SURVEY
OF RELATED
LITERATURE
CHAPTER II

SURVEY OF RELATED LITERATURE

'Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new life with each generation man builds up on the accumulated and recorded knowledge of the past and so review of related literature is an essential aspect of a research work'

---- Best, 1967

Every research project should be based on all of the relevant thinking and the research that have preceded it. When completed it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and the research that follow. For any specific project it occupies this place in the development of discipline the researcher must be thoroughly familiar with both the theory and the research done in his field of study (Fox 1987 pp.111)

In order to gain conceptual clarity of the variables information has to be culled through research tools like almanacs, books, education dictionaries, encyclopedias, handbooks, magazines, periodicals, and yearbooks. Survey of related literature and research is an essential aspect of the research project. An exhaustive survey of what has already been done on the problem is an indispensable step in its solution. Mouly (1961) asserts that no experienced researcher would think of undertaking a study without acquainting himself with the contributions of previous investigators. Sukhia (1974) and others assert that the search for reference material is a time-consuming but very fruitful phase of a research programme. This search provides further orientation to the problem and at the same time eliminates the possibility of avoidable duplication of effort.
In addition, valuable information on research techniques may be gained from reports of previous studies. Thus, this review is meant to provide the existing lacuna in the studies and guided the researcher in choosing the tools for her research questions and base for further study.

Teaching effectiveness plays a pivotal role in the teaching-learning process. It being the hub of the whole programme, needs close observation and critical analysis, as the enrichment in effectiveness may have a direct bearing on the learning outcome of the pupils. A natural curiosity strikes the mind of the researcher regarding the various components that add to the effectiveness, for, unless the sources to effectiveness are substantially improved, the goal to make teacher worth his job, will remain an unfulfilled dream.

In the field of education and teaching, there is nowadays emphasis is on increasing recognition of the need to be effective. Teaching effectiveness is concerned with what a teacher is and what he does in the classroom in order to induce pupil learning.

This chapter is an analysis of the studies attempted in the field of teacher education related to teaching effectiveness (2.1), studies related to formal and distance mode teacher education (2.2), and attitude of teachers towards teaching profession (2.3).

2.1 STUDIES ON TEACHER/TEACHING EFFECTIVENESS

Barr, and Emans (1930) analysed 209 rating scales for teachers' effectiveness and found seven characteristics in the opinion of supervisors and administrators, namely (i) Classroom management, (ii) Instructional skill, (iii) Personal fitness, (iv) Scholarship and professional preparation, (v) Effects towards self-improvement, (vi) Interest in work, and (vii) Ability to work with others. Later on, Barr (1948) on the basis of several investigations classified
teaching efficiency into four categories, namely (i) Personal qualities, (ii) Competencies, (iii) Effect of teacher leadership, and (iv) Behaviour control.

Hellfritzsch (1945) in his factorial analysis of the qualities of teachers found six factors to be dominating. They were (i) General knowledge and mental ability, (ii) Teaching rating scale factor, (iii) Personal and emotional adjustment, (iv) Eulogizing attitude towards the teaching profession, (v) Teaching ability, and (vi) A residual factor.

Howsam (1960) and Fattu (1962) both reviewed the research on predictor-criteria and teacher effectiveness and concluded that such researches had failed to substantiate links for such characteristics as intelligence, age, experience, cultural background, socio-economic status, sex, marital status, scores on aptitude tests, job interest, and voice quality. Low positive correlation between scholarship and teaching effectiveness was observed. Professional knowledge proved to be more successful predictor, particularly for teaching performance.

Reporting on American student ratings concerning behaviours of effective high school student teachers, Veldman and Peck (1963) revealed that the five categories of teachers were identified. They were (i) Friendly, (ii) cheerful, (iii) Knowledgeable, (iv) Interesting, (v) Strict control, and (vi) Democratic.

Biddle (1964) made an important landmark research in this field and offered a model for variables involved in teacher effectiveness research keeping in mind that teacher effectiveness is establishing relationship between teacher behaviours and teacher effects. The problem was complex as teacher-pupil interaction was embedded in historical, social, physical contents that constrained and interacted with it. It was compounded on examining the short range and long-range effects. Such considerations suggested a variable system composed of seven classes; (i) formative experience, (ii) teacher characteristics, (iii) teacher behaviour, (iv) immediate effects, (v) long term consequences, (vi) classroom situations, (vii) school and community contents.
Verma (1968) had mentioned the categories of teachers' effectiveness. They were (a) Physical fitness composed of good health, energy, drive etc., (b) Personal fitness composed of personal qualities attractiveness, cooperation, cheerfulness, considerate, emotional stability, ethics, expressiveness, forcefulness, judgement, objectivity, reliability, resourcefulness, and scholastic proficiency, (c) General skills like communication, human relations and manipulative and verbal skill needed in teaching, (d) Cognitive abilities like intelligence, scholastic aptitude, and knowledge of subject matter, (e) Effective abilities like motivation, interest, attitude and value systems related to components of teaching, (f) Professional competence including knowledge, skills attributes and personal characteristics as operating together in action. Debnath (1971) undertook a research work to find out determinants of teaching efficiency. The investigator developed a questionnaire and an evaluation sheet for observation of the lesson for studying the effectiveness of the lesson. The study revealed that knowledge of the subject matter, sincerity in teaching, mastery of the methods of teaching, discipline, students' participation, academic qualifications, mode of exposition, sympathetic attitude towards students, proper use of aids and appliances in teaching, and the art of questioning were the important correlates of teaching efficiency. The finding through actual classroom observations revealed that age, experience, academic achievement, and professional training were significantly related to teaching efficiency.

Rosenshine and Furst (1971) cited about 50 studies and proposed eleven teacher behaviour variables (skills) which they regard as "the most promising of variables studied". The skills proposed were: (i) clarity, (ii) Variability, (iii) Enthusiasm, (iv) Task-oriented and/or business like behaviours, (v) Student opportunity to learn criterion material, (vi) Use of students comments, (vii) Criticism and giving direction, (viii) Use of structuring comments, (ix) Types of questions, (x) Probing, (xi) Level of difficulty of instruction.
Sharma (1971) undertook a study of the relationship of predictors' teacher-effectiveness and follow-up after one year of training. Teacher characteristics were selected on the basis of teacher aptitude test course, academic grades, teaching experience; socio-economic status and sex of the teachers. After one year of training a follow-up study was conducted. Personality rating scores by the headmasters, classroom rating scores by colleagues, pass percentage of the students taught by the teachers, evaluation by self-perception, the Minnesota Teacher Attitude Inventory Scores and observation data of classroom verbal interaction by Flanders’ Interaction Analysis Category System (FIACS) were included by the investigator to estimate the relationship between teacher characteristics and teacher effectiveness. The study revealed that teaching aptitude, academic grades, socio-economic status, teaching experience, and age --- these five predictors appeared to be sound predictors of teacher effectiveness.

