CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

Review of related literature is a significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypothesis for the study. As fox (1969) pointed out, it becomes part of the accumulated knowledge in the field and so contributes to thinking and research that follow. The study is aimed at establishing the relationship of secondary school teachers teaching aptitude to job satisfaction, social adjustment and personality factors. In this chapter the research already done in India and abroad related to the different variables of the study has been reviewed. Survey of the related literature has been done from various research articles published in educational journals, published books, unpublished dissertations and theses and also from the websites related to educational research. Focus has been given only on those studies which are closely related and give some evidences in favor or against the relationships of all the variables of the present study. The reviews of related literature pertaining to the variables of present study are as follows.

1. Studies related to Teaching Aptitude.

2. Studies related to Job satisfaction.

3. Studies related to Social Adjustment and

4. Studies related to Personality Factors and Other Variables.
2.2 Research Studies Taken UP in India:

Though the review is emphasized in the field of education in the Indian context, it has not been implemented effectively at the different levels.

2.3 Studies Related to Teaching Aptitude:

There are number of research studies conducted in the area of teaching aptitude of teachers. Teaching aptitude is compared with respect to Age, Gender, experience, facility, different levels and categories of teachers etc. It is also correlated with success of teaching, teaching-learning process, teacher commitment, teacher effectiveness, intelligence, academic achievement, personality etc. The major studies are discussed below.

Banamadas, (1987) conducted a study on undertaken to construct standardize a scientific aptitude test in the Oriya language for the class X students as a tool for use in of Orissa for selection and identification of science talent. For the construction of the test four component of scientific aptitude were selected. Viz, general intelligence, reasoning ability, operational ability and scientific knowledge. For the purpose of measuring intelligence the Cattle’s Test of General intelligence were adopted for Indian children. In order to major reasoning ability, the test had two sections having and 12 items respectively. Similarly the test of operational ability was divided into two sections having and 18 items respectively. The scientific knowledge had 92 items in total. The first try-out of the test done on a sample of 200 tenth grade students of the performance of sample students items difficulty and item validity were computed. The final form of the test battery had 215 items total whereas the
area of general intelligence had items, reasoning ability 48 items, operational ability and scientific knowledge had 92 items. The enquired for all these components was 15, 25, minutes respectively, The test-retest reliability established for all the four components of the test based. The reliability coefficients for the four components were 0.81, 0.91, and 0.80 respectively. The valid of the test battery for making predictions was compare on the achievement scores of science and mathematics four sub-tests correlated significantly with science mathematics achievement scores and the correlation coefficient ranged from 0.29 to 0.81. The norms established on sample of 1450 students selected commonly from the 13 districts of Orissa. The norms established on the basis of standard scores with the 50 and SD of ten.

Bhasin. (1988) conducted a study on teaching aptitude and its relationship with teaching effectiveness of the higher secondary schools teachers in relation to the modern community and found that teaching aptitude had a significant and positive correlation with teaching effectiveness, but it had no direct relationship with teacher community participation.

Khalon and Saini (1989) conducted a study on impact of teacher education on the teaching aptitude of graduate trainees of Punjab Agricultural University. The objectives of the study were (i) To evaluate the impact of teacher education on the teaching aptitude of education graduates and (ii) To find out the relationship between Academic Achievement and Teaching Aptitude. The sample of the study comprised of all the 20 students of the B.Ed. class from the Punjab Agricultural University. Teaching Aptitude test constructed by Srivastava and Prakash was applied at the start and at the end of the academic session. Finding of the study reveals that (i) various personality traits studied indicated significant differences in favor of fairness and cooperative attitude, followed by kindliness moral
character, beside wide interest, Enthusiasm and patience, respectively showing strengthening of these traits with the teaching various education courses. (ii) Teaching of education courses effect the development of teaching aptitude. (iii) Academic Achievement was significantly related to teaching aptitude.

**Kulkreti (1990)** conducted a study on some psychological correlates of successful teachers, to examine how far the teaching aptitude determines the success of teaching to know the impact and of intelligence of teachings on their teaching success. The findings of the study reveal that- there was significant and positive correlation between the variables teaching success and teaching aptitude. Successful teachers scored significantly higher score on intelligence as compared to their unsuccessful counterparts. Knowledge and creative values were remarkably higher among successful teacher, whereas the unsuccessful teachers were found more inclined towards economic values.

**Reddy (1991)** conducted a study on assess the teaching aptitude not attitude of secondary schools teachers in Andhra Pradesh relates to their Age, Sex, facility and category and find out that the female respondents performed relatively better in teaching aptitude test, age and faculty did not influence the performance on teaching aptitude test, experience teachers and teacher awarded exhibited a statistically significant superior performance over student teachers.

