CHAPTER II

REVIEW OF RELATED STUDIES

According to the IVth Survey of research in Education (Buch, 1988) about 410 studies relating to various problems of teacher education in different levels — as Ph.D works and research Projects have been made so far. Most of the studies are mostly descriptive, developmental, experimental and the like.

B.P. Lulla and L.P. Singh reviewed 27 Ph.D research works and 19 research projects completed in India (1973-78). The studies have been classified by them as:

(1) Selection criteria, abilities and qualities of teachers.
(2) Pre-service and in-service of teacher.
(3) Work-load job expectation and difficulties experienced by teachers.
(4) Procedure and practices of teachers education in India.
(5) Personality variables in teachers.

It is observed from the review that the same themes have been repeated by the researchers in different geographical
and socio-cultural setting. Most of the studies are descriptive in approach using historical development, survey through questionnaires and interview techniques. A few studies have been made with regard to integrated pattern of teacher education, potential carry over of theoretical learning to the class room situation in terms of student-teachers' behaviour, impact of Extension services, need of inservice education and evaluation of practice teaching.

Some of the studies made under the above mentioned areas have been highlighted briefly in the following passages:

**AREA** - Selection criteria, abilities and qualities of teachers

Anand (1961) tried to make an assessment of teacher qualities for selection of male school teachers. An analytical study on quality of teacher under training has been carried out by Adaval (1952). Bhattacharya and Shah (1966) develop an instrument for the selection of Primary and Secondary school teachers. Pandya (1972) designed a test to measure the various traits needed to be present in an individual to become a good professional in teaching. Sharry (1964) prepared a battery of psychological tests for prediction of success in teaching. An aptitudes test for secondary school teachers was constructed and standardised by Shah (1962). Pandey (1968) and Sharma (1969) also developed teaching aptitude tests for elementary school teachers. Sharma (1970) studied the objectives of undergraduate teacher education. Tiwari (1968) made an enquiry into the

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cultural background and the necessity of cultural training of pupil teachers in Basic Training Institutions of Madhya Pradesh. He found a positive correlation between the cultural background of the trainees and their educational achievement.

The variables with regard to the qualities of teachers generally studies are -

(i) Professional knowledge and skill

(ii) acquaintance with the principles of psychology,

(iii) Class management, school organisation and educational administration,

(iv) relationship with others,

(v) individual qualities of humour, patience and sympathy.

Most of the investigations in the area mainly dependent on questionnaire and interview. A very few studies used test and inventories.

Findings suggest that three types of experiences - theoretical (including philosophical and psychological studies) practical application of theoretical knowledge of educational principles and extra curricular activities should be integrated into one whole educational experience for future teachers.
Sharada Devi (1964) in her attempt to work out in detail an integrated pattern of graduate teachers education combined the traditional and basic method made a comparative study of two types of training colleges with regard to:

(i) Position of training colleges in the pre-independence and post independence era.

(ii) existing general pattern of training

(iii) Staff,

(iv) selection of trainees,

(v) facilities available

(vi) aims,

(vii) activities

(viii) curriculum

(ix) demonstration lesson

(x) observation of lessons by trainees

(xi) teaching experience of trainees etc.

Shrivastava (1970) conducted study about evaluation of practice teaching in teacher training institution. Sharma (1971) made an experimental study so as to analyse the poten-
tial of carry-over of B. Ed theory course in educational psychology to the classroom situation in terms of behaviour of student teacher. Another study on the impact of extension services department on school improvement in Hariyana was made by Sharnar (1969).

The studies made in this regard suggest that both types of training are essential and quality of training will depend upon quality of training college staff and facilities available.

**AREA** - Work load, job-expectation and difficulties experienced by teachers.

In this area some studies were made by using questionnaires, interviews and personal observation. The problems were studied from various stand-points, which revealed that (i) the service condition and others factors contributed towards the development of frustration and dissatisfaction among teachers; (ii) The socio-economic status of teachers were below standard; (iii) unhealthy service condition impaired the physical and mental life of the teachers; (iv) Teachers training did not help in minimising the work-load of the teachers. Das Gupta (1965) found that lack of proper discipline in school, children annoying behaviour, job insecurity, financial hardship, are some of the major factors of frustration among secondary school teachers.

