CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

In this chapter are reviewed related research and literature, mainly the chapter has been divided in the following sections:

1. Research on Organisational Climate,
2. Research on Family Relationship,
3. Research on Anxiety,

In each area an attempt is made to bring out the kind of research that has been conducted and to point out the gaps where they exist.

RESEARCH ON ORGANIZATIONAL CLIMATE:

The account of research on organizational climate is presented into two parts, one consisting of studies that have highlighted its relationship with other variables influencing the organizational behaviour, or its efficiency, and the other consisting of studies that have shown how the climate of institutions differ from institution to institution.

Cunningham and her associates viewed all learning as problem-solving and held that a skilled researcher like a skilled practitioner can best fulfil his function by creating a democratic climate in the classroom. The teacher should help students in recognising and identifying the common goals, values and roles of
group members. They further argued in favour of developing institutionalised methods of problem solving and learning.

Moustakes in a clinical, anecdotal, observational but non-experimental work, wrote that effective learning can only take place in the educational institutions where threat and anxiety are minimum. Effective learning can only take place "where there is freedom of expression within the limits of the classroom, where each person can state himself in terms of himself without fear of criticism or condemnation, where feelings are expressed and explored, where ideas and creative thinking are treasured and where growth of self is the most important value."

A number of researches have been conducted to find out how organizational climate is related to other variables, factors and conditions such as leadership, institutional ideologies student and teacher characteristics. Farinols¹ in a study found significant relationship between belief systems (open mindedness) of the chief negotiators for teachers and the openness of the organizational climate of the schools. Chief negotiators for teacher (faculty association leaders) in the district with relatively more open organizational climate were found to be more dogmatic. Halpin's OCDQ was used for measuring organizational climate of the schools. Attempts were made to find out if organizational climate was related to professional leadership of principals and pupils' progress in the study made by Guy.² Organizational climate, in this study, was not found to be related to any of the two variables. But, in the study made by any of the two variables. But, in the study made by any of the two variables. But, in the study made by Hall³ organizational climate was found to be related to the leadership of the school principals. It
was concluded in this study that leadership behaviours characterized by high nomothetic, high ideographic orientations may lead to more open school climate. The study tended to show that the climate of an organization is very much a function of leadership styles and qualities.

The organizational climate characteristic has been related to a number of other variables characterizing the institutions and the personality of people working in them. In a study Petasis\textsuperscript{4} such characteristics as age of the staff members and size of the staff, principal's administrative experience related to the climate of the school. These were, however, not found to be related to the climate. Rideout\textsuperscript{5} on the otherhand found that size and location of the school were signficantly related to school climate, smallness and rurality being positively correlated and largeness being negatively in the correlated size of the school. Size is, perhaps, a significant factor in influencinmg the way students feel towards their school. Size of the school and length of the experience of the principal were, however, not found related to organizational climate of school in the study made by Lee\textsuperscript{6}, Sharma\textsuperscript{7} studied relationship of school climate with school effectiveness, principals effectiveness and teachers satisfaction along with other variables. Sharma\textsuperscript{8}, and Sharma Parham\textsuperscript{9} and found relationship existing between school climate and structure behaviour and consideration behaviour of the school headmasters. Baylay,\textsuperscript{10} Pace\textsuperscript{11} and Stern\textsuperscript{12} have conducted studies which clearly demonstrate that the environment (organizational climate) is the most important determinant of human behaviour. Relationship between principal's belief systems and organizational climate was studied by Crates.\textsuperscript{13} No significant relationship was found, in this study, between
principal's belief systems, intolerance and authoritarianism and the climate.

