Chapter-III

REVIEW OF RELATED LITERATURE

In Byrons view, "To be original, one must think much and read little and this is impossible, for one must have read before one has learnt to think".

So there is no way of judging the future but by the past. The past is structured by the few pioneers who had earlier sensed the problem and made attempt to solve it in the common interest of humanity. When the present is based on the past, no one can boast of originality and none of the researchers can claim a pioneering position in the real sense. This chapter presents a review of studies concerning relationship of teaching aptitude and self concept with teacher effectiveness of subjects.

TEACHING APTITUDE AND TEACHER EFFECTIVENESS

Very few researchers have studied the impact of teaching aptitude upon teacher effectiveness.

Sharma (1971) conducted a study on 700 teachers (269 female and 481 male) of government schools of Uttar Pradesh and found that teacher talk had negative correlation with scores on the teaching aptitude test and academic grades, whereas the teacher indirect influence had a high positive association with scores on the teaching aptitude test and academic grades and at the same time pupil talk seemed to have a high association with academic grades and
scores on the teaching aptitude test. It was concluded that among teaching aptitude, academic grades, socio-economic status, teaching experience and age, teaching aptitude came out to be most sound predictor of teacher effectiveness.

Mutha (1980) in his study concluded that a set of personality variables - ascendance, submission, anxiety, marital adjustment, extroversion, neuroticism, job satisfaction and teaching aptitude significantly predicted the teacher effectiveness. Kumar and Mutha (1983) found a close relationship between teaching aptitude and teacher effectiveness and it was observed that the effective teachers possessed higher aptitude for teaching than non-effective teachers at the secondary level.

Kaur (1993) in her study on Navodya School teachers concluded that three out of five measures of teaching aptitude (mental ability, professional information and interest in profession) were found to be significantly positively correlated with the teaching effectiveness of Navodaya school teachers, i.e. Navodaya school teachers who are effective in teaching are high in mental ability, professional information and interest in profession. In traditional school teachers negative correlation was obtained in mental ability and teaching effectiveness, positive correlation in professional information and interest in profession with teaching effectiveness, i.e. teachers who are more effective in teaching are well professionally informed and interested in profession although their degree is less than Navodaya school teachers.

Whereas, Veena (1985) in her study on 200 teachers of Ferozepur city reported that almost all the teachers were average as far as the teaching aptitude is concerned. This implied that the teachers were not much informative; they had average intelligence; they did not enjoy very good relations with children; they
did not maintain very favourable attitude towards community life and were not able to adjust properly in the situations around him; and these teachers were not deeply interested in their profession and did not know much about child development. In this study, the effect of teaching aptitude on teacher effectiveness was also studied and it was found that teaching aptitude was not significantly related with teacher effectiveness.

SELF-CONCEPT AND TEACHER EFFECTIVENESS

In the recent decades, there has been a growing realization of the impact of self concept as a means of understanding and predicting human behaviour with the advent of phenomenal psychology. Mead (1934) set forth the idea of self which had a strong impact upon psychological thinking. Mead's 'self' is an object of awareness rather than a system of processes. It is a sociably formed self and it can arise only in social setting where there is social community.

A number of studies have been conducted to find out the relationship between self concept and the teacher's effectiveness.

Brookover et al (1964) and Hatfield (1964) in their studies concluded that a significant positive relationship exists between self concept and performance of the student teachers.

Balram (1965) found a significant positive correlation between teaching skill and intellectual efficiency and self concept.

Veldman and Kelley (1965) reported that effective teachers were friendly, admired and exercised strict control. Positive attitude towards self, authority and reality were observed in the effective teacher group.
Among a very few studies Khatry (1973) considered the three aspects of self in his study and concluded that (i) there were no significant differences among the self concept of primary, secondary and college teachers, (ii) there was significant difference between perceived ideal discrepancy of college and secondary teachers, but not primary and college teachers, (iii) there was a significant relationship between self concept scores and perceived ideal discrepancy scores of all the three types of teachers and (iv) there was a significant relationship between self concept scores and professional adjustment scores of the three types of teachers.

Vasanth (1974) concluded that self concept was a facilitating factor in achievement and Gupta (1976) predicted that in comparison to low effective teachers, the high effective teachers were more warm hearted, intelligent, emotionally stable, assertive, adventurous and possessed high self concept control.