**AREA** - Personality variables of effective teachers (Indian studies).
Considerable number of studies were made relating to some personality variables of teachers such as attitudes, opti-
tudes, intelligence, interest, adjustment etc. Banerji made a study about the interrelationship of the practice teaching and theoretical studies so as to ascertain to what extent these two aspects were related to general intelligence and teaching apti-
tudes. The study reveals that intelligence and clear thinking were basic qualities necessary for making a good and efficient teacher and to successful class teaching needed qualities like quick thinking, easy adoptability and humour which was thought to make teacher bright and smart in the class.

Burma (1968) studied the impact of training on the values, attitudes, personal problems and adjustment of teachers to with a major aim/investigate whether teachers training made a favourable impact on the above mentioned qualities of teachers trainees and how they were related to one another. The findings reveal that training programme makes an impact on the above mentioned qualities. Attitudes of teachers trainees towards children and school works were found to be consistently favourable. Kaul's (1972) factorial study of certain personality variables of popular teacher in secondary school reveal that the popular teachers distinguished themselves as more out-going, intelligent, emotionally stable, sober and conscientious, venturesome, tough minded, shrewed, placid, controlled and relaxed. They had a favourable attitudes towards teaching in schools and they were effective in their works as teachers.

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Teacher behaviour in the class-room makes a great impact not only on the minds and characters of the pupils but also in effective teaching-learning process. A few studies in this area were conducted prior to 1970. In 1971-80 systematic studies was made. In this period 59 studies were completed.

The topics cover under the studies reported in this area reveal that research has only just began in this area as a wide variety of topics related to the area are yet to be explored in an adequate fashion. About 75% of the studies deal with influence of teachers factor, such as personality characteristic, subject competence and professional qualification on the behaviour of teacher in class room. The remaining 30% studies deal with pupils learning outcome. An important point that has not been taken seriously by the investigators is the content related influences on teaching behaviour and the consequent effect on the pupils learning outcome. Further teaching learning process is an interactional affair. So it is also necessary to study the effect of pupils' entry characteristics with respect to all domains of behaviour on the behaviour of teacher in the class-room.

IMPACT STUDY

Mehta (1985) and Pillai (1985) studied impact with
respect to change in attitude towards teaching, motivation factor for choosing teaching and change in values. Bonga (1983) studied impact of a teacher training programme in physical education on physical fitness, personality characteristic, adjustment and maturity of students teachers. Kudesia (1986) studied the effect of a technical teachers training programme on teaching skills. All these studies concluded that change in student-teacher behaviour took place because of training. Some compared trained and untrained teachers on various product variable and found trained teachers differed from their counterparts. Bhinde (1987), Das (1979), showed no difference between trained and untrained teachers regarding wastage and stagnation at Primary level. Comparative studies (Singh, 1987) on one year B. Ed and four year integrated course showed that four year course made better impact on training. However, deep study was not made except at the peripheral level. A deep analysis with respect to teacher contribution to society the study of teacher education programme and its impact on teachers' job satisfaction and teacher effectiveness is important.

TEACHER EFFECTIVENESS : CONCEPT

A lot of literature have been produced regarding the concept of teacher effectiveness, but no universally acceptable definition or concept is found. According to Ryans (1950), "Teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills:

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Barr (1952) attempts to explain teacher effectiveness as an active relationship between teachers, pupils and other persons concerned with the educational undertaking, all effected by limiting and facilitating aspects of the immediate situations.

Jones (1956) made two groups of effective teachers - good and poor teachers. In this method students were asked to list characteristics of the least liked and best liked teacher, measuring characteristics of teachers under training and correlating these measures within estimates of their success in actual teaching; studying teachers judged good and poor to discover factors and qualities in successful teaching.

According to Combs (1961), a good teacher is a person who has learned to use himself as an effective instrument. He has defined the effective teacher as "... a unique human being who has learned to use himself effectively and efficiently for carrying out his own and societies' purpose".

According to Dickson (1980), "Teaching effectiveness is a demonstrated repertoire of competencies involve with (1) teaching plans and materials, (2) class-room procedures (3) Inter personal skills (4) learners reinforcement - involve-
ment reflected in teachers behaviour.

According to Gupta and Kapoor "Teacher Effectiveness" is a repertoire of efficacy exhibited by a teacher in
(1) Instructional strategy (2) class-room management (3) personal disposition, temperament tendencies (4) evaluation
and feedback, (5) interpersonal relations (6) job-involvement (7) Initiative and enthusiasm (8) Professional values
(9) Innovativeness respectively in the everyday teaching
learning situation.