How school or college climate affects creativity development in students has been studied in a number of studies. They have shown that anti-creativity climates are predominant in most organizations. Gibb, Ellison, Jex, Taylor all have pointed out to "anti-creativity characteristics" of organizational climates. Elementary teachers were however, found to be perceiving their schools' climate as being more closed than do their respective principals. It was further concluded in this study that teachers, generally, view their respective schools, organizational climate as being closed while principals view their respective schools as being at various locations along the organizational climate continuum. Braden discovered that teachers in the schools with more open climate hold more positive attitudes towards students. The same was found to be true for principals also. However, no such difference was found in the attitudinal of students towards teachers and their schools. The climate of the school was found related to schools' teachers' and principals' pupils control ideology also in the study made by Appleberry. Schools with more open climate, their teachers and principals tended to be more humanistic in their pupil control ideology as compared to their counterparts with closed climate. Principals' non-verbal behaviours were found linked with the organizational climate of elementary schools in a study made by Woodard. Significant relationships were found found between perceived congruence of verbal and non-verbal behaviour of the principal and organizational climate. Organizational climate of the school contributing significantly to the high or low morale of teachers was brought out in the study conducted
by Murphy. The same was concluded in a study conducted by Sharma and Quraishi. Organizational characteristics such as public-private schools, large and small schools were found related to such dimensions of organizational climate as teacher morale and principals management style in the study made by Moser.

The organizational climate of the schools may influence the attitudes, values and other personality aspects of the students. This hypothesis has been tested in several studies. Roy has studied the relationship between the organizational climate of the school and the self-concepts plus attitudes towards schools of the students at junior high school level. No significant relationship, was found in this study. Relationship among graduate students value orientations personality needs and perceptions of organizational climate were studied by Bernstein. Meaningful differences in school climate, personality needs and value-orientations were not found. The study made by Rao found significant relationship existing between received environment (climate) and students attitudes towards their medical profession (positive professional attitudes being associated with better climate). The perceived climate was not, however, found related to academic achievement, professional level of achievement and work values. Management style of the principals was also found related to organizational climate of the school by Vice. In this study it was revealed that the schools where principals were perceived by teachers to be concerned with teachers, providing them with encouragement, being approachable when needed, supporting their professional growth and recognizing their importance were the schools which the teachers perceived to be open in climate.
It has been established beyond doubt that institutions differ from one another with respect to their organizational climates. Just as differences are found among individuals with respect to personality qualities, differences are found to exist among organisations and institutions with respect to their climates. Studies of organizations and institutions have clearly demonstrated this fact. Hence, this has been found of great interest to describe how they differ from one another. This knowledge has been considered useful in recognizing institutions so as to improve their climates. A brief survey of studies of this kind is presented.

In a study conducted Prutsman\textsuperscript{28} efforts were made to ascertain if the existence of climate could be verified within the twenty-four middle schools of Broward country. The study was conducted with a 37 items version of the OCDQ developed by Halpin. The existence of climate in each of these schools was supported by each analysis of the data in this study. It was also found that the climate of the traditional schools was different in several ways from that of the flexible schools. These differences were, primarily evident in the principal thrust, principal consideration and esprit dimensions. Christopher\textsuperscript{29} using case-study methods, investigated the background, current status and environmental interactions of a secondary school faculty for ten months in 1973-74. The study was made in the inner-city of a large city district. Los Angeles, California. The study described the climate of the school in terms of basic attitude patterns of urban teachers. Climate of schools, however, as perceived by teachers and students need not to be similar. This was brought out by Foraker\textsuperscript{30}, Sharma\textsuperscript{31}, Sharma, Buch and Rai\textsuperscript{32}, Mubayi and Sharma\textsuperscript{33} have all demonstrated that schools differ in terms of their climate.
In their original study Halpin and Crofts\textsuperscript{34} administered their OCDQ in 71 elementary schools in various parts of the country. It was found that schools varied in their climate profiles. In some schools teachers thought morale was high, in others somewhat lower. In some schools the principal was rated high in consideration, in other their principal evidenced less consideration. This was the situation found on other scales of OCDQ also.

"Medical schools differ in important ways has been demonstrated by Leonard L. Baird.\textsuperscript{35} This piece of research has shown that differences in organizational climates of the medical school render each school unique. He characterized each of these schools as flexible, dominated by traditional excellence, high standards and liberal, clearly structured demoralized, suffering from malaise, big with contingent characteristics. Each was described to be unique. Such differences have been found in the socio-emotional climates of the higher secondary schools of the district of Ajmer by Rampal Singh\textsuperscript{36} also.

Cornell\textsuperscript{37} (1955) has referred to the organizational climate of a school as a delicate blending of interpretation (or perceptions as social psychologists would call it) by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization.

Cornell and Argyris\textsuperscript{38} (1955) have explained that school represents a social system within which teachers and principals interact as organizational members.