Hough and Amidon (1974) conducted a study to test the effectiveness of experimental pre-service experience on student teaching performance. The experimental and control groups consisted of twenty subjects in each group. The findings of the study indicated that the students in the experimental group gained significantly in the direction of attitudes and understandings associated with effective teaching as reassured by Teaching Situation Reaction Test (TSRT). The control group showed no significant change during their student teaching experience in the direction of becoming more empathic in their relationship with students, more objective in their use of data about students.

Teacher Trait Inventory (TTI) prepared by Singh and Singh (1975) was used to evaluate the teaching effectiveness of teachers. The traits revealed by the findings, rated in order of their degree of effectiveness were: intelligent, punctual, has mastery over the subject, self-controlled, disciplined, dutiful, honest, responsible, confident, possesses proper qualifications and training, sincere, cooperative, and progressive, etc.
Gupta (1976) found that the highly effective teachers differed significantly from the general population with respect to nine personality factors out of sixteen. They were affectothymic (A+), intelligent (B+), ego strength (C+), assertive (E+), surgent (F+), conscientious (G+), adventurous (H+), tender minded (L+), and having higher self-concept control (Q+).

Arora (1976) studied differences between effective and ineffective teachers. Findings revealed that effective teachers were more satisfied with their job than ineffective teachers; effective teachers derived satisfaction in job from good results, company of students and teaching in general, whereas ineffective teachers did so mainly from the financial angle. Effective teachers had more friendly relations with teachers and pupils than ineffective teachers.

Thakur (1976) analysed the characteristics of a good teacher as perceived by his pupils. In all 400 senior students (201 boys and 199 girls) of seven different secondary schools of Jorhat town were selected. The major findings were (i) The outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. The pupils were in favour of strict discipline and strict administration, and (ii) The negative traits were partiality, favourtism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter and conceit.

Self-evaluation scale of teaching effectiveness of secondary school teachers was developed and standardization by Sofat (1977). A sample of 550 teachers was taken from 12 districts of Punjab. The teachers were administered the Socio-Economic Status Scale and the Self- Evaluation Scale of Teaching Effectiveness developed by the researcher. The findings of the study were (i) Self-Evaluation Scale (SES) was constructed and standardized. Its reliability ranges between .868 and .880 and validity between .278 and .759. The values of skewness and Kurtosis are −0.23 and 0.263 respectively, (ii) SES discriminates between the most effective
and least effective teachers, (iii) Female teachers were more effective than male teachers, (iv) The teachers working in government and private schools were equally effective, (v) More experienced and less experienced teachers were equally effective.

Mann (1980) attempted to identify some correlates of success in teaching of secondary school teachers and to find out how these correlates individually and as a team contribute towards success in teaching. One thousand eight hundred male and female teachers working in 192 high/higher secondary schools of Punjab were selected for the study. Findings were (i) Teaching success was related to personality characteristics of the individual, (ii) Attitude towards teaching profession was an important correlate of success in teaching, (iii) Both academic achievement and achievement in professional course have a positive and significant correlation with teaching success, (iv) Teaching experience was not a correlate of success in teaching, (v) The variables as a group were better indicators of success than the individual variables.

The study conducted by Sinha (1980) was to find out the impact of teacher education programme on the professional efficiency of the teachers. A scale covering three dimensions, viz., personality, teaching skill, and class management, prepared by the investigator, was used for measuring teaching efficiency. Hindi adaptation of Minnesota Teacher Attitude Inventory was used for measuring the attitude of the subjects towards the teaching profession and teacher-pupil relationship. The main findings of the study were (i) In the sphere of professional efficiency, the trained teachers were better than the untrained teachers in the knowledge of the subjects, preparation of teaching, self-confidence, voice, pronunciation, facial expression and in actual classroom teaching taken as a whole, (ii) The trained teachers were better than the untrained teachers about the aims of the lesson, its appropriateness, its organization, the use of teaching devices, presentation, questioning, answering students' questions, the use of blackboard and other teaching aids, eliciting
students cooperation and participation, and effective closure, (iii) There was no significant difference in the competence of the two groups of teachers to manage the classroom discipline and to maintain a congenial climate for the teaching-learning activity, (iv) There was no significant difference between the two categories of teachers in their attitude towards the teaching profession and teacher-pupil relations.


Brown and Armstrong (1984) identified the following basic skills of explanation:
a) Clarity and fluency – through defining new terms clearly and appropriate use of explicit language.
b) Emphasis and interest – making good use of voice, gestures, materials and paraphrasing.
c) Using examples – appropriate in type and quality.
d) Organisation – presence of a logical sequence and use of link words and phases.
e) Feedback – offering a chance for pupils to ask questions and assessing learning outcomes.

Wangoo (1984) studied teacher personality correlates and scholastic competence as related to teacher effectiveness. The sample consisted of 500 teachers drawn from higher secondary schools of Srinagar districts and its outskirts (Jammu and Kashmir State). Cattell’s 16 PF Questionnaire (adults, Form A), Raven’s advanced Progressive Matrices (APM-Set II), Principal’s
Comment CheckList (PCCL) were used to collect data. The major finding was that personality adjustment, democratic leadership, a high degree of intelligence, and emotional control were the main characteristics that went with teacher effectiveness.

Subbarayan (1985) conducted a study of relationship between teacher effectiveness, research and publication, and self-concept. The Visakha Teacher Effectiveness Battery (VTEB), Saran's Self-concept Inventory (SC-I), Research and Publication index Card (RPIC) were the tools used for the study. Major findings were: 1. Teacher effectiveness as rated by colleagues and self significantly correlated with teachers' ability to do research and publish findings. But no relationship was found between teacher effectiveness as rated by students and teachers' ability to do research and publish, 2. The relationship between teacher effectiveness and his self-concept was significant, 3. Male and female teachers did not differ significantly in respect of teacher effectiveness, 4. Teachers who had 15 or more years of experience did not differ from those of less experience in general factors of teacher effectiveness, but significant difference was reported in respect of professional factors, 5. Teachers of 45 years or above did not differ significantly from those who were below 45 years of age.