**Pandya (1993)** conducted a study on teaching aptitude of secondary school teachers of Gujarat state in the context of some psychological variables with the objective (i) to study teaching aptitude, psycho-social variables including sex, area, vocational aspirations, leadership, emotional stability, radicalism conservatism and socio-economic status. (ii) To study interaction effects of psycho-social variables on teaching aptitude of teachers. The
study was based on the assumptions that there is no significant difference between teacher aptitude scores of male and female teachers of rural and urban areas, low and high vocational aspirations. There is significant interaction among independent variables on teacher’s aptitude. Major finding of the study indicate that female trainees were found to obtain significantly higher score in teaching in teaching aptitude than their male counter past and no significant difference was found between teaching aptitude of urban and rural trainees. The gender groups, SES groups, vocational aspiration groups, leadership groups, personality groups of the two extreme polarities were found to differ significantly on their teaching aptitude.

Bhattcharya (1995) conducted a study on “teaching aptitude of science and non-science student teachers in relation to their level of anxiety. The study was aimed to compare the teaching Science and non-science graduate student teachers of B.Ed. on sample of 100 (50 each) for Science and non-science stream) Teaching Aptitude test constructed and standardized by Jai Prakash and Shrivastava was used, and find out that there was no significant difference between science and non-science graduate student teacher in teaching aptitude.

Natesan and Khaja Rahamathulla (2003) conducted a study on the teaching profession perfection, teaching aptitude, and personality factors of secondary grade teachers. The sample consisted of 200 men secondary grade teachers and 200 women secondary grade teachers. The tools used were teaching profession perfection scale, teaching aptitude scale, and Cattell’s 16 PF questionnaire. There was no significant difference between secondary grade assistant teachers and secondary grade headmasters in teaching profession perfection
and all the areas of teaching aptitude except Interest and Scholarly Taste (TST) and fair-mindedness and Impartiality (FMI)

**Sajan (2010)** conducted a study on teaching-aptitude of student teacher’s with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the teacher education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (TATB) developed by Singh and Sharma (1998) was used to measure aptitude in teaching. Analysis of the results show that majority of students have sample teaching aptitude. The female students are found to be significantly better than their male counterparts in teaching aptitude test. The academic achievements at graduate level examination have substantial relation with aptitude in teaching.

**Dr. Ravi Kant (2011)** conducted a study on Teaching Aptitude and Responsibility Feeling Secondary School Teachers in Relation to their Sex and Locate. Teacher is the main pillar of educational system. It is to him compulsory to have teaching aptitude and responsibility in his job. An attempt has made to determine the difference between teaching aptitude and responsibility feeling among secondary school teachers. A sample consisting of 100 secondary school teachers were chosen in this study. Sample was equally divided on sex and locale base. After statistical treatment it revealed that sex and locale has no significant effect on teaching aptitude and responsibility. However minute differences were found in some cases.

**Dr. Nirmala Devi (2012)** conducted a study on adjustment of students in relation to personality and achievement motivation” Healthy Adjustment is necessary for normal growth of an individual in the life and education. Education trains persons for healthy adjustment in
various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescents’ adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/Total sphere. Educational personnel can review and plan for reforms in school educational programs accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study students adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests- Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck’s Personality Questionnaire (Junior) for E and N Hindi adaptation by Dagar and Achievement Motivation Test – P.Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment; Extraversion has positive effect on social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on Social, Educational and General/Total adjustment. Keywords adjustment, Personality and Achievement Motivation Extraversion and Neuroticism.

2.4 Studies Related to Job Satisfaction:

Similarly, number of research studies has been conducted in the area of job satisfaction of teachers. Job satisfaction of teachers was compared with respect to age, gender, teaching experience, type of institutions, locality of institutions, marital status etc.
Job satisfaction of teachers was correlated with behavior, teacher commitment, attitude towards teaching, etc. The studies were as follows.

**Babu (1975)** conducted a study on aimed at examining Cohesiveness as an Aspect of Group Behavior of Teachers. He made an attempt to find the relationship between job satisfaction and group cohesiveness. Data were obtained from a sample of 502 teachers drawn from 15 groups of teachers in central schools at Delhi, Madras, Hyderabad and public schools in Lovedale, Rishivalley, Dehradun, Delhi and Ajmeer. There was a significant relationship between group cohesiveness and job satisfaction. (i) There is no relationship between group cohesiveness and the distribution of educational levels; (ii) The study found the group cohesiveness seems to be associated or related with the distribution of seniors and juniors in a school faculty assessed in terms of age of length of service; (iii) In schools located in the southern region no relationship was obtained between group cohesiveness and linguistic affiliations or mother tongue spoken by members of groups.

**Dixit (1985):** conducted a study on “Effect of the variables of sex and marital status on the level of job satisfaction among primary school teachers” To what extent the difference is the level of job satisfaction among male and female teachers? To find out the effect on variable of marital status on the job satisfaction of primary school teachers. The present study belongs to the descriptive research, the predominant research method of the behavior all science. The tool used for the purpose i.e. job satisfaction scale which was constructed by the investigator. The investigator tried to include all the major factors which are directly related with the job satisfaction of the teachers. On total male and female (250 male and 250 female) teachers from different institutions of Lucknow District were selected. Stratified random sampling has been used to obtain accurate representation. Mean and standard
deviations were calculated to assure the significance between means. ‘t’ value is calculated for verification. The female teachers are much more satisfied than that of male teachers. The variable marital status has no significant effect on job satisfaction of primary school teachers. The married female teachers feel much more satisfied than the female unmarried teachers.