Bidwell\textsuperscript{39} (1957) has concluded that School is not just a formal organization, but a social system or small society.
Getzel and Guba\textsuperscript{40} (1957), have stated that school is a sociophysical system. The nature of the relationships between the principal and his staff and among his teachers will also affect the quality of educational a school provides. This is to say the personality of a school or its organizational climate is assumed to have some effect upon the success a schools enjoys in accomplishing its objectives. It may be safely stated that organizational climate effects teaching, learning and professional growth of the teachers which again justifies our efforts for measuring organizational climate of Schools.

Halpin and Crofts\textsuperscript{41} (1963); their findings are that, the organizational climate of a school can constructed as the organizational personality of a school. 'Personality they said, 'is to the individual what climate is to the organization. They recognized that the off used concept of moral has a limited value in describing the climate of a school for research has shown that whatever morale is, it certainly is not single dimensional.

Lonsdale\textsuperscript{42} (1964) has concluded organizational climate as the Global assessment of the interaction between the task achievement dimension and the needs satisfaction dimension, within the organization or in other words, of the extent of the task-needs integration.

Sinclair\textsuperscript{43} (1970) has used "educational environment" as synonymous to "organizational Climate." He stated that educational environment refers to the conditions, forces to the conditions, forces and external stimuli that foster the development of individual characteristics.
teachers were favourable, and their attitude towards child centred practices and educational process was more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teacher; (iv) there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude; (v) there was significant positive relationship between scores on theoretical and social values and scores on attitudes; (vi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

Tripathi\textsuperscript{63} in his study tried to find out the relationship between Teacher Attitudes and organizational climate. The sample of the study constituted 840 teachers, ten each from all the 84 intermediate colleges in Varanasi District. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private college and girls and boys colleges were not significant.

A study was made by Educational Survey, Unit of NCERT\textsuperscript{64} to determine the extent of the teacher's acceptance of the role in which they find themselves. The aim of the study was to know how teachers reacted to various issues related to their professional life and efficiency, and how the above reactions were related to the factors like management, area, sex, age, experience, academic and professional qualifications, etc. The sample was taken of 6,558 teachers of middle section of 377 schools attached to high and higher secondary schools and intermediate colleges of all the states including some union territories. Major findings of the study were: the attitude of teachers differed significantly under different management, (ii) the tenure of service did not affect the attitude of teachers, (iii) the attitude of
Douglas and Rice\textsuperscript{49} found no evidence to support Maccoby and Jacklin's theory that greater female anxiety had to do with greater male defensiveness. They, also, found that girls rated themselves higher on general anxiety than did boys. It appears that some support exist for a sex difference in both general and test anxiety.

Hart\textsuperscript{50} in his study asked to high schools pupils to list characteristics of the teachers they had liked best. The six most frequently mentioned characteristics on this test were (i) has teaching skills, (ii) is cheerful, good-natured, patient, not irritable, (iii) is friendly, companionable, not aloof, (iv) is impartial—does not have "teacher's pet's", and (v) is fair in grading and making.

Bruce and William\textsuperscript{51} included the following factors in teacher effectiveness as cognitive experiences : (a) Training; (b) Socialization; (c) Ascribed position, (Teachers preparation, skill, Motives, Habits, Knowledge); (d) Teacher behaviour (Trait, Immdial effects - external and internal changes in the behaviour of students); (e) Long term consequences (Adjustment of pupil and new ideas in life and education).

Jones\textsuperscript{52} found a composite rating derived from practice teaching grade, placement bureau ratings and the principals ratings. She divided a group of teachers into good and poor teachers. Her data gathering device consisted of numerous tests including Guilford ----- Zimmerman, Temperament-survey Technique (general activity, restraint, ascendence, sociability and emotional stability was almost equal among good and poor teachers. Good teachers, however, seemed to be characterised by a efficiency of production. They seemed to be more flexible in numerical abilities and disposition. Significant differences among good and poor teachers in academic ability were
indicated. Good teachers were found superior to poor teachers in intelligence, knowledge of subject matter and professional knowledge. Good teachers were some what sociable and dominant than poor teachers.