Wali (1985) undertook a study to find out the relationships between various demographic and social correlates (such as age, caste, and rural-urban background), academic background of teachers (experience, qualifications), motives, values, needs, job satisfaction, and teaching effectiveness and to extract factors from these correlates. A sample of 129 science and mathematics teachers teaching in 15 secondary schools of Varanasi division was taken. The major findings were (i) Correlation coefficients for educational qualification, salary, experience, family education and sources of income were significant, and (ii) Correlation coefficients for attitude to educational process, identity with the job, democratic value, family prestige value, and a few needs were significant.
Agarwal (1986) undertook the study of effectiveness among the secondary school teachers in relation to professional attitude, anxiety, risk-taking behaviour, experience and location of the schools in the Moradabad district. A sample of 732 teachers was selected on the basis of randomization. The major finding of the study were (i) A significant and positive relationship was found between teaching efficiency and professional attitude, risk-taking behaviour, and teaching experience. But the relationship between teaching efficiency and anxiety was significantly negative, (ii) Sex influenced significantly on the teaching effectiveness, professional attitude, risk-taking behaviour and anxiety, (iii) Multiple-correlation and regression analysis led to the conclusion that female teachers were not as effective as male teachers.

A study conducted by Khanna (1986) on area dimensions of effective classroom teaching and yielded the following areas (i) Knowledge of the subject, (ii) Ability to present material clearly, (iii) Interest in teaching, (iv) Sympathetic to students, (v) Fairness, (vi) Openness to students’ view, (vii) Good disciplinarian, (viii) Humour, (xi) Attractive appearance.

Prakasham (1986) undertook a study of teacher effectiveness as a function of school organizational climate and teaching competency. The sample of the study consisted of 800 teachers teaching in classes IX, X and XI of different higher secondary schools of Raipur and Bilaspur districts of Madhya Pradesh, along with 92 principals of these schools. The major findings of the study were: 1. Teachers working in open school climate were better in teaching competency and teacher effectiveness than those employed in schools with autonomous, familiar, and closed climates, 2. No significant difference was found in the teaching competency and teacher effectiveness of the teachers working in government and non-government schools in global terms, 3. No significant difference was observed between male and female teachers on the tests of teaching competency and teacher effectiveness on the global scale, though female teachers were found moderately better in teaching competency under all
types of variations. In other types of variations no significant differences were observed in the teacher effectiveness of male and female teachers.


Singh (1987) conducted a study of teachers’ effectiveness and its correlates at higher secondary stage in eastern U.P. The sample comprised 330 teachers from 22 intermediate colleges of Varanasi, Gorakhpur, and Jaunpur districts. The major findings were (i) No significant difference in the mean scores of effectiveness was observed among male and female teachers, (ii) It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness, (iii) The scores of teaching effectiveness of rural male and female teachers appeared to be correlated significantly with only two variables—intelligence and attitude towards the teaching profession, (iv) The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment.

Hooda and Gupta (1988) studied the levels (lower, middle & higher) of classroom questions, the type of responses (no, wrong, incomplete, partially correct, correct and chorus responses) and pupil-response management (acceptance, rejection, no reaction, prompting, seeking further information and redirection) in the lessons of high and low achieving social studies teachers. Twenty social studies teachers were classified as high and low achieving teachers on the basis of their results in social studies of class VI11 of Haryana School Education Board. Two lessons of 35 minutes duration for each teacher were observed by using Jangira’s Classroom Questioning Behaviour Observation System. It was found that high achieving social studies teachers ask more questions of higher level than low achieving social studies teachers. The
study further revealed that the pupil response patterns and pupil-response management of high achieving teachers tend to be more appropriate than that of their counter parts.

Neville Bennett (1988) identified the skills and competencies required for effective primary teaching. The list included (i) To be thoroughly conversant with the subject matter, (ii) To be skilled in diagnosis of children’s understanding and misconception, (iii) To differentiate curriculum in relation to the range of pupil attainment, (iv) To be skilled in task design and choice of tasks whose intellectual demands are appropriate to each child capabilities, (v) To portray curriculum in representations adequate to each child, (vi) To organise classroom settings conductive to high pupil involvement, (vii) To monitor a variety of classroom events simultaneously and act accordingly, (viii) To create and maintain good social relationships, (ix) To relate and work with parents.

Singh (1990) undertook a study to determine the relationship of teaching effectiveness and creativity of secondary school teachers. A sample of 150 male and 150 female teachers working in secondary schools of Punjab were selected for the study. Tools used were Test of Creative Thinking by Torrance, Samoohik Mansik Yogyta Pariksha by R.K.Tandon, and Teacher Effectiveness Scale by Pramod Kumar and D.N.Mutha. The findings of the study were (i) Factors of creativity and intelligence are significant predictors of teaching effectiveness, (ii) These factors as a team rather than individually are better predictors of teaching effectiveness.

Gupta (1990) investigated the classroom learning behaviour of students of different intelligence levels and their achievement in Economics at 10+2 stage. Fifty students with highest intelligence and 50 students with lowest intelligence formed the sample of the study. Two intensive observations of classroom learning behaviour of these 100 students and their teachers were taken separately at two different points of time. It was found that teachers behaviour of explaining student need, asking questions from the students and seeking
further information and redirection were positively related with achievement of high intelligence group of students only towards the end of the academic session. No relationship was found between teacher behaviour of explaining according to plan, listening to students' response and prompting and structuring with the achievement of both the high and low intelligence groups of students in the beginning and towards the end of the academic session.

Gangopadhyay (1991) conducted an experimental study of the effectiveness of classroom teaching techniques in relation to students' achievement. The main objective was to find out the effectiveness of four techniques of teaching – lecturing (T1), lecturing and explanation (T2), lecturing and explanation with question-answering (T3), and lecturing and explanation with question-answering by using feedback (T4) -- on the development of knowledge (X1), comprehension (X2) and application ability (X3) as well as the total achievement (X4) of the pupil in the given teaching-learning situation. Major findings were: (i) Technique T2 (lecturing and explanation) showed more effectiveness than T1 (learning) for knowledge, comprehension and total achievement at the post-test level, (ii) Technique T3 (lecturing and explanation with questioning-answering) showed more effectiveness than T2 (lecturing and explanation) and T1 (lecturing) at the post-test level, (iii) Technique T4 (lecturing and explanation with questioning-answering by using feedback sequence) showed more effectiveness than T3, T2 and T1 at the post-test level.