**Padamanabhaiah (1986)** conducted a study on job satisfaction teaching effectiveness of secondary school teachers”. To estimate the general level of dissatisfaction among secondary school teachers; To find out the influence of personnel and demographic variables on teachers job satisfaction or dissatisfaction; To find out the relationship between job satisfaction and job related variables, job satisfaction and general satisfaction variables, To identify personality factors which influenced the level of job satisfaction teachers: In the study sample of 960 secondary school teachers from 180 schools situated in both rural and urban areas from all the regions of Andhra Pradesh. The teachers in general were dissatisfied with their job. There was no significant difference between the teachers working in rural and urban areas in their level of satisfaction dissatisfaction with their job as a whole; Male and female teachers not significantly different in the level of job satisfaction dissatisfaction; The teachers working in high schools were significantly more dissatisfied with physical facilities than those working in junior colleges; Among the 16 personality factors described by Cattell Factors C.L.N. and Q2 and the other personality factors Neuroticism of teachers could significantly influence their level of job satisfaction.

**Das, Bijoy, Laxmi (1988)** conducted a study on secondary school teacher’s job satisfaction and job motivation in Cuttuck district of Orissa. It was found that 92% and 24 and of the Rural and Urban teacher’s. To study the extent lot job satisfaction in and in motivation of rural and urban teacher’s. Trained and Untrained teachers. Male and female
teachers. Government school and Private managed school teachers. Teachers from Different age groups, respectively, were positively motivated towards teaching and 46% of he trained and untrained teachers respectively and 53% each of the male and female teachers were respectively, were positively motivated school towards teachings. Again 77% and 25% of the government and privately managed school teachers, respectively, were positively motivated 2.64 % and 47 % of the Rural and Urban teacher’s, respectively 67.32 % of and 20 % of the female and male teachers respectively, and 65% and 26 % of the female and male teachers respectively, were found satisfied with their profession. Teachers who were motivated also found highly satisfied in their jobs, Agarwal, Minakshi 1991, job satisfaction of teachers in relation to some demographic variables and values, to study the job satisfaction of teachers in relation to some achieved, characteristic. To study the job satisfaction of teachers in relation to their ascribed, characteristic. To study the values of teachers having high job satisfaction and poor satisfaction. Non S.C, Urban and Hindi speaking were found to be more satisfied. The male teachers had greater than female teachers. Trained postgraduate, single-family teachers and the more experienced government school teachers were found to be more satisfied with their jobs. Economic and political were significantly related to job satisfaction. Caste place of work and another tongue influenced job satisfaction where age and marital status did not.

**Sekar, G and Rangnathn, S. (1988)** conducted a study on job satisfaction of graduate teachers in Coimbatore. To study the satisfaction of graduate teachers and its relationship with sociological factors. Salary, nature of work, personal policies, personal achievement in profession relationship with superior’s subordinates and colleagues job security recognition and appreciation and working conditions. Out of 75 teachers, 12 were
highly satisfied, 27 satisfied 9 less satisfied with their jobs. The relationship between types of school and levels of job satisfaction was found to be significant. The association between job satisfaction and sociological factors like sex, age, community, family size and experience was found to be significant.

**Atreya, Jai Shanker (1989)** conducted a study on teachers’ value and job satisfaction in relation to their teaching effectiveness at degree college level. To identify teachers of high average and low teaching effectiveness. To find out the values and magnitude of job satisfaction associated with teachers of high average and low teaching effectiveness. To find out the degree of influence of teachers values and job satisfaction on teaching effectiveness. It was found that at degree level teaching effectiveness was significantly related to values and job satisfaction. Teaching effectiveness was found to be a normally distributed trait. The effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern, which accounted for their effective teaching.

**Reddy, S.M. (1990)** conducted a study on investigation in to the job satisfaction of University teachers in relation to some variables. To probe in to the job satisfaction of University teachers in relation to some variables like attitude towards teaching, job involvement, type of University, sex, cadre, faculty, age, marital status, caste, type of family, size of family, nearness of work place to native place, possession of properties at the native place, general status of health, effectiveness as a researcher, teaching work load, research output, number of research publications, number of book published, life satisfaction and family life satisfaction and family satisfaction. To analyze the attitude of the teachers towards teaching, and their job involvement in relation to the variables. The sample for the study was 210 University teachers selected by the stratified random sampling procedure. A
job satisfaction scale, a scale to measure attitude towards teaching, a job involvement scale, and a personal data sheet were used to collect the data. Analysis of variance’t’ test and multiple regression were used to analyze the data. The mean overall job satisfaction (JS) sore of the teachers was 307.26, indicating that the teachers were satisfied their jobs. Similar results were obtained for JS as measured by eight of the ten factors. Sub-groups of teachers classified on the basis of their ATT different significantly in their overall JS. The F-value was significant for overall JS and five factors. The teachers had a favorable attitude towards their profession. This was true for overall attitude and also for all the five attitude factors. 38% of the teachers liked teaching very much, while 62% liked it. The F-value were significant for one or more of the attitude factors in case of variables c,e and for all other variables. The F-value were not significant either for overall attitude or for any of the attitude factors. The teachers exhibited a high level of psychological involvement in their job.