In 1953, the committee on the criteria of teacher
effectiveness of the American Educational Research Association
observed:

The simple fact of the matter is that after forty
years of research on teacher effectiveness during which a vast
number of studies have been carried out, one can point to few
outcomes that a superintendent of schools can safely employ in
hiring a teacher or granting his tenure.

Seven years later Ryans stated what constitutes
effective teaching? What are the distinguishing characteristics
of competent teachers? Are provocative and recurring questions.

* Remmers et al: "Second Report of the Committee on
Criteria of Teacher Effectiveness.
Journal of Educational Research, 46:
641-657, 1953

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Unfortunately no universally acceptable definitive answers can be given to these complex queries .................

Embarrassing as it may be for professional educators to recognise relaxively little progress has been made.......*

Inspite of universal recognition of the importance of effective teacher relatively little headway has been made in defining effective teaching or specify the distinguishing characteristics of effective teachers. Literally thousands of studies have been conducted of the subjects. Recognition or identification of effective teachers qualities serve as a key factor in selection of right type of persons for training and also right type of training programme for making effective on teachers the impact of the training teachers effective. Further information about effective teachers characteristics would help in selection of teachers for schools and also it is useful to educational administrator who have to select and promote teachers year after year.

RESEARCH STUDIES ON TEACHER EFFECTIVENESS : 

The studies vary in content, methodology and criteria. success.

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* Ryans, David G. op.Cit., p. 2
(1) Traits and characteristics approach

In this approach teacher effectiveness was conceived as a result of characteristics or personality traits of teachers.

It is generally argued that goodness of an educational programme to a large extent is dependent on quality of teachers available to implement it. A school may have excellent material resources - equipments, building, library and other facilities along with a curricular appropriate adopted to suit the community need, but if the teachers are not-fit or indifferent to their responsibility, the whole programme is to be ineffective and wasted. The problem of identification of effective teacher is, therefore of prime importance for realising desirable educational goals.

So research on the personality traits of effective teachers was made. Characteristics were found to be good judgement, self control, considerateness, enthusiasm, magnetism, adoptability. Another research method used in this area was a descriptive study of typical teacher, less successful teacher or the successful teacher. Studies such as the one by Peters and Gahring (1959) attempted to point out the traits of teachers in general. A descriptive study of unsuccessful teacher was made by Hern (1963). Arora K. (1978) attempted to find out difference between effective and ineffective teachers.
(2) Criteria of teaching success:

This type of research focuses on teachers' behavior and pupil learning, which is known as process-product research. Flanders and Amindon used interaction analysis processes for recording teaching behavior. Among the various criteria of judging success in teaching, the more frequently used are:

(a) Product criteria
(b) Process criteria
(c) Process criteria

(a) Product criteria: This criterion of teacher effectiveness is believed to be related to pupil change, growth, and learning, changes in students' behavior. Remmers and Ryans (1953) found teacher effectiveness in terms of student growth and change in student behavior. However, in this respect, numerous studies (standard and Trump, 1952; Travers, 1971; Barr et al., 1935) showed a mixed picture of correlation.

(b) Process criteria: This criterion has been used in studies of teacher competence. Their relevance depends upon and assumed the relationship to other two criteria—process or product. There are four types of process variables in common use as criteria in teacher effectiveness research:

(a) Teacher personality attribute
(b) Characteristics of teachers in training
(c) Teacher knowledge and achievement
(d) Inservice teacher status characteristics

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Torrance et al. (1966) reported that teacher effectiveness had a positive effect on student attitudes towards teaching methods and overall climate.

(c) Process criteria: This type of study describes typical situation involving social interaction of student and teacher in the classroom.

(3) Competency based teacher effectiveness:

In the late 1960's and early 1970's model of teacher education programme were developed called performance based teacher education. The C.B.T.E models were grounded on the assumption that the effective teachers differ from ineffective teachers. Effective teachers exhibited competencies involved with the knowledge, skills, attitudes and values of effective teaching.

(4) Studies regarding factors associated with teacher effectiveness:

Situational factors (Knox (1953) was related with teacher effectiveness. According to Barr et. al (1953), several factors such as environmental factors personal and mental factors, general state of mind, efficiency of learning factor, leadership factors may be considered to contribute to satisfaction.
factory, non-satisfactory teacher performance. But the results of the studies could not discover the critical factors which distinguish the activities of good teachers from those of poor teachers.