Kumar (1991) studied teacher effectiveness among different group of teachers in relation with personality traits. The objective of the study was to determine teacher effectiveness among different groups of teachers – Arts, Commerce, Science and correlates it with personality traits. The results of the study showed that no relationship exists between teacher effectiveness and personality traits.

Srivastava and Dube (1991) developed scientific equation to predict teacher effectiveness in context of personality traits. The correlation between personality...
traits and teacher effectiveness varied from 0.4129 to 0.6166 in case of high integration of teaching skills and from 0.7156 to 0.7516 in low integration of teaching skills.

Sundararajan and Srinivasan (1992) undertook a study on teachers’ perceptions of their effectiveness as teachers. Two hundred and fourteen teachers were randomly selected from teachers who had assembled for an in-service training programme. Teacher Effectiveness Scale by Kumar and Mutha was used in the study. The study revealed that the sex of the teachers, the nature (Boys'/ Girls'/Co-educational) of the schools and the types of schools (Govt./ Municipal /Private) and the discipline of their teaching seem to cause differences in the perceptions of teacher effectiveness but no such differences were found in teaching experience and educational status.

Tassew, Zewdie Mekuria (1992) attempted to study the problem of the classroom verbal behaviour of science teacher-trainees in Ethiopia, and ii) to investigate the extent of the impact of the presage variables of intelligence, self-concept, and attitude towards teaching upon classroom verbal behaviour. The total trainees’ sample was 650 but the effect of presage variable was studied on 120 subjects. The tools used included Flanders’ Interaction Analysis Category System (FIACS), Raven’s Standard Progressive Matrices, Deo’s Personality Word List, and Ahluwalia’s Teacher Attitude Inventory. The major findings were (i) Most of the classroom verbal interactions were limited to the question-response pattern and silence and confusion, (ii) The flexibility in communication was observed to be higher in the classes of female teacher-trainees, (iii) Female science teacher-trainees extended direct influence more than male science teacher-trainees, (iv) The interaction between levels of intelligence and types of attitude towards teaching was non-significant.

Hooda and Gupta (1993) studied the functions (management and substantive business) and the structural characteristics (relevance, precision, grammatical correctness, and clarity) of classroom questions used by high and low achieving
social studies teachers in the classroom. Twenty social studies teachers, whose results in social studies were above and below the results of Haryana School Education Board, were classified as high and low achieving teachers. Two lessons of 35 minutes duration for each teacher were observed by using Jangira's Classroom Questioning Behaviour Observation System. It was found that high achieving social studies teachers ask more precise and clear questions than low achieving social studies teachers.

Sharma and Kumar (1993) undertook a study on 300 teachers to identify the relevant teaching skills suitable for effective teaching at the secondary stage. The investigator prepared a tool containing 15 stimuli representing the teaching skill. The method of paired comparison was used to analyse the data. The findings were (i) Promoting pupils participation had been viewed as the most important teaching skill at the secondary level, followed by the skill of using teaching aids, questioning, explaining, evaluating, giving assignment, lesson planning, introducing lesson, classroom management, reinforcement, writing instructional objectives, stimulus variation, set induction, pacing the lesson and closure, and (ii) The least important skill according to the teachers are: set induction, pacing the lesson and closure.

Singh (1993) examined the teachers' effectiveness in relation to their sex, area, and adjustment. The Teachers' Effectiveness Rating Scale and Mangal Teacher Adjustment Inventory were used to collect data. Major findings were (i) There was a significant difference between male and female teachers in their adjustment, (ii) The coefficient of correlation between teachers' effectiveness scores and adjustment of the rural teachers were not significant, (iii) Among the urban teachers, the coefficient of correlation between the teachers' effectiveness scores and adjustment was significant.

Mortimore (1994) pointed out that effective teaching skills are following: (a) Organisational – to sort out materials and sources of information. (b) Analytical – to break down complex sources of information.
(c) Synthesising – to build ideas into arguments.
(d) Presentational – to clarify complex information without harming its integrity.
(e) Assessing – to judge the work of pupils so that appropriate feedback be given.
(f) Managerial – to coordinate the dynamics of individuals, groups and classes.
(g) Evaluative – to improve teaching continually.

Babu and Gnanaguru (1995) conducted the study on teacher effectiveness and involvement in teaching of commerce teachers at higher secondary level in Tamil Nadu. Two hundred and eighty eight teachers of commerce teachers were randomly selected from 144 higher secondary schools of Tamil Nadu. Teachers' Effectiveness Inventory and Teachers' Involvement Inventory were used to collect data. Findings were (i) The traits directly related to teacher effectiveness have more impact upon the effectiveness of teaching in commerce than the traits indirectly related to teacher effectiveness, (ii) Sex and locality of the commerce teachers had no effect upon the teacher effectiveness, (iii) The commerce teachers with a research degree have been found with greater effectiveness in teaching, and (iv) The involvement of teachers in teaching commerce and their effectiveness of teaching are found to be correlated significantly.

Biswas and Tinku (1995) probed effectiveness of secondary teachers in Tripura in relation to sex of teachers, location (rural and urban), management (government and private), types (boys', girls', and co-educational) and organizational climate of schools. The sample of the study comprised 345 teachers from the districts of Tripura. The tools used to collect the data included the Teacher Effectiveness Scale of Kumar and Mutha, and School Organizational Climate Description Questionnaire by Sharma. The results of the study were (i) Male and female teachers differed significantly on teacher effectiveness and the female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were more
effective; and (ii) Girls’ school teachers and coeducational school teachers differed significantly in teacher effectiveness and the girls’ school teachers had higher mean teacher effectiveness scores than that of the co-educational school teachers.

Krishnan and Usha (1995) studied the impact of teacher’s gender and the type of schools on teacher effectiveness. 137 teachers working in Higher Secondary Schools of Chidambaranar District in Tamil Nadu were taken as the sample. The findings were: (i) Gender of the teachers has impact on teacher effectiveness, (ii) Different types of schools have influence upon teacher effectiveness, (iii) Gender and types of schools in their interaction have impact on teacher effectiveness.