**Nongum, Medelin. (1992);** conducted a study on job satisfaction of secondary school teachers in shillong and leadership characteristics of the head / principals. To assess the job satisfaction of secondary school teachers on shillong and in find the relationship of job satisfaction to factors like gender differences level of education, religion affiliation and work experience. To study the leadership characteristics of principals or the needs of schools as perceived by teachers. To investigate if there is any association between job satisfaction of teachers and their perception of leadership characteristics of heads / principals of schools. The type of management appeared to be associated with teacher’s job satisfaction. The government schools teachers are showing significantly more satisfaction. No significant differences were found in job satisfaction between male and female teachers between teachers from different religions background and between teachers with different length of
experience. Educational qualification appeared to be positively associated to be job satisfaction. Teachers tended to more satisfy if they perceived the heads of the schools as bring concerned with achievement of group goals and objectives.

Panda (2001) conducted a comparative study on college teachers of Assam and Orissa with respect to attitude towards teaching profession and job satisfaction. Major findings of the study are: 1. The majority of college teachers of Assam and Orissa had highly favorable attitude toward teaching profession. 2. A significant percentage of college teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was also found that more than 40% female experienced, urban and rural college teachers of Assam and Orissa have dissatisfaction in their job. 3. College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location and status. 4. The college teachers of Assam and Orissa in general and their categories were not different significantly in their degree of job satisfaction except in case of experienced teachers. 5. There was significant and positive relationship between attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa in general and their different categories except in case of male and female and aided college teachers in Assam.

Bhuyan and Choudhary (2002) conducted a study on association in the levels of job satisfaction with respect to sex, marital status, location as well as experience of the college teachers and the factors thereby responsible for job satisfaction of the college teachers. A sample of 270 college teachers (170 urban and 100 rural) working in different colleges of Kamrup and Goalpara districts of Assam were selected through stratified random sampling techniques were Teachers job satisfaction scale developed by Mudgil, Mohar and Bhatia was
used. The investigator also developed and used a questionnaire on job satisfaction. Chi-square test was used to for data analysis. It was found that (1) There was no association between levels of job satisfaction and sex of teachers working in urban and rural colleges. (2) There was no association between levels of job satisfaction and the localities of the institutions. (3) There was no association between levels of job satisfaction and marital status of college teachers. (4) There was no association between levels of job satisfaction and the experience of college teachers.

Panda (2002) conducted a study on job satisfaction of College Teachers in the Context of Types of Management. To determine the general level of job satisfaction among non-government college teachers. To determine the general level of job satisfaction among non-government college teachers and, to find out the difference, if any, between government college teachers and non-government college teachers in respect of their job satisfaction. The study was conducted on the sample of 110 teachers (48 from government and 62 non-government colleges aided and unaided) this study used the job satisfaction standardized by S.K. Saxena. The college teachers in general as well as both categories of college teachers (working in government and non-government managements) were satisfied with their Job. There was no significant difference between government college teachers and non-government college teachers in respect of their job satisfaction.

Vyas (2002) conducted a study on job satisfaction of primary school teachers with reference to sex, marital status, and educational qualification. The sample of the study was consisting of 1770 male teachers and 1230 female teachers. The tool used includes the job satisfaction scale developed by the researcher. Collected data were analyzed using mean,
median, SD, quartile deviation, chi-square, critical ratio and coefficient of correlation. The major findings of the study were: (1) Sex was not related to job satisfaction of primary school teachers in Porbandar and Junagadh districts of Gujarat. (2) Married teachers were more positive towards job satisfaction than unmarried teachers of primary.

**Pushpam (2003)** conducted a study on attitude towards teaching profession and job satisfaction of women teachers in Coimbatore. 725 samples were taken for the study through stratified random sampling technique. Attitude towards teaching profession scale developed by Katti and Bennur was used. Job satisfaction scale was developed by investigator. The major findings of the study were: i) Age, expertise, community, job of spouse and number of children of women teachers are independent of the job satisfaction of women teachers. ii) Teachers working in aided schools, private schools, and panchayat schools have higher level of job satisfaction than teachers working in government and corporation schools. iii) Undergraduate teachers have higher level of job satisfaction than graduate and post-graduate teachers iv) The job satisfaction of women teachers with secondary grade teacher training is higher than those with B.Ed and M.Ed degrees. v) A significant positive correlation was found between the attitude of women teachers towards teaching profession and the job satisfaction of women teachers.