Maccoby and Jacklin\textsuperscript{53} write that there is too little evidence, and the findings are too ambiguous to support a conclusion of sex differences in either general anxiety or test anxiety. They raise the question of whether or not any sex difference that appears is due to girls greater willingness to admit to anxiety.

The best and poor student teachers were selected by Schultz and Ohlson\textsuperscript{54} from the team judgement of student teachers supervisors. Both were made to respond to strong Vocational Interest Blank. It was found that the best student teachers took interest in working with people and selecting occupations which involved teaching.

Ryan\textsuperscript{55}, based his findings on the responses of teachers to a teacher's characteristics schedule, High teachers were found to be intelligent and social with interest in music, painting, creative literacy affairs. They were generous, emotionally stable and cheerful. On the other hand, low teachers were restricted and critical in their appraisals of other persons. They were less intelligent, emotionally less stable and represented older age-groups.

Bush\textsuperscript{56} studied that the teacher-pupil relationship was the most important factor as the cause of successful teaching. He reported surprising inconsistencies between teachers perceptions of their report with students and actual attitude of those students towards the teachers. He concluded that, generally speaking, those teachers who knew most about their students and who were sympathetic and accepting with respect to individual abilities and
needs of children had the best chance of establishing good relationship with a majority of students in their classes.

Spielberger\textsuperscript{57} designed a test inventory to evaluate the effectiveness with the help of (TAI) Text Anxiety Inventory of various behaviour therapies in the treatment of college students suffering from text anxiety. It contains 20 items asking respondents how frequently they experience symptoms of anxiety before, during and after examinations. Worry and emotionality are separately scored on subscales and are also components of the total anxiety score. Results with TAI indicate that it is sensitive to reduced levels of text anxiety expected from the effects of behaviour therapies in combination with study-skills training.

Summers\textsuperscript{58} concluded that attitude can not be observed but must always be inferred from behaviour. The process of measuring attitudes, therefore, can be conceptualized as consisting of three stages:

(i) Identification of the type of behaviour samples that are acceptable as a basis for making inferences,

(ii) Collection of samples of behaviour, and Treatment of the behaviour samples so as to convert findings about them into a quantitative variable.

Lal\textsuperscript{59} in his study determined the nature of the relationship between vocational anxiety and general anxiety, between vocational anxiety and creative thinking, between vocational anxiety and teaching success, between general anxiety and teaching success. The sample of the study was 220 teachers trainees (110 males and 110 females) studying in three colleges affiliated from the Punjab University, Punjab. He found that (i) men and women teacher
trainees did not differ significantly in vocational anxiety, whereas they differed significantly in general anxiety; (ii) high vocational anxiety was inversely related to teaching success, but high general anxiety was not associated with teaching success; (iii) the teacher in high and low creative thinking groups did not differ significantly from each other in vocational anxiety, whereas they did differ significantly in general anxiety; (iv) the difference in percent number of men and women teacher trainees in high vocational vocational anxiety group was not significant, whereas in the case of high general anxiety group, the difference in percent number of men and women teacher trainees was significant; (v) the difference in percent number of men and women teacher trainees in low vocational anxiety group was not significant, whereas in the case of low general anxiety group it was significant; (vi) interaction effect of vocational anxiety and creative thinking on teaching success was found to be significant, whereas interaction effect of general anxiety and creative thinking was found to be not significant; and (vii) it was concluded that vocational anxiety and general anxiety were two separate psychologically meaningful entities and were not reducible to one.

Sherry prepared a list of the attributes of successful teachers to constitute the dimensions of a rating scale. These characteristics or attributes were categorised under five heads - intellectual equipment, social and emotional equipment, professional knowledge and skills, interests and attitudes. She arranged these qualities in the form of seven point scale.

The study revealed that:
i. Intelligence was found to be most important factor for success in teaching.
ii. The next important factor was the emotional quality of the teacher and attitude occupied a more important place than interest.

iii. Among professional skills, the skill of maintaining an atmosphere favourable for learning, executing the lesson in an appropriate manner, maintaining proper pupil-teacher relationship, recognising individual differences, using proper means of communication and selecting proper teaching aids were found to be important.

Sodhi⁶¹ and Yadav conducted a study to determine the efficiency of various teaching strategies in relation to intelligence and sex. The study was conducted on a sample of 120 science students chosen randomly from 3 schools of union territory of Chandigarh. The result indicated that sex and intelligence do not interact with teaching strategies in term of achievement.