Rao (1995) conducted a study of teacher effectiveness in relation to creativity and interpersonal relationships. The tools used include Sarma’s Creative Dimensions Assessment Battery, Visakha Teacher Effectiveness Battery, and Interpersonal Relationships Inventory. The major findings were: (i) Significant relations existed between teacher effectiveness, creativity and interpersonal relationships, and (ii) Significant differences existed between rural and urban teachers with reference to interpersonal relationships.

Saxena (1995) undertook a study of teacher effectiveness in relation to adjustment, job satisfaction, and attitude towards teaching profession. A sample comprised 545 teachers were selected randomly. The major findings were (i) Both effective and ineffective were found to be well adjusted, drive satisfaction from their work and had favourable attitude towards teaching profession, (ii) Effective rural, private, science and more experienced teachers had relatively better teaching attitude compared to urban, government, Arts and less experienced teachers respectively while reverse is the case with regard to ineffective teachers, (iii) Female, younger, graduate, and untrained teachers had relatively favourable attitude in comparison to male, older, postgraduate and trained teachers, respectively.
Sugirtham and Krishnan (1995) attempted to measure the teacher effectiveness of women teachers working in girls' higher secondary schools of Tuticorin. The sample of the study comprised 295 teachers working in girls' higher secondary schools of Tuticorin. The tool used to collect the data included Teacher Effectiveness Scale by Kumar and Mutha. Major findings were (i) There were significant differences among the different classes handling the respondents on teacher effectiveness, (ii) There were significant differences among the different medium of instruction of respondents on teacher effectiveness, (iii) There were significant differences among the different qualification of respondents on teacher effectiveness.

Vasanthi and Anandhi (1997) undertook a study on 417 B.Ed. student teachers to throw some light on the influence of some factors on teacher effectiveness of B.Ed student teachers. Major findings were (i) It was found that the factor of intelligence had high positive relation with teacher effectiveness among the B.Ed. students, (ii) The positive correlation indicated that higher the intelligence the better was the teacher effectiveness as perceived by the teacher educators, (iii) It was found that the inter-correlation matrix of male student-teachers showed a significant correlation between teacher effectiveness, intelligence and achievement-motivation, (iv) The inter-correlation matrix of women B.Ed. student teachers, intelligence, self-concept, attitude towards teaching was found to be significantly correlated in the positive direction with teacher effectiveness.

Burdsal (1999) studied the dimensions of students' perceptions of teaching effectiveness. The factors identified were (i) first order – Rapport with students – This defined students' perception of the instructor's ability to produce a rapport in the classroom that creates an atmosphere conducive to learning. Instructors who scored high on this factor apparently encouraged students to express their opinion freely, approach the instructors for one to one conversation; (ii) Second factor – course value – How students value course and
perceived usefulness of the course was related to rapport with students; (iii) Third factor – course organization and design – Instructors’ preparedness of presentation. Instructors whom students saw a prone to delivering ill-prepared lectures, lacking organization in their approach to class and lectures, using inappropriate methods secured low; (iv) Fourth factor – was fairness in grading.

Arora and Singh (2000) while assessing the primary teachers training needs revealed that teachers turned out by teacher training institutions are by and large ill-prepared for tasks they are required to perform in schools. Studies revealed that they get reality shocks when they assume positions in school after completing initial teacher training (Muller – Fohbrodt et al, 1978). This is perhaps due to the fact that their training was for removed from the real work place situation of teachers. The professional training need emanates from the gap between the actual performance and the desired level of performance. Need is a discrepancy between what is and what ought to be.

Gupta and Hooda (2000) investigated the proportion of time spent by teachers and students to different behaviour in the classroom. Fifty students with highest intelligence and 50 students with lowest intelligence formed the sample of the study. Two intensive observations of classroom learning behaviour of these 100 students and their teachers were taken separately at two different points of time, one in the beginning of the academic session and another towards the end of academic session. It was found that in the beginning of the academic session high intelligent students involvement in attention and seatwork was 41% and 31% respectively, whereas low intelligent group of students spent 31% and 33% in attention and seatwork respectively in the classroom. Teachers spent more than half of their time in explanation behaviour in classroom.

Opdenakker and Damme (2006) examined effects of teacher characteristics (gender, teacher education and certification, class management skills) and teaching styles on indicators of good classroom practice in mathematics classes in secondary education by means of multilevel analysis. The study revealed that
the presence of effective classroom practices can be explained by learner-centered teaching style and by good class management skills.

2.2 STUDIES ON FORMAL/ DISTANCE TEACHER EDUCATION

Distance education is fast emerging as a dominant mode of education of the twenty-first century, but there has been diffidence amongst the educationists and policy-makers to adopt this mode for teacher preparation. It is, therefore, imperative to review studies in the area of comparison of two modes of teacher education.

Mehrotra (1973) studied effect of teacher education programme on the attitudes of teachers towards the teaching profession. The study was based on the data collected from the full time and correspondence course student teachers of the 1968-69 session. The major findings were: (i) the mean attitude score of full time student teachers was lower than that of the correspondence course students at the beginning of the course but it was higher at the end; (ii) in both the groups the attitude of women student teachers was more favourable than that of men; (iii) the attitude of male students of the correspondence course was more favourable than that of the full time course men, both at the beginning and at the end of the course; (iv) the attitude of correspondence course women was more positive than that of full time course women in the beginning but was lower at the end; (vii) the attitude was more favourable with higher age group and it increased as the age increased except a decrease in between the age group thirty-two to thirty-six; and (viii) the attitude became more positive with more teaching experience except for the group with thirteen to seventeen years of experience.

A comparative study of teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance was studied by Singh (1985). The sample consisted of 120 teachers.
trained in the Regional Colleges of Education at Bhopal and Ajmer and serving in schools in different places. Ahluwalia’s Teacher Attitude Scale and Passi and Lalita’s Baroda General Teaching Competence Scale were used to collect data. The major findings of the study were (i) While there was no difference in the attitudes of the groups under the two modes, there were differences in teaching competence and role performance. The integrated group scoring higher than the traditional group, (ii) From the study of inter-correlations between scores on the three variables, it was concluded that the integrated method developed a positive relationship in attitude and role performance in case of science teachers, and hence was suited more specially to science students than to art students.