**Ghali (2005)** conducted a study on Teacher Effectiveness and Job Satisfaction of Women Teachers. This studying the relationship between teacher effectiveness and Job Satisfaction. Besides these the effect of locality, management and subject of teaching on Teacher Effectiveness and Job Satisfaction were also studied. The subjects were 120 Women Teachers working in high schools of Chittoor District of Andhra Pradesh selected by following random sampling techniques. The data were collected by using three tools viz.
Teacher Effectiveness scale, Job Satisfaction scale, Bio-data sheet. The findings showed low and positive correlation between Teacher Effectiveness and Job Satisfaction. Only the management of the school has significant impact both on Teacher Effectiveness and Job Satisfaction. The other variables included in the study viz…. locality and subject of teaching had no significant impact both on Teacher Effectiveness and Job Satisfaction.

Raj and Marry (2005) conducted a study on job satisfaction of government school teachers in Pandicherry region. Major findings of the study are: 1) Job Satisfaction of govt school teachers (overall and at all level) in Pandicherry region was not high. Overall job satisfaction level showed that 39% by the government school teachers had low (40% had average and 21% high) level of job satisfaction. 2) No significant difference among teachers irrespective of experience, age, subjects and type of schools.

Sharma (2005) conducted a study on job satisfaction of three groups of physical education teachers teaching in high schools of Himachal Pradesh having good, average and poor sports facilities with respect to following factors: i) work condition ii) salary, security and promotional policies iii) institutional plan and policies iv) Authority, their competence and functioning. The sampling of the study consisted of 210 physical education teachers posted in high schools of Himachal Pradesh having high average and low level ground court facilities. The sample was drawn from 210 high schools from all districts of Himachal Pradesh randomly. A Job Satisfaction Questionnaire for teachers developed by Kumar and Mutha was used for collecting data. The findings of the study are as follows: 1. three groups of teachers teaching in high school having high, medium and low levels of sports facilities exhibit more or less equal level of job satisfaction with respect to work and work conditions component, irrespective to existing sports ground/court facilities in their institutions. 2. Three
groups of teachers teaching in high school having high, medium and low levels of sports facilities concerning grounds and courts are satisfied with the salary, security and promotional policies of their profession. 3. Three groups of teachers teaching in high school having high, medium and low levels of sports facilities exhibit more or less equal level of job satisfaction with respect to its institutional plan and policies component. 4. Three groups of teachers teaching in high school having high, medium and low levels of sports facilities exhibit high level of job satisfaction with respect to work authorities, heads of the institutions, colleagues, their competence and functioning.

Sylvester (2010) conducted a study on of the factors like, gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

Jayaprakash, Singh. and Dr. Amruth. G. Kumar. (2013) Conducted a study on relationship between Teaching Competency and Job Satisfaction: A Study among Teacher Educators Working in Self-Financing Colleges in Uttar-Pradesh, India”. The present study had the following objective to estimate the relationship between ‘Job Satisfaction’ and ‘Teaching Competence’ of teacher educators for the total sample and for the relevant sub samples selected. To test whether the correlations obtained between ‘Job Satisfaction’ and ‘Teaching Competence’ of Teacher Educators based on the sub samples differ significantly. The following Hypotheses guided the course of the study. There will be significant relationship between Job satisfaction’ and ‘Teaching Competence’ of teacher educators working in self-financing B.Ed. Colleges, for the total sample and sub samples based on gender, locale, and Educational qualification will not differ significantly. The results show that relationship between ‘Teaching Competence and Job satisfaction’ was found to be
positive and significant at 0.05 probability level for the total sample and as well as for the sub samples based on gender, locale, and educational qualification. The percentage of overlap ranges from 23.54 to 0.62. From these findings it can be concluded that three exists significant positive relationship between the variables, Teaching ‘Competence and Job satisfaction of teacher educators for the total sample as well as for selected sub- samples. This relationship indicates that every positive change in Job satisfaction may create a positive change in Teaching ‘Competence also. This would be useful finding for the authorities of higher education institutions and policy makers. The findings indicate that priorities must be given to maintain a healthy climate which would be pleasing to the teacher educators.

**Studies Conducted on Social Adjustment:**

Yadav (1979) conducted a study on the role of intelligence, scholastic achievement, socio-economic status, values and needs as motives for vocational preferences. The descriptive method research was used. Thurston’s Interest Schedule, R.K.Tondon’s Group Test of intelligence, Jalota and Kapoor’s Socio-economic status scale Questionnaire, Personal Values Questionnaire by Sherry & Verma nd Tripathi Personal Preference Schedule. The findings of the study were that (i) Intelligence had positive relationship with vocational preferences of art students in physical science, family prestige, biological science, executive, computational persuasive, linguistic, humanitarian and artistic areas while for science students the relationship of intelligence with vocational preferences in physical science, biological science and computational areas are negative; (ii) scholastic achievement had positive correlation with vocational preferences in biological sciences for are students.
and negative correlation with preferences in biological sciences executive persuasive, linguistic and computational areas for science students (iii) The most preferred vocational fields for adolescents were executive, linguistic and physical science areas and (iv) Among the Values family Prestige, health hedonistic, democratic and aesthetic were sig.