**RESEARCH ON PROFESSIONAL VALUES**

An attempt was made by Singh⁶² to know the dominant values of the teachers, i.e. whether their attitude towards their profession was favourable or not. The sample consisted of 517 higher secondary school teachers of Delhi, for standardisation of the Teacher Value Inventory and for the study of relationship among values, attitudes and job satisfaction a different sample of 521 teachers, was selected on the basis of stratified random sampling. Ahluwalia's Teacher Attitude Inventory was also used to collect the data.

The major findings of the study were:

(i) Teachers scored the highest on social and theoretical values and the lowest on economic and political values; (ii) age of the teacher did not make any difference to his value, only religious and political values differed due to age; (iii) the professional attitudes of
teachers were favourable, and their attitude towards child centred practices and educational process was more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teacher; (iv) there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude; (v) there was significant positive relationship between scores on theoretical and social values and scores on attitudes; (vi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

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male and female teachers differed significantly, (iv) younger teachers showed more positive attitude towards the profession than older teachers, (v) experience and positive attitude were inversely proportionate, (vi) training appeared to be a contributing factor in the development of apparent positive attitudes towards profession.

Arora\(^6\) in her study revealed certain teacher characteristics that differentiate effective teachers from ineffective teachers. She observed that a majority of effective teachers as against ineffective teachers decided quite early in life to join the teaching profession. Effective teachers occupy themselves in activities connected with school work and inservice programme. The efficiency of teachers are very well affected by their traits, job satisfaction, socio-economic and family conditions etc.

Sukhwal\(^6\) studied the attitude of married lady teachers towards the teaching profession and the problems of married lady teachers with reference to dual role in their homes and their profession, 500 married lady teachers were selected randomly from the 50 government girl's secondary schools of Rajasthan. The major findings were as follows: - (i) majority of the teachers favoured the profession, and the highly significant differences existed between the favourable and unfavourable attitude, (ii) the higher the age, the greater was the increase in the degree of favourableness in attitudes towards the teaching profession, (iii) experience played a great role in the development of favourable professional attitudes, (iv) trained teachers were found to posseess more favourable attitudes towards teaching than the untrained teachers, (v) the problems faced in the actual field of work were found to be related to the areas of personal, family, financial, leave time and educational. The area
'personal' accounted for the maximum number of problems and the area 'educational' accounted for minimum number of problems.

An attempt was made by Gupta to find out the personality factors and family relationship of effective teachers in different types of schools viz., private, government, central and missionary schools. The data was collected from 740 teachers (570 male and 170 female) with the help of cattell's 16 PF Questionnaire by Kapoor, Teacher effectiveness scale by P. Kumar and Mutha and family relationship questionnaire (selfmade). The major findings of the study were as follows: (i) the personality factors of effective teachers differ from one type of school to another, (ii) central school teachers were proved better in teaching efficiency when compared with other groups, (iii) the female teachers and arts teachers were also better than their counterpart male and science teachers, (iv) in all types of schools (except in case of missionary schools) the female teacher's performance proved better than that of male teachers, (v) teaching efficiency positively correlated with family relationship.

Kumar made a comparision towards professional attitude of student teachers between science and non science groups, their academic qualifications graduate and post graduate, experience and sex. The sample was taken of 85 subjects in which 50 were taken from teacher's training institute and rest inservice teacher's were drawn from various higher secondary schools in the town Baggar, Rajasthan. Hang and Chong attitude inventory was used for collecting the data. The main findings of the study were as below: (i) Difference on D factor (i.e. attitude towards disciplines) was found significant in favour of science teachers.
(ii) Pm factor A which stands for attitude towards administration a
significant difference was obtained in favour of post graduate
teacher as compared to graduate teachers.

(iii) Experience did not show any contribution towards attitude.

(iv) Significant differences were also found in the favour of female
teachers on EA scale and its factor D and A. This proved that the
female teachers had more favourable educational attitude than female
teachers.

Deva\textsuperscript{69} selected a set of predictors with a view of using them to
prognosticate teaching efficiency, develop an instrument for measuring
teaching efficiency, develop an instrument for measuring teaching
efficiency, find out the extent to which the predictor measure
forecast teaching ability, and finally lay down a suitable working
procedure for actual selection.