Indradevi (1985) attempted to find answers to questions: (i) What are the considerations involved in taking education at the doorsteps of the learner? (ii) How economically viable is the distance mode of learning? (iii) Does the alternative system of education cater to the needs of the socially handicapped and culturally deprived and provide an additional opportunity for those who wish to pursue further studies? (iv) What are the underlying perceptions of distant learners with regard to the advantages of the emerging alternative system? The investigation was designed partly as a philosophical enquiry and partly as an empirical study. The findings were: (i) The need for the adoption of advanced technology necessitated a learning society, which needed not only trained manpower but also a society that was engaged in constant pursuit of knowledge, (ii) The factors that motivated the learners to take up the present mode of study in preference to a regular course of study included flexible nature of the courses, not being able to afford study in a regular course both in terms of money and time and being a woman member of the community, (iii) The reactions of respondents further revealed that distance education suited middle age groups and female subjects, (iv) Less costly than regular course of study as it did not involve much private and institutionalised cost.
Reddy (1987) compared the achievement of students of regular and correspondence B.Ed. programme. The study was advanced with one hypothesis that the achievement of students of regular course would be higher than that of the students of correspondence course. Both the streams had the same curricular followed by the same regulation, same examination with same paper. The achievement of correspondence studies was significantly better in some theory papers and in other it was same for both the streams. For the practical part of practice teaching the t-value was found highly significant indicating that correspondence students had a better performance as compared to their counterparts of regular stream.

Jaygopal (1987) also highlighted the relevance of distance education system in the context of Indian society. He pointed out that the Indian societal pyramid reveals that the base of pyramid is broad which indicates that the lower class as represented by the masses, constitute a large number. The middle and upper classes that occupy the higher ranks of the pyramid are very low in number. The complex social stratification and the large number of people who are living below the poverty line, pose a challenge to the educational policy makers in terms of providing appropriate education and hence, it is desirable to evolve the education system through the distance mode as an alternate to formal mode.

Renu (1980) studied the success in distance learning in relation to some key learner and institutional variables. The objectives included evaluation of the effectiveness of institutional components as existing in institute of correspondence education comprising distance learners and full-time B.Ed learners. The teachers undergoing B.Ed. through correspondence considered correspondence-cum-contact mode as a good alternative to the traditional education. They opined that distance education gave them more freedom than regular teaching system. Statistical comparison of two groups of trainees revealed that overall academic performance of full-time trainees was significant superior than that of B.Ed. trainees studying through distance mode. Though
performance of full-time in practice teaching area was significantly better the performance in theory of the two groups was more or less the same.

Gupta and Arun (1991) on learner orientation of B.Ed. correspondence students revealed some interesting findings – that learners had vocational orientation more in the qualification domain than in the training domain, and personal orientation more in the compensation domain than in the broadening domain. This study categorically establishes and reflects the nature of Indian learning at a distance.

Khan (1991) reported that there was a year-wise increase in the enrolment from 1977-78 to 1988-89 of B.Ed. students in distance education in Kashmir University when compared to the formal system. In the distance education stream, there was a high rate of state-wise enrolment of B.Ed. students when compared with the formal system. The pass percentage in both the streams was almost equal. During 1977-78, the pass percentage ratio between non-formal and formal systems was 60:63.5, and during 1988-89, it was 62:65. The teaching competency of the teachers trained through the formal system was better than that of those trained through the distance mode. The per capita cost in the distance education system was found to be less when compared to the formal channel.

Ramachandram (1991) made an inquiry into the attitude of student teachers towards teaching. The sample of the study was 100 teacher-trainees from Lakshmi College of Education, Gandhigram, and 100 candidates from the Institute of Correspondence Education, University of Madras, at the Gandhigram centre. The major findings were (i) Regular college teacher-trainees had a more favourable attitude towards teaching than the correspondence course teacher-trainees, (ii) Female teacher-trainees had a more favourable attitude towards teaching than male teacher-trainees, (iii) The sons and daughters of the teachers had a higher favourable attitude towards teaching. PG teacher-trainees had a more favourable attitude towards teaching than undergraduate teacher-
trainees, (iv) The nature of the course did not influence the attitude of teacher-trainees towards teaching.

Prasad and John (1992) attempted to study the development of skills through teaching practice and also attitude of B.Ed trainees of distance and conventional institutions. A stratified sample of 120 B.Ed. teacher trainees of Katatiya University were selected. An opinionnaire prepared by observing teaching practice of trainees and informal discussions with supervisors of teaching practice were used to collect data. It was found that the level of perception and performance of B.Ed. trainees of conventional institutions was not significantly different from distance system trainees. The trainees felt that significant guidance had been provided to them regarding teaching practice. The distance trainees were found to have more control over classroom situation so as to make students more disciplined than trainees of conventional institutions. Trainees of both conventional and distance institutions could not use sufficient charts and three-dimensional aids. Distance trainees performed better in experimental institutes. The results showed that trainees of distance education were in no way inferior to their counterparts in conventional institution with regard to achievement of objectives of practice teaching.

Chaturvedi and Singh (1996) compared the intelligence and attitude of off-campus and on-campus students of Allahabad and Faizabad region. The sample of the study consisted of 500 off-campus and 500 on-campus students. The Attitude towards Education Scale’ developed by Chopra was used for the purpose. The findings support the assumptions made in the beginning of the study that the distance education programme may develop significantly better attitudes on learners towards education, than the formal system of education. It seems that distance education system plays an important role in the development of the positive attitude among students. Distance education system provides a chance to those who could not get regular face to face education in schools or colleges and are interested to increase or update their qualifications and
knowledge. Learners’ curiosity to increase their qualifications develops in them a positive attitude towards education. The mean intelligence score of urban off campus male and female students were also found to be higher than their counterparts but the difference was not significant.

Ganeshan (1998) conducted a study on Teacher Education through formal and distance education in the University of Madras. The samples were constituted of 200 B.Ed. distance learners, 200 students of regular B.Ed. colleges, and 50 pass out from each mode serving as teachers. To collect opinions of teacher educators, a sample of 30 teacher educators of B.Ed. degree courses was randomly selected. Teaching aptitude test, Teacher’s Attitude Inventory and questionnaires were employed for the study. The B.Ed. distance learners and regular learners were not found to differ significantly with respect to Teaching Aptitude and Teaching Attitude, and Interpersonal Relationships. They were formed to differ significantly with respect to their problems.