**Gupta and Shasherry (1982)** conducted a study on person will develop an attitude for teaching after undertaking a professional training. In other words, the achievement of the students will have a direct relation with the attitude of their teachers regarding professional training. If teacher’s attitude and teaching experience have any significant influence and relations, then one can predict the efficiency of the teacher by knowing his attitude towards professional training.

**Mishra (1984)** conducted a study on revealed that professional attitude of a teacher and his personality adjustment was important factors, because these two play an important role in teacher’s personal and professional life. Likert type rating scale “Attitude of Teachers towards teaching profession” and Bells Adjustment Inventory” were used to collect the data. A simple of 200 teachers’ was taken randomly from the government and private schools of Indore city. A positive relationship was found between the two variables which is significant at 0.001 levels. The results reveal that there is a significant relationship between professional attitude and personality adjustment. If a teacher has positive professional attitude then his personality adjustment also good. This is natural because well adjusted personality of the teacher revealed of and free from all unnecessary tensions, makes his life happy. Only in such conditions he will be positive and feel satisfied with his profession. In other words it may be said that a teacher with positive attitude will derive vocational satisfaction from his
work and consequently in different spheres of his life and personality adjustment will be better.

Singh, V. (1992) conducted “A study on Job satisfaction, family Adjustment, occupational and personal problems of women working in Different Professions” to study the adjustment of women in four different Profession, family, teaching, medical, clerical and administration (ii) to study the occupational and personal problems of women working in the four Professions, (iii) to find out the some of the common occupational and personal problems of women workers in the four Professions. (iv) to study the job satisfaction of working in the selected Professions. (v) to compare the job satisfaction family adjustment, occupational and personal problems of women working in the four Professions (vi) to give suggestions for the improvement of working conditions of women in the Professions. The sample consists of 400 working women from important towns of Rajasthan. Only married women included. The normative survey was used. The tools used were Family Adjustment Inventory for working women and Job satisfaction Inventory. The mean sores of the Professional groups in personal adjustment were administrators, 10.02 for the medical group, teachers and 10.79 for the clerical group. The adjustment of all the four groups in this area was satisfaction. There was no significant difference among the peer groups in the area of adjustment with husband. All the working women in the four professions had more or less a degree of difficulties as far as family adjustment was concerned. All groups had the level of difficulty in the personal social problems of familial problems. There was no significant difficulty among the groups in occupational problems. All the groups were close to each other. All the groups had more or less the same or an equal level of difficulty. On the basis of
total scores, the best rated group was that of teachers: Next were the administrators group and the medical group. The clerical group was rated as the lowest.

**Gupta (2002)** conducted a study on future awareness, vocational interest and school adjustment of private and Government senior secondary students. A sample of 991 students of+2 has been drawn through stratified random sampling Performa to gather achievement scores, School Adjustment Inventory, Vocational Interest Record and Future Awareness Scale were used for the study, t-test and product moment coefficient of correlation have been used. The study has arrived that the private school students tended to be high achievers, tended to have more vocational interest in scientific area and more school adjustment than government school students. The government school students tended to have more vocational interest in constructive and artistic areas and more commercial and persuasive interest than their private school students counterparts.

**Deepshika and Bahnot (2011)** conducted a study on role of family environment on socio-emotional adjustment of adolescent girls and found that all the eight family environmental factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls. Thus, family provides the most intimate context for adolescent to develop strong adjustment patterns. But, it is really unfortunate that due to certain reasons many people in this world.

**Dr. Nirmala Devi (2011)** conducted a study on adjustment of students in relation to personality and achievement motivation” healthy adjustment is necessary for normal growth
of an individual in the life and education. Education trains persons for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescent’s adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the problems of adjustment faced by adjustments in areas emotional and social, Educational general / total sphere. Educational Personnel can reviews and plan for reforms in school educational programs accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study students adjustments in the educational social and emotional areas in relation to their personality and achievement motivation three tests – and Adjustment Inventory for school students A.K.P. Sinha and R.P Singh, Agra; Eysenk’s personality Questionnaire (Junior) for E and N Hindi adaptation by Dagar and Achievement Motivation Test – P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment; Extraversion has positive effect on social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on Social, Educational and General Total adjustments.

M.V.R. Raju and T.Khaja Rahamtulla(2011) conducted a study on Adjustment Problems among school students from urban and rural schools of Vishakpatanam district, Adjustment is process by which a living organism maintains, a balance between the needs
and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Vishakpatanam district, Andra Predesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation and occupation of the school children also significantly influenced adjustment.

**Studies Related to Personality Factors:**

Nanjundappa, N.(1973) conducted a study on made an attempt to find relationship, if any between job satisfaction and personality factors. A modified from H. Johnson’s job satisfaction questionnaire was used which contained 99 framed on the following factors. Physical and mental exertions; Relation with associates; Relation with employees; Security; advancement and finance; Interest in the job ; Training and status; Physical surroundings and working conditions; Further goals and progress towards goals; Evaluation; and relation with the students. Out of 99 items of the Johnson’s questionnaire only 52 items were selected, and they were tested for validity, finally, only 44 items which had coefficients of correlation 0.5 and above were selected. To measure personality factors; Eyesenk’s personality Inventory was used. Study consists of a sample of 300 teachers of Mysore city.
Tiptur Taluk and Arasikere Taluk. Government and private high schools. Job adopted teachers are more in number than the satisfied and dissatisfied teachers; Women teachers are more satisfied with the Job than men teachers; Urban male teachers are more satisfied than rural male teachers with Jobs; Job satisfaction is better among teachers who may be classified as stable group i.e., who are emotionally stable than the teachers who are maladjusted (neurotic).