Data was collected from 546, student teachers of six teacher
training institutions of Agra University. A student teacher Rating
Scale was constructed to provide the criterion measure of student
teaching. A multiple correlation coefficient of .565 between the
predictors and the criterion of teaching success was obtained.
Personality-adjustment accounted for 23.6 percent of the variance.
Personality, thus, seemed to be the most important and intelligence the
least important in predicting success in student teaching while
kindness, effective questioning and fluent expression were the most
important characteristics of efficient teachers. Good scholarship had
been found to be another important characteristic of teaching
efficiency.

Mishra\textsuperscript{70} in her study revealed that professional attitude of a
teacher and his personality adjustment are important factors, because
these two play an important role in teacher's personal and professional life. Linkert type rating scale Attitude of Teachers towards teaching profession and Bells adjustment inventory were used to collect the data. A sample 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 .01 level. 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 is also good. This is natural because well adjusted personality of the teacher, relieved of and free from all unnecessary tensions, makes his life happy. Only in such conditions his precompts of his own vocation will be positive and he will 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 his personality adjustment will be better.

Adaval found in his study, some specific qualities needed to make a teacher successful in the profession and the way in which training colleges equip our teachers with these qualities. Some of the salient findings were as follows:

(i) The Teacher in general were found to have some general knowledge about the world around them. Men trainees had more general knowledge than women. Also those with some teaching experience fared better in the test.

(ii) It was revealed that love for public service, love for children etc., were the chief motives for undertaking the profession.

(iii) Most of the trainees had an IQ between 80 and 109. The mean IQ of men trainees was higher than that of women.
(iv) There was a high correlation between intelligence and general knowledge.
(v) Teachers with higher IQ had broader outlook and interests.
(vi) Women trainees had greater aptitude for teaching than men.
(vii) There was high correlation between intelligence and aptitude for teaching.

He also suggested some general qualities for improving teacher effectiveness as normal health, physical fitness, healthy and balanced philosophical and cultural outlook, good habits of daily life, well developed moral life, sociableness and emotional maturity and stability.

Lakshmi² studied achievement motivation among teacher trainees, performance of teacher trainees and effect of achievement motivation on anxiety. Her sample was 100 teacher trainees of Shri Sarda Training College for women Salem. The sample included 50 students, 25 in experimental group and 25 in control group. The groups were matched on intelligence scores. The input programme for developing normal achievement was implemented in the experimental group.

The findings of the study were as follows: Her

(i) achievement motivation was developed by the input programme specially designed for the purpose, (ii) the input programme for developing normal achievement of students had offered significant decrease in anxiety, (iii) students with high anxiety had gained more in achievement motivation than those with low anxiety, (iv) high anxiety students showed more significant gains in performance than the low anxiety students, (v) in teaching practice the low anxiety
students, (v) in teaching practice the low anxiety students gained more in performance than the high anxiety students.

Gakhar and Gupta\textsuperscript{73} in their study suggested that a positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. Attitude towards teaching must have bearing on the process of teaching and thereby on the success and effectiveness in teaching. In this study the view was taken to find out interaction effect of sex and locus of control on attitude towards teaching as a career.

Ahluwalia\textsuperscript{74} in his study developed a Teacher Attitude Inventory to measure the change in the professional attitudes of the student teachers as a result of teacher education course of one academic year duration. After an initial tryout of 300 items 150 items were finally selected for the inventory. It was standardised on a group of 2169 student teachers, i.e. five percent of the total population of B.Ed. students in Hindi speaking states. The reliability of the TAI was calculated by split half method which came to be 0.79. The inventory was validated through the application of 'known group' and stimules group' techniques. The major findings of the study were: (i) the new TAI was a reliable and valid tool for the measurement of teacher's attitudes; (ii) the mean attitude scores, as a general rule, were found to decrease in place of improving at the end of training programme; (iii) the mean attitude scores were changed either positive or negative as a consequence of the nature of training programme provided by different institutions; (iv) sexwise and institutionwise mean attitude score differences were found but these were not significant; and (v) sex was not found to be either a
determinant or differential of change in professional attitudes of student teachers as a consequence of teacher preparation programme.