Studies by researchers namely Evans (1950), Tarpay (1956), Ryans (1960), Tiedmen (1962) and Cortis (1969) showed that intelligence, personality factors, interest, attitudes towards teaching, age, sex, academic record and creativity are some of the variables that have some relationship with teaching success.

Kaur B (1993) found no appreciable relationship between teacher effectiveness and creative thinking ability and intelligence. She found emotional maturity and teacher effectiveness to be positively correlated at a significant level.

Teacher effectiveness and demographic variables:

These studies try to relate teacher effectiveness with sex, marital status, experience, age, interest etc.

Anderson (1954), Boyce (1917), and Ryans (1951) found no significant difference between teachers on the basis of sex and marital status. Concerning experience Ryans (1951), found teachers with more than 5 years experience to be highly effective.
There are a good number of Indian studies which have been recently compiled and responded by Bush in fourth survey of research in education in India. Some of the studies showed high co-relation between intelligence and optitudes. Deb Nath (1971) found age, experience, academic achievements and training significantly related to teaching efficiency. Deva (1966) found personality as most important and intelligence as least important variables in predicting teacher effectiveness. Sherry (1964) found intelligence as the most important factors in teaching. Kaur B (1993) found negligible co-relation between teacher effectiveness, age, teaching experience. Co-relation between teacher effectiveness and qualification found to be positive but non significant. Muthaiah and Shyamala (1993) found in significant co-relationship between teacher effectiveness, experience and age. They found significant correlation on sex, and educational qualification. It means that demographic variables like age, teaching experience and qualifications have no significant relationship with teacher effectiveness. This study is supported by the study of Hawkins and Stoops (1966) who found that training and year of experience appears to have no significant advantage or disadvantage on formal or informal evaluation of teacher effectiveness.

S. Bhagoliwa (1982) made a study of personality characteristic associated with teaching effectiveness through Rorschach Technique. The findings show that the teaching
effectiveness is characterised by some personality characteristics. The more effective teachers were characterised by having superior personality characterised by having superior like intellectual capacity, imaginative function, creative potential inner control, etc. J. Roy's (1981) study of teachers Traits associated with class room interaction patterns showed significant correlation between Teacher response and some traits like self confidence, leadership, emotional balance, intelligence and interest, sociability etc. J.K. Suthar's (1981) study of class room behaviour of Teachers trainees in the context of some personality variables showed that there was no significant difference in the class room behaviour of emotional and tough teacher trainees. S.K. Thakur (1980) made a study to know the effect of age, sex and experience on teaching behaviour. He did not find significant difference in the teaching behaviour of the direct/indirect teacher due to the variables of age, sex and experience. However, some personality traits were possessively correlated.

K. Arora (1976) tried to find out the difference between effective and ineffective teachers. In this connection he attempted to study their educational background, job satisfaction, their socio-economic and family background etc. He found difference to a greater or a lesser extent between effective and ineffective teachers relating to above mentioned variables.
E.S. Balachandrama (1981) teaching effectiveness and student evaluation in teaching revealed that student evaluation helped teachers significantly improve their teaching effectiveness irrespective of sex or subject of teacher. There was positive correlation between students evaluation and teaching effectiveness of teacher. Therefore of teaching effectiveness identified were mastery of subject, responsiveness integrity and communicating ability, commitment to teaching, impartiality. R.K. Chopra (1982) found positive correlation between the organisational climate of school and its relation to job satisfaction of teacher and student achievement. The open climate schools showed the highest overall teacher job satisfaction.

Personality studies of Effective Teachers in India

Saxena (1969) made an attempt to study the attitudes and personality of teachers. He used Cattell's 'Contact personality Factor' (From 'A' Hindi version) on 139 teachers in U.P. in relation to their teaching competence. A coefficient of correlation of +.60 with factor 'H' and +.42 and +.36 with factors 'A' and 'H' respectively were obtained with high teaching competence, these correlations were +.60 +.06 and +.36 respectively, which show a curvilinear relationship. It shows that a very high score on factor 'H' is typical of less competent teachers and only a moderately high 'H' is characteri-
Tripathi (1972) administered the 16 p7 Test (Form A) to 52 teachers trainees and 52 experienced teachers to compare the personality profile of working teachers and teacher trainees. The technique of profile matching was employed for smooth comparisons between the two groups. Only eight factors (A, E, F, G, I, L, N and Q4) out of 16 personality factors distinguished the experience teachers easily. These teachers were conscious, persistent, sensitive, effeminate, suspecting, jealous, sophisticated and polished. The experienced teachers were significantly lower from the general population on factors A, E, F and Q4 and were aloof, stiff, submissive, soft hearted, glim and serious respectively.