Gupta (1977) conducted a study on personality characteristics, adjustment level, academic achievement and professional attitudes of successful teachers. The study intended to find out the personality traits of successful teachers and differentiate them from less successful teachers mainly. It was found that teaching success was significantly related to the factors A, B, C, G, H, I, L, N, O, Q3 and Q4 of personality. He also noticed successful and less successful teachers were different in personality.

Porwal (1988) conducted a study on personality correlates of job satisfied higher secondary teachers. To identify personality traits of satisfied and dissatisfied teachers. To examine the impact of variables like age, sex, and marital status length of service scale of pay, location of the working place, type of management and extent of their job satisfaction. The sample of teachers from higher secondary schools was selected using stratified sampling technique in the first stage and out of them 100 satisfied teachers, and 100 dissatisfied teachers was identified. The tool used job satisfaction Questionnaire (sumar and mulra) and 16 Personality Factor Questionnaire (in Hindi) by Kapoor. The data was analyzed using critical rations and chi-square and by calculating co-efficient by correlation personality characteristics of satisfied teachers were reserved, detached humble, mild accommodating, confirming and giving way to others, shy timid restrained, different withdrawing, caution,
retiring, trustworthy, adaptable, free from jealousy, easy to get on with, practical, careful, conventional regulated by external realities, proper placid. Self assured, confident and serene, controlled, socially precise, having strong control over emotions and general behavior, relaxed tranquil, unfrustrated and calm. The personality characteristics of dissatisfied teachers were: warm hearted, easy going, participating, less afraid of criticism, emotionally less stable, assertive, independent, stubborn, venturesome, socially bold, uninhabited, spontaneous, self-opinionated, hard to cool, imaginative, rapt in inner urges, carelessness of practical matter, Bohemian and frustrated. The satisfied and dissatisfied teachers were similar on factors B,P,G,I,N,Q1 and Q3 of 16P.F. Age appeared to extent an adverse impact on job satisfaction. Sex produced unmarried teachers were satisfied than the married teachers of both sexes. A negative relationship existed between the length of service and the level of job satisfaction. Rural-urban settings had no significant difference on the level of job satisfaction did not vary with different scales of pay. Well employed and under employed teachers did not differ on job satisfaction. The teachers of Government schools were more satisfied than those privately managed schools.

Gupta (1997) conducted a study on personality characteristics, adjustment level, academic achievement and professional attitudes of successful teachers. To locate successful and less successful teachers. To find out the personality traits of successful teachers. To compare the academic achievement of successful and less successful teachers. To compare the attitude of successful and less successful teachers towards teaching. To find out the home, health social emotional professional and total adjustment difference between successful and less successful teachers. A group of 400 teachers (200 male and 200 female) working in high higher secondary schools was selected from 67 schools of 4 districts in
Punjab. The data were collected with the help of the following tools; The Sixteen Personality Factors Inventory. The Bell’s Adjustment Inventory. The Minnisoita teaching attitude scale (1951) a tool to measure teaching success prepared by to investigator. Percentage of the marks obtained of the subjects in the first-degree examinations provided the academic achievement scores. The obtained data were statistically analyzed. It was found that success in teaching was significantly related to; Personality Factors A,B,C,F,G,H,I,L,N,O and Q4. Adjustment in various fields of life like home, health, social, emotional and total adjustment. Professional attitudes but it had no significant relationship academic achievement. It was also found that there were differences in personality characteristics, adjustment, home and health, social, emotional and total adjustment attitude towards teaching and sex were concluded to be determinates of success than individual sectors.

Shahila, Zafar & K. Meenakshi (2012) conducted a study on Role of Personality in SLA. Individual variability of second language learners is considered one of the most important factors in the second language acquisition. This paper discusses the Ph.D relieved research conducted in the area in various universities. In all, the different personality variables like empathy, self-esteem, anxiety and extraversion/ introversion are defined first. This is followed by a discussion on five theses that deal with the different aspects of relationship between second languages.

Yashwant, K. Nagle, Kalpna . Anand (2012) conducted a study on empathy and personality traits as predictors of adjustment in Indian. Youth although adjustment has been studied in relation with a host of variables, the relevance of empathy and its importance in the process of adjustment has received little attention. It is a well-known fact that personality plays a very its important role in our interactions and dealings and also that empathy
facilities this process. This study evaluated whether these two things combined together affect or predict adjustment. A random sample of 52 young male adults volunteered for this study. These 52 male participants filled up questionnaires related to personality (The Jackson Personality Inventory), empathy. The empathy Quotient and adjustment (Bell adjustment Inventory) the data were analyzed using correlation and regression analysis. Personality traits like anxiety worked in the opposite direction. Empathy also emerged as a significant contributor to the social adjustment. Results showed that both empathy and personality traits accounted for unique variance in adjustment. Results are discussed in terms of empathy, Personality traits and their role in adjustment.