Sreekumar (1998) examined the extent of attainment of skills through distance mode, the impact of multimedia on career of learners and the influence of acquired managerial skills on the managerial performance. The findings were that, though it is generally assumed that development of the managerial skills in possible through conventional formal mode of education, this study revealed that distance education also facilitated development of the managerial skills. The learners of the management programme of IGNOU could develop analytical skill to a large extent followed by decision-making skills, communication skills, public relation skills and negotiation skills.

Reddy and Jyothi (2002) undertook a study to find out whether teachers with undergraduate and postgraduate qualifications trained through correspondence courses differ with regard to their attitude towards teacher’s training (B.Ed.) through distance education. The findings were (i) All the teachers were possessing favourable attitude towards B.Ed. through correspondence course, (ii) Men and women teachers were found to be significantly different in their
attitude towards B.Ed. through correspondence course as women teachers were having positive attitude whereas men teachers were having neutral attitude, (iii) It was found that qualification did not have any effect on the attitude of teachers, as there was no significant difference found in the attitude of the teachers with regards to undergraduate and postgraduate qualification.

Gupta and Jain (2005) intended to compare the self-appraisal of their skills by the teachers trained through formal and distance mode. As much as 188 teachers were selected by purposive sampling. It was revealed that a) There exists a significant difference in self-appraisal of teachers trained in formal and distance mode on their teaching skills, b) Teachers trained through formal mode and teaching in private schools showed high level of self-appraisal on their teaching skills as compared to teachers teaching in government schools, c) Self-appraisal of private schools teachers trained through formal and distance mode were not found to differ significantly in their teaching skills, and d) Self-appraisal of government school teachers trained through distance and formal mode was not found to differ significantly on their teaching skills.

Gupta and Jain (2005) studied pupils’ assessment on classroom teaching skills of teachers trained through formal and distance mode. The sample consisted of 470 pupils studying in class X on boys, girls, and co-educational schools of Delhi. The findings were: a) Pupils’ assessment of teachers trained through formal mode and teaching in private schools show better classroom teaching skills in respect to instructional strategies, communication skill and motivation as compared to teachers teaching in government schools. Pupils’ assessment is not found to differ significantly on private and government school teachers with respect to the class management. b) Pupils’ assessment of private school teachers trained through distance mode shows better classroom teaching skills as compared to teachers teaching in government schools. c) Pupils assessment on private school teachers trained through distance and formal mode is not found to differ significantly on their teaching skills; and d) Pupils’
assessment on government school teachers trained through distance and formal mode is not found to differ significantly on their teaching skills.

2.3 STUDIES ON TEACHERS’ ATTITUDES TOWARDS TEACHING PROFESSION

One of the objectives of teacher education programme is to develop in prospective teachers a positive attitude or favourable attitude towards teaching. This is the reason why attitude has been identified as an important variable for the present study. Social psychologists believe that attitude measurements serve as a guide to the understanding and prediction of human behaviour (Murphy and others, 1960).

The variable of attitude of teachers towards teaching profession, teacher student relationship, subject matter and similar psychological constructs have been investigated in many research studies. Leed (1950) demonstrated that teacher pupil relations in the classroom were associated with teacher’s attitude. The teachers who have a positive attitude in teaching means that they want to maintain better student-teacher relationship and work with pupil in a school atmosphere of co-operative endeavour.

Some researchers, such as, Domas and Tiedman (1950), Castetter et al (1954), Morsh and Wilder (1954), Waters (1954), Tomlinson (1955) and Ryans (1960) have concluded that correlation coefficient between teacher attitude and teacher behaviour was of low level of significance. Sprinthall et al (1966) supported the hypothesis that cognitive flexibility (attitude) and effective teaching behaviour were positively related to each other. Giebinh (1967) reported a study in which he did not find any relationship between teacher behaviour and teacher attitude measured by Minnesota Teacher Attitude Inventory (MTAI). Randall (1969) found that teachers with modern belief in child control, favourable opinion about children and permissive about child misbehaviour, concentrated less on subject matter. Campbell (1973) reported
that little relationship was found to exist between the attitude of student teachers as expressed at the end of a student teaching experience and the rating of characteristics desired by school administrators. Prekeges (1974) found very weak relationship between educational attitudes of teachers and the number of creative behaviour characteristics to be encouraged by teachers of fourth and fifth grades and creative thinking ability of their pupils. Betchelor (1975) studied teacher attitude and teacher response to pupil questions and found a significant positive relationship between them. In the study of Girvetz (1975) no relationship between progressive and traditional educational attitude of elementary teachers and their teaching behaviour was found. Hester (1976) found no relationship between attitude of teachers and student teacher rating. But O' Keefe (1977) found that there was a definite association of significance between high score on the Minnesota teacher attitude Inventory (MTAI) of school teachers and a high rating by their school Principal.

Ganjoo (1966) reported that the teacher attitude towards teaching was related to teaching efficiency. Rodrigyes (1967), Nair (1967), Sreenivasan (1967), and Chacko (1967) found that the correlation coefficients between classroom behaviour of teachers and their attitude decreased as the grade for which the teacher taught increased. The sample of their studies consisted of the teachers of standard four, six, eight and nine, respectively. Classroom observations of these teachers were supplemented by an attitude inventory modelled after Minnesota Teacher Attitude Inventory (MTAI). They got positive correlation between classroom behaviour scores of teachers and attitude inventory for primary classes. But at high school level there was very low correlation between classroom behaviour of teachers and their attitude. Gupta (1970) found a positive correlation between teachers’ sympathetic attitude and teaching efficiency.

The studies conducted on teachers to measure their attitude towards teaching or teaching as a profession has revealed meaningful findings.
NCERT (1971) showed that attitude of teachers differed significantly under different management and tenure of service. Male and female teachers differed significantly and marital status did not influence, younger teachers showed more positive attitude than older. Teachers' experience and positive attitude were inversely proportionate. Teachers with lower qualification were having more positive attitude towards the profession. Attitude of trained and untrained teachers did not differ significantly on negative items. Training appeared to be contributing factor in the development of apparent positive attitudes.

Samantaroy (1971) tried to investigate into teacher attitude and its relationship with teaching efficiency. The sample of the study consisted of 320 schools of Orissa state. The Teacher Attitude Scale and the Score Card were used to collect data regarding attitude of teachers and teaching efficiency and reported that there was a positive relationship between attitude and teaching efficiency.

Quraishi (1972) conducted a study on 200 teachers drawn from twenty-one secondary schools. Flanders' Interaction Analysis Category System (FIACS) was used for observing and recording teacher's verbal behaviour and a scale constructed by Wandt et al was used to assess the attitude of teachers. The investigator revealed that out of eight attitudes under study, the only related was teachers' attitude towards democratic class procedure.