Chhaya (1974) compared effective and ineffective teachers with respect to personality adjustment, teaching attitude and emotional stability. 80 effective and 100 ineffective teachers were selected from 20 randomly selected schools of Kanpur district. Effectiveness and ineffectiveness were known on the basis of high school examination results (Board examination of 1968 to 1969 and 1970). She came to the conclusion that effective teachers had significantly better personality adjustment and favourable attitudes towards teaching. They were less interested in teaching than ineffective teachers, emotionally stable, more authoritarian and extrovert. She found that sex and age of a teacher were significantly related to his/her effectiveness.

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Goyal (1974) studied some of the personality correlation of creativity in 8 school teachers. He applied Cattell's 16 PF questionnaire and Torrance test of creative thinking as the tools. The sample consisted of 500 student teachers (M-200 F-300) in the age range of 30-47. He found that less on duty difference between high and low creative teachers were very slight because highly creative persons did not enter teacher team colleges. Intelligence was found to be most consistent personality correlates of creativity.

Srivastava (1974) used 16 P7 questionnaire (Cattell's Hindi version) on 52 pupil teachers and 52 experienced teachers to know the impact of professional experience on the modification of personality traits. He found that experienced teachers differed on factors H, E, F, H, Q, Q₂ and Q₃ from the pupil teachers.

Singh (1974) made a comparative study on the personality profile of married and unmarried high school female teachers. She derived the personality profile of these teachers with the help of Cattell's 16 P7 questionnaire. The investigator found that the unmarried female teachers differed significantly on factor A, F, L, O, Q, and Q₄ while the married teachers differed significantly on factor A, C, F, L and Q from the general population. Less scores on factors, H, C, F, L and Q and Q₄ were shown by the unmarried female teachers (married

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Married female teachers were less stable and frustrated (C-). Female teachers (married or unmarried) were found to be significantly higher on factors L+ and Q2+. It means that they are more suspicious and self-opinionated. These were significant on factors A and F from General population. Thus, they are reserved, critical, cool, detached, rigid and aloof respectively.

Gupta (1976) applied Cattell's P.F Test to predict teacher effectiveness through the use of a personality test. Three hundred male high school teachers having five to six years of teaching experience, 25 principals and 350 students formed the sample. Others tools that were used were Teachers' Rating scale and pupils' Rating scales respectively. The researcher noticed that highly effective teachers were more effecto-thymic (A+), more intelligent (B+) having more ego strength (C+), more surgent (F+) more self sentiment (Q3+) and were less guilt prone, less suspicious (D-) in comparison to the general adult population. Less effective teachers were less intelligent (B-) with lower self-concept control (Q2-) as compared to the general population. Highly effective teachers were significantly more intelligent (B+), emotionally stable (C+), assertive (E+), conscientious (G+), adventurous (H+), tenderminded (I+), with higher self concept control (Q3+) and were more worm hearted (A+) in comparison to the less effective teachers. The average effective teachers were more (A+), surgent and happy-go-lucky (F+), controlled and socially

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Gupta (1977) conducted a study regarding the personality structure of primary and upper primary school teachers. Eighty five teachers constituted the sample - the age range was 23 years to 38 years. Cattell's 16 pF Test was used. Means S.D.'s were calculated for each factor in terms of stems and raw scores. The study showed that the primary school teachers are humble (E-), tender minded (H-), forthnight (N-), and controlled (Q3+1). Humbleness, tender-mindedness and forthrighteousness are associated with submissiveness, day-dreaming and femininity, simple and unsophisticated nature. They have control over emotion and general behaviour. In fact the primary school teachers who are facing the bare necessities of daily life cannot help but be submissive, day-dreaming and unsophisticated in the materialistic age. It is not good for a teacher because he is supposed to be balanced from all sides.

Gupta (1977) performed a study on the 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. It was found that teaching success as significantly related to the factors A, B, C, F, G, H, I, L, N, Q, Q3 and Q4 of personality. The researcher also noticed that successful and less successful
teachers were different in personality characteristics, adjustment and attitudes towards teaching. The personality factors as a group were better indicators of teaching success than individual factors.

