academics. There were few arguments, however for an exclusive approach. Where disability research would be conducted solely by researches were themselves disabled.

Studies related to teachers in relation to integrated education:

Cowasji (1985) studied the effectiveness of the orientation programmes for teachers working in integrated educational settings in Rajasthan. The findings revealed that heads and
teachers who had undergone orientation reported improvement in spelling and pronunciation, improvement in teaching skills, success in designing and organising special activities and projects for disabled students and introduction of vocational related activities for disabled children in schools. During the interview teachers strongly emphasized on the usefulness and effectiveness of orientation programmes in improving their performance in the integrated educational settings. Tanzaman (1992) focused the study on the quality of content of the training as desired by the regular and special educators which could improve their classroom interaction with disabled students. The study concluded that teachers want such training that can provide an understanding of the complexities of classroom teaching behaviour management and collaboration so that they can meet the needs of all children within the regular classroom. Alan (1993) compared the attitude of general education teachers and special education teachers regarding the education of trainable mentally impaired students in general education system Results indicated a strong agreement that children with disabilities would be benefited from integrated educational experience, though it was felt that these special students could not be taught in the same manner as their non-disabled peers. Lucca (1993) found in one study that regular teachers with more special educational credits were more positive about
mainstreaming than the regular teachers with regular educational credits who infect had negative attitude towards mainstreaming. Quarrie (1993) conducted a study regarding the perceptions of special education teachers towards integrated educational settings for severely handicapped students. It was found that teachers strongly supported integrated education setting for severely handicapped students from academic social, psychological and moral perspectives. Teachers felt that integrated educational settings have more advantages than disadvantages for such students. Goessling (1994) investigated the self-reported experiences of integration facilitators working in general education classrooms. These teachers referred to stay back in integrated educational system rather than segregated instructional setting. Kahle (1994) indicated in one study a significant difference in the perceptions of teachers towards the integration of mildly and severely disabled students. The of continuum of special education services inclusion classrooms, resource room and special education, self contained classrooms were needed to meet the needs of disabled students. Kelly (1994) studied the attitude of regular and special educators towards the integration of mildly and severely disabled students into general education classes. The results revealed that general teachers had moderately supportive attitude towards integration. The special teachers gave a much higher ratings to the potential
of integration for mildly disabled pupil than the general teachers. A moderate degree of relationship was deduced between level of experience with severely disabled students and rating supporting their integrations Olson (1994) indicated that special educators and general teachers are more compatible in collaborative relationship as their years of experience in teaching, in an integrated setting increase and these teachers show a high degree of success in making integrated setting operable. Stuber (1994) suggested that educator's attitude can significantly influence the school experience of children with disabilities. It was also suggested that more positive attitude towards integration might be encouraged by collaboration among regular and special educators and by providing practical support for classroom teachers. Tungaraza (1994) conducted a similar study regarding attitude of teachers towards integration. Analysis of variance reveals that there were no significant differences in attitudes to associate with special, general and head teachers related to age, gender and years of experience. In general teachers from all these groups agreed with the principle of integration, but did not think it was appropriate to integrate children whose disabilities interfered with academic learning. Down (1995) found that teachers are willing to serve students with disabilities and they believed students with disabilities should be included in regular educational environment.
Domanski (1996) found that a disability specific preparatory course can be pivotal in improving the attitude of pre-service teachers about serving the disabled students. Results also indicated small but significant changes in the attitude of pre-service teachers about serving students with disabilities. The pre-service teacher's perception about their ability and knowledge to teach disabled students improved significantly during the training period.

A detailed perusal of the previous studies reveals that attempts have been made to study teacher pupil relationships, teacher's training, qualities of teachers, teacher's values, problems related to teachers, socio-economic-status special education and integrated education. But their seems to be a dearth of comprehensive studies on job-satisfaction among the teachers of special need children. The investigator could not find even a single research in the field of job-satisfaction in relation to teaching aptitude and personal values of the teachers teaching blind children (partialling out the effect of socio-economic-status).