A study by Sharma (1976) revealed that (i) self concept and intelligence of teachers correlate significantly with their teaching success and (ii) successful teachers were superior to unsuccessful teachers in teaching success, self concept and intelligence, and inferior to them in experience and academic achievement. Study by Mani (1977) also concluded that teachers with better self concept scored more on practice teaching than teachers with poor self concept.

Mutha (1980) in his study concerning a list of affecting variables stated that the set of personality variables - ascendance, submission, anxiety, marital adjustment, extroversion, neuroticism job satisfaction, teaching aptitude, real self-ideal self discrepancy, religious values, social values, theoretical values,
aesthetic values, economic values, political values and intelligence - significantly predicted the teacher’s effectiveness.

Mehar (1988) concluded in his study that out of four predictor variables (self concept, leadership style, attitude towards teaching and intelligence) three were found to be effective variables and the fourth one, i.e. intelligence was ineffective in predicting teacher effectiveness. Self concept, leadership style, and attitude towards teaching profession emerged significant predictors of teacher effectiveness.

Kaur (1989) in her study conducted on physical education teachers found that the obtained values of coefficients of correlation between the single measure of self concept and the sub-measures of teacher effectiveness, that is teacher’s commitment to profession, applying teachers techniques in the classroom, lesson evaluation, relationship with colleagues and head, total scores of self rating, physical activities of teachers in pupil ratings, educational qualifications and total score of pupil ratings of teachers - were statistically significant, through, of course, the relationship between self concept and sub-measures, presentation of lesson, relations with students, personological characteristics could not reach any significant level. These results lead to infer that the concurrence between self concept and teacher effectiveness of the physical education teachers existed. In other words, it can be stated that the individual, who is having high scores on self concept, would be able to teach effectively.

In a study by Vasanthi and Anandi (1997) conducted on 417 B.Ed. student teachers of Madras city, it was found that (a) in the case of inter
correlation matrix of B.Ed. women student teachers, factors of intelligence, self concept and attitude towards teaching were found to be significantly correlated in the positive direction with teacher effectiveness; (b) the factor of attitude towards teaching was found to have the highest correlation with teacher effectiveness; (c) attitude towards teaching emerged as the first variable in the stepwise regression to contribute significantly to teacher effectiveness. It contributed about 34 per cent while self concept, achievement motivation, anxiety and intelligence also contributed significantly to teacher effectiveness.

Some of the researchers also reported weak or no correlation between teacher effectiveness and self-concept among them.

Patel (1980) and Emomotimi (1987) found low positive correlation between self concept and teacher effectiveness.

Diem (1989) conducted a study on 176 American and 195 Indonesian teachers and found that teacher effectiveness can be partially explained by either self concept or the combination of self concept and multicultural education dimensions. The findings suggest that attempts within teacher education programmes for both the countries should be made to improve teacher's self concept and to develop a better understanding of multicultural education.

Swami (1988) did not find any significant difference between teachers with high and low self concept in their effectiveness in teaching, even though there was positive correlation between the two variables.

Suthar (1989) conducted a study on 300 teachers of a single district (Ferozepur) of Punjab and found no significant difference between teachers with high and low self concept as regards their effectiveness in teaching, though a positive correlation was reported between the two variables.
The only study conducted by Veena (1985) reported that self concept is not significantly related with teacher effectiveness.

Though a majority of studies mentioned in the preceding paragraphs show positive or no correlation between teacher effectiveness and self concept, yet a few studies also reported negative correlation between the two variables. Mathew (1980) studied classroom behaviour of teachers and its relationship with their coactivity and self concept. It was found that there was no relationship between self concept of teachers and their direct/indirect behaviour and also that there was negative relationship between self concept of teachers and pupil initiation ratio and self concept of teachers and vicious circle.

Sharma (1981) reported that there was significant negative correlation between the self concept of Hindi teachers teaching at the higher secondary level and their teaching effectiveness. Sidhu's (1982) study also revealed that more effective teachers possessed negative self concept.

A general trend of review of the above mentioned studies suggests that the variables of teaching aptitude and self concept have a significant bearing upon teacher effectiveness. However, no such study has come to the notice of the investigator in which a comparison of teacher effectiveness among scheduled caste and non-scheduled caste teachers has been made in relation to the above mentioned variables. That is why, while conducting the present study, the teacher effectiveness of scheduled caste and non-scheduled caste groups has been treated for sample as a whole and sub-samples based upon teaching aptitude and different aspects of self concept and, then, the impact of caste, teaching, aptitude and three aspects of self concept upon teacher effectiveness have been found.