Singh (1978) worked on the leadership behaviour of the heads of secondary schools in Haryana. He compared the Headmasters' leadership behaviour with that of some other professional leaders and noted the relationship of variables such as personality factors, sex, age, teaching and administrative experience with leadership. Five teachers from each of 100 schools of Haryana state were selected. Thus, 100 Heads as known by their 500 teachers constituted the sample. 7 factory managers, 7 Army Officers, 7 College Principals and 7 Municipal Committee Presidents were included in the sample for the study of leadership. The study tools were the leadership Behaviour Description Questionnaire and Cattell's 16 PF Inventory. It was found that the leadership behaviour was significantly related to the four personality factors i.e. outgoingness, intelligence, emotional stability and assertiveness. Headmasters were on the 3rd position in the leadership scale out of 5 professional leaders. The Head's leadership behaviour was not related to his age (between 25 years to 62 years). Post-graduate heads were significantly better than graduate heads but total leadership behaviours was neither related to academic qualification nor related to their teachers experience (between 6 years to 35 years).
Mishra (1979) conducted a study to know the personality traits of fluent teachers. He measured the fluency of teachers through Mehali's Test of Verbal creativity. Subjects scoring more than 50 were labelled as HFT (Highly Fluent Teachers). The LFT (Low Fluent Teachers) had a score less than 34. These HFT and LFT groups were given Cattell's 16 PF Test (Form A) to measure the 16 independent variables of personality. He found that the personality factors passed by the HFT and LFT above the normal standard were C, E, G, H, I, K, M, H, Q2 and Q3 respectively. Traits passed by the HFT up to normal standard were F, O, Q1 and Q4. Traits possessed by the LFT were A and B. There were differences in the personality traits related to factors A, B, F, O, Q and Q4. Stanine score of HFT show that these teachers are more cheerful, active, talkative, frank, care-free, depressed, moody, interested in intellectual natures having doubts on fundamental issues, inquiring regarding ideas, well-informed, inclined to experiment in life and tolerant of inconvenience. In comparison to the LFT, they were less outgoing, emotionally expressive, ready to cooperate, attentive to people, adoptable, generous in personal relations, afraid of criticism, quick to group ideas and fact learners. Differences at .05 level were observed on five personality dimensions viz (1) affected by feeling, emotionally stable; (2) soker viz happy go-lucky, (3) shy viz, venturesome; (4) toughminded viz. tenderminded; and (5) conservative viz. experimenting, respectively.

Research regarding factors associated with teacher
effectiveness have been made according to Barr and others
several factors such as environmental factors, personal factors,
mental factors, general state of mind, efficiency of learning
factor, leadership factors etc. may be considered to be attribu­
tute to satisfactory and unsatisfactory teacher performance. In
relation to teaching success the following factors were found
to be important from the studies made by a member of investiga­
tors.

1. intelligence
2. personality factors
3. clarity of expression
4. attitudes to education and teaching
5. biographical data such as age, sex, marital
status etc.
6. previous academic record and creativity.

Gangappa's study found external and internal factors
on teaching efficiency. The external factors include salary,
heavy work load and lack of professional freedom. The internal
factors include inferiority complex, self-centredness and over
ambitious. Knox conducted a descriptive investigation of the
situational factors that may influence teachers effectiveness.
The result showed that a number of environmental factors are
related to teaching efficiency. Kaur (1993) attempted to study
the relationship between creative thinking ability, intelligence,
emotional maturity and self-acceptance with teacher effectiveness.
She found negative and low correlation among the variables.

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Result of some studies on job satisfaction

A large number of studies were made on job satisfaction. The results of the studies are found that there is agreement and contradiction in the results of a large number of studies. This may be due to the factors such as difference in the nature of occupations studied; the subject investigated and the methods employed for data collection and level of employment etc.

However, the researchers found certain broad areas of agreement. Studies of Hoppock (1935), Katz and Kahn (1966), Porter and Lawler (1965), Rosen (1966), Vroom (1965), Vianelle and Winsman (1974) have shown that jobs at higher hierarchical level are associated with power, authority, social status, prestige, responsibility, better pay and rewards and have positive effects on job satisfaction. Jurgensen (1949) found security, advancement, co-workers and pay as important for job satisfaction. Smith (1955) concludes that organisations tend to pay works in physical and security need satisfaction rather than in higher order needs such as social esteem, self-actualization, etc. Some researchers found differential importance attached to different types of psychological needs. Higher order psychological needs are relatively the least satisfied needs.