2.2 Research Studies taken up in abroad:

Alsharani, MerzinAwadh(2011) conducted a study on “The Relationship between Foreign Language Aptitude and English Language Proficiency among Saudi Learners of English as a Foreign Language in Saudi Universities”. The present study aims to explore whether or not there is a relationship between two multi faceted variables: Foreign Language Aptitude and English Language Proficiency. 56 male students at King Khalid University in Saudi Arabia participated in the current study. The data gathered during experimental phase of the project have been subjected to a range of different statistical procedures yielding the following main findings: (1)Foreign language aptitude as measured in the study’s population sample manifested itself as a stable trait. (2) There was a positive significant relationship between foreign language aptitude and English proficiency cross-sectionally and longitudinally. (3) There was a statistically significant change in the levels of English proficiency among the participants, but this change was relatively small. (4) There was no significant relationship between the foreign language aptitude test and English progress. The
findings have significant implications for language teaching and learning practices, as well as for theories of Second Language Acquisition.

Tasnim (2006) conducted a study on Job Satisfaction among Female Teachers: A study on primary Schools in Bangladesh. This study was conducted to analyze the job satisfaction among the female teachers of government run primary Schools in Bangladesh. Though job satisfaction is considered as a factor of social psychology but in this study job satisfaction is analyzed from organizational perspective. Two research questions are posed to identify the level of job satisfaction of female teachers. The prime aim of this study is to find out the teachers perception of “job satisfaction” and to identify the factors, which affect job satisfaction of female teachers. To fulfill these aims fifty-seven teachers from seven governments run primary Schools in urban and rural areas have been selected. Among the selected teachers 25 are male and 32 are female teachers. Both open ended and close endear and questionnaire are used to get the answer of the research questions. The empirical study has found some factors, which affect of job satisfaction both male and female teachers. The factors are salary, academic qualification, and career prospects, supervision, management working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it are same to the male and female teachers. But here are many perception as well as factors in which the male and female teachers are in two opposite pole. These different opinions are mostly interpreted in masculinity- femininity and power distance model of Hofstede. It is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

Margaret A. Disiye, Hezborn, M.N. Kodero, and Khaemba Ongeti (2009) conducted a study on Influence of peer counseling on Social Adjustment and Academic
Performance of Secondary School Students” This study investigated the influence of peer counseling on social adjustment and academic performance of secondary school students. The research population comprised all Form 2 and 3 students in 24 secondary schools in Eldora municipality Usain Gishu County, Kenya. The sample consisted of 447 (193 female and 254 male) participants drawn from 8 co-educational secondary schools in the municipality. Stratified and simple random sampling techniques were used to select the 8 co-educational day schools and the participants respectively. The study adopted causal – comparative and co relational research designs. A questionnaire was used to measure the participants’ level of social adjustment. The questionnaire was piloted before use and was found to have a high reliability coefficient, r = .79. End term examination results obtained through document analysis were used as the indices of academic performance of the participants’. The findings of the study showed that peer counseled students were better socially adjusted than non-peer counseled students. The results also showed that peer-counseled student’s outperformed non-peer counseled students in academics; and that there was a significant relationship between social adjustment and academic performance in secondary school students. Stakeholders in the educational sector could find these findings useful in addressing social adjustment and academic performance of secondary school students.

Grace Fayombo (2010) conducted a study on Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents This cross-sectional study investigated the relationship between the big five personality traits (conscientiousness, agreeableness, neuroticism, openness, to experience, extraversion) and psychological resilience among 397 Caribbean secondary school adolescents. Pearson Product Moment
Correlation and Stepwise Multiple Regressions were conducted to analyze the data. Results revealed statistically significant positive relationship between the personality traits (conscientiousness, agreeableness, openness, to experience, extraversion) and psychological resilience, while neuroticism was negatively correlated with psychological resilience. The personality traits also jointly contributed 32% (R square = 0.324) of the variance being accounted for in psychological resilience and this was found to be statistically significant with conscientiousness being the best predictor while agreeableness, neuroticism and openness, to experience were other significant predictors, however, extraversion did not contribute significantly. These results are discussed in the light of healthy personality beefing up and promoting adolescents’ psychological resilience. Pearson Product Moment Correlation and Stepwise Multiple Regressions were conducted to analyze the data. All the negatively worded items were reversed during analysis.

2.3 Conclusion:

The above research shows that some of the teaching aptitude, which affects on the job satisfaction, social adjustment, personal factors of the individual, and these changes, occurs across the different areas. Hence the researcher has taken this study to know the teaching aptitude, job satisfaction, social adjustment and personality factors of the secondary school teachers who were residing in the Bagalkot District.