Nair\textsuperscript{75} studied the impact of certain sociological factors like family background, caste, religion, sex and location. On the teaching ability of teachers, two hundred secondary school teachers from the Trichur (Kerala) were selected giving equal representation to government and private schools to rural and urban areas, and to men and women teachers.

The findings of the study revealed that -
(i) teachers parental socio economic conditions had a negative influence on teaching ability; (ii) the private school teachers in general were found to have better teaching ability than government school teachers; (iii) sex was not found to be affecting teaching ability; (iv) the locality of the schools had no significant influence on teaching ability; (v) a positive relationship existed between age and teaching ability; and (vi) caste and religion were not found to be affecting teaching ability.

Gupta\textsuperscript{76} 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 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 characteristic, adjustment and attitude towards teaching. The personality factors as a group were better indications to teaching success than individual factors.
Gupta and Shamsherry\textsuperscript{77} studied that a person will develop an attitude for teaching after undertaking a professional training. In other words, the achievement of the students will have a direct relational with the attitude of their teachers regarding professional training. With these considerations, if teacher's attitude and teaching experience have any significant influence and relation, then one can predict the efficiency of a teacher by knowing his attitude towards professional training.

Gupta et al\textsuperscript{78} suggested that a person with good academic career and good attitude towards teaching profession is likely to be an effective teacher. In their study they emphasized that academic achievement and attitude towards teaching profession has anything to do with teaching efficiency so that we can develop ways and means to test trainees before admitting them to a training college and to minimise the chances of entering of 'wrong persons. The data was collected from (50 boys 45 girls) student teachers of two training colleges (B T C) with the help two test inventories Teacher's Rating Scale R. C. Deva, Teacher's Attitude Inventory. S P Ahluwalia and Academic Achievement Record. The major findings of the study are summarized below:

(i) There is positive relationship between Teaching Efficiency and professional attitude towards teaching profession. The correlation is very low in the case of male student teachers, while the condition is better in case of female. Positive favourable attitude towards teaching profession makes the work not only for career but also more satisfying and professionally rewarding.

(ii) There is no relationship found between teaching efficiency and academic achievement in both the sex.
(iii) There is a quite significant difference among the sample means, i.e. mean of male teaching efficiency and attitude towards teaching profession and female teaching efficiency and attitude towards teaching profession.

(iv) There is a significant difference among mean of male academic achievement and the mean of female academic achievement.

(v) Sex plays a great role in respect to variable teaching efficiency and attitude towards teaching profession.

A relationship among teaching efficiency with anxiety and family relationship of high school teacher of Moradabad District was also studied by Gupta & Gupta.\(^9\) The sample was collected for the study of 100 High School Teachers (male and female) teaching from IX to X classes. The data was collected with the help of Teacher's Rating Scale- R.C. Deva, Sinha Anxiety Scale and Family Relationship Questionnaire- Y.K. Gupta and N. Gupta. The findings of the study are given below:

(i) Anxiety influences teaching efficiency of male and female teachers.

(ii) Comparatively the influence of magnitude of anxiety on teaching efficiency is small in case of male teachers.

(iii) Bad family relations affect teaching efficiency of teachers. But, female teacher are found more affected toward this fact.

(iv) There is a positive relationship between anxiety and family relationship of the teachers.

(v) Anxiety level of female teachers increase due to bad family relationship in the family of female teachers which exerts an influence on her emotional stability.
Agarwal, Gupta and Saxena\textsuperscript{80} studied a relationship between teaching efficiency and professional attitude and their adjustment in daily life situations. According to them favourable attitude and better adjustment always produce good and efficient teachers. A sample of 100 male and 100 female students teachers was taken from Govt. Raza P.G. College, Rampur and D.A.K. College, Moradabad. The main findings of the study were as given below:

(i) There is a positive relationship between teaching efficiency and attitude towards teaching profession in both male and female.

(ii) There is no relationship between teaching efficiency and adjustment in both male and female student teachers.

(iii) Attitude towards teaching profession does not have any relationship with adjustment irrespective of sex differences.

(iv) Sex does not play any role in respect of the variables (teaching efficiency, attitude towards teaching profession and adjustment).
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