Lodhal (1965) found job involvement and job satisfaction to have similar factorial content. Lawler and Hall (1970) and (1976) reported that job involvement attitudes, higher order
need satisfaction attitudes and intensive motivation attitudes are separate and distinct kinds of attitudes towards a job. Friendlander (1965) stressed the importance of achievement, recognition and challenging assignments as major aspects of job satisfaction. Centre and Bugental (1966) found intensive factors like self expression, autonomy, recognition etc. are important determiners of job satisfactions at higher occupational level while extrinsic factors like pay, security, co-workers etc. more important at lower occupation level.

Investigations of Heron (1952, 1954, 1955) have pointed to the importance of job performance resulting in job satisfactions. Reviewing a number of studies in this area Brayfield and Crockett (1955) reported inconsistent results concerning the relationship between job satisfaction and job performance. Lawler and Hall (1970) reported job satisfaction to be unrelated to job performance, but they held that it was related to job involvement.

One of the most frequently studied correlates of job satisfaction is job level. A positive relationship between the level or status of the worker's job and his job satisfaction had been reported by a large numbers of investigations.

It is due to the fact that the positive at higher levels provide more rewards than those at lower levels. S. Narayana Rao (1986) made a study on job satisfaction of teachers, Mittal publications, Delhi-35, 1986, pp.16-20
teachers at collegiate and primary level. He found that teachers at higher occupational level differ from their counterparts at lower occupational level. The primary school teachers from rural area were found to be better satisfied with their jobs compared to those urban areas. There was no sex differences in job satisfaction. It was also not related to length of service. Further the study shows that lower level incumbants would have less organisational involvement than the higher level incumbants. Intrinsic motivation of the incumbants would be significant different for different occupational level (primary and collegiate). Kulsum (1985) in a correlational study among sex, marital status, teaching experience, medium of instruction, job performance, attitude towards teaching experience, teacher effectiveness and teacher job satisfaction found positive correlation. Teacher attitude towards teaching profession and teacher effectiveness turned out to be the common predictor of both job satisfaction and job involvement. Agarwal (1983) in a study of stress proneness, adjustment and job satisfaction as predictor of administrative effectiveness of Principals found insignificant correlation between stress proneness and administrative effectiveness. Principals stress proneness adjustment and job satisfaction combined together were found to be significant predictor of their administrative effectiveness. When only adjustment and job satisfaction were combined the relationship dropped. Very low correlation between stress proneness and job satisfaction was found. The adjustment of Principal and his job satisfaction were found to be mutually
correlated and related to their administrative effectiveness. 
Amar Singh (1983) on a study of correlates of job satisfaction 
among different Principals found job intrinsic and extrinsic 
variable correlated positive and significant with job satis­
ment and job satisfaction of married and unmarried lady teachers 
found no significant difference in job satisfaction of married 
and unmarried female teachers working in rural and urban areas. 
Gupta S.P (1970) in a study of job satisfaction at three levels 
of teaching found job satisfaction positively related to attitude 
towards teaching career and personality, maturity of both primary 
and secondary school teachers and college teachers. Marital 
status, age, experience not significantly associated to job 
satisfaction of primary, secondary school teachers. But unmarried 
college teachers were found more satisfied than married ones. 
Teaching experience was not significantly associated with job 
satisfaction of college teachers. Need of achievement, affilia­
tion and endurance were positively related while need of autonomy, 
dominance and aggression were negatively related to job satisfac­
tion of primary, secondary and college teachers. Needs of 
exhibition, abasement and nurturance were not related significantly 
to job satisfaction of primary, secondary and college teachers. 
Kolle N.V (1978) identified some factors that were responsible 
for both teachers satisfaction and dissatisfaction. He 
found achievement recognition, advancement, works where both 
husband and wife were teachers posted at same place responsible 
for the feeling of satisfaction. Unfair policy, low
salary, inter-personal relation etc. were found responsible for the feeling of dissatisfaction. Porwal N.K (1980) found sex difference in the level of job satisfaction, unmarried female more satisfied than married teachers of both sexes. Negative relationship existed between the length of service and level of job satisfaction. Job satisfaction did not vary with different scales of pay.