Ray (1974) found a very weak relationship between educational attitude of teachers and the number of creative behaviour characteristics to be encouraged by teachers of fourth and fifth grades and creative thinking abilities of their pupils.

Lesley (1974) conducted a study of teacher professional role orientation and its relationship to teacher attitude and classroom practices. The sample consisted of 110 teachers of six Brisbane metropolitan state high schools.
Professional role orientation, attitudes towards students and classroom practices were measured by administering questionnaire to the teacher. It was found that there was no relationship between teachers’ scores on a measure of professional role orientation and their attitudes about students and a number of classroom activities.

Saran (1975) undertook a study of teacher’s attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience. The sample consisted of 1000 teachers from four western districts of U.P. The findings were: (i) The attitude of teachers towards teaching profession was positive, (ii) Interest was positively related with attitude towards teaching profession. The teachers who held a positive attitude showed more interest in literary and mechanical fields, while teacher’s with negative attitude showed more interest in the field of agriculture and sports, (iii) Adjustment and attitudes were not directly related to each other, (iv) The needs of achievement, abasement, endurance, and autonomy had hardly any influence in the formation of attitude towards teaching profession, (v) Attitude towards teaching profession was not positively related to experience in the teaching profession as well as age.

Arora (1976) found that effective teachers had more favourable attitude than ineffective teachers towards teaching. She used the criteria of effectiveness as judgement of school teachers, principals, educational officers, teacher educators and educational researchers.

Malhotra (1976) undertook a study to find out the relationship between demographic (age, sex and qualifications), and professional (teaching experience, professional status, and the subject taught) variables, and the indirect-direct teacher classroom behaviour. Multistage randomized cluster design was employed. The major findings of the study were: (a) There was negative relationship between the age of the teachers and indirect-direct teacher classroom behaviour, (b) The male and female teachers did not differ in indirect-
direct teacher classroom behaviour, (c) Teachers with low teaching experience were more indirect in their classroom behaviour than teachers with high teaching experience, (d) Teachers with positive attitudes were more indirect in their classroom behaviour than teachers with negative attitudes.

Gupta (1977) studied personality characteristics, adjustment level, academic achievement and teaching attitude of a successful teacher. A sample of 400 teachers of secondary schools of Punjab was selected for the study. The findings were (i) Success in teaching is significantly related to personality characteristics, adjustment in various fields and attitudes towards teaching, and (ii) There are differences in personality characteristics, adjustment and attitudes towards teaching as far as successful and less-successful teachers are concerned.

Kaul (1977) studies the impact of teacher training upon attitude of student teachers towards teaching. The attitude scale was administered to 80 selected student teachers at the beginning and completion of the B.Ed. training course. He found that the favourable attitudes of student teachers towards teaching do not increase significantly in magnitude with the existing patterns of teacher training.

Sukhwal (1977) studies the attitudes of married lady teachers towards the teaching profession. As many as 500 married lady teachers were selected. The major findings were (i) The higher the age, the greater was the increase in the degree of favourableness towards the profession, (ii) Qualification-wise there was an increase in the favourable attitude towards the profession with the increase in qualification, (iii) Experience played a great role in the development of favourable professional attitudes, (iv) Trained teachers were found to possess more favourable attitudes towards teaching than the untrained teachers.

Mishra (1977) studied castewise attitude and found that Shudras had significantly higher mean than Vaishyas in attitude towards teaching profession;
that political party affiliation had significant influence on attitude towards the
teaching profession.

O'Keefe (1977) found that there was a positive and significant relationship
between the scores on (MTAI) of school teachers and their school Principals.
Singh and Sharma (1977) found significant positive relationship between
teaching attitude and verbal interaction of teachers. Agarwal et al (1980) found a
significant relation \((r= 0.59)\) between attitude towards teaching and teaching
efficiency.

Brian (1979) studied the relationship among self-concept, educational
attitudes and performance of elementary student teachers. The sample consisted
of 51 elementary student teachers in the final phase of their under-graduate
teacher preparation programme at the University of Houston. Findings of the
study indicated that self-concept and educational attitudes, operating jointly
contributed to 40.3\% of the variance in student-teaching performance; 14\% of
the variance was explained by educational attitudes; 26\% of the variance could
be accounted for by self-concept.

Verma (1979) conducted a study on teacher training as a catalyst of change
in professional attitude of student teachers. He found that (i) Teacher training
programme is a catalyst of change in the professional attitude of student
teachers, (ii) Rural-urban residence of teacher trainees is not correlated with
attitude change, (iii) The caste of teacher trainees is not a correlate of attitude
change.

Raina (1981) conducted a factorial study of the personalities, attitudes to
teaching and creativity of in-service teachers and student teachers belonging to
three subject areas. The sample consisted of 180 in-service teachers and 180 pre-
service teachers. MTAI was used to measure attitude towards teaching. It was
found that the in-service and the pre-service teachers differed significantly in
their attitude towards teaching when taken as a whole. There were no significant
differences in the attitude of teaching between the in-service commerce teachers. However, the pre-service science, arts and commerce teachers differed significantly in their attitude to teaching.

Singh (1981) carried out a study to determine the relationship between teachers' attitude towards teaching and their classroom behaviour. It was hypothesised that there is a significant positive relationship between teacher's attitude towards teaching and their indirect/direct behaviour (I/D and i/d). The MTATI developed by Cook, heeds and Callis was used to measure teacher attitude towards teaching. The FIACS was adopted by the investigator. The results showed that the correlation coefficient between the two variables are not significant. This shows that teachers' attitude towards teaching and their teaching behaviour are not related.

Ghosh (1982) conducted a study to identify if any relationship exists between the scores to Teacher Attitude Inventory (TAI) and trainees' performance in their practical teaching and theory examination. The results showed that the pupils with high attitude do not get high scores in practice teaching. The relationship between attitude scores and achievement in theoretical subject was found to be significant.

Patel (1983) attempted on 180 teachers to compare the prospective and in-service teachers with respect to the six aspects of teacher's professional attitude (i) teaching profession, (ii) class room teaching, (iii) child-centred practices, (iv) educational process, (v) pupils and (vi) teachers. The tools used were Teacher Attitude Inventory by S.P.Ahuwalia and Self-concept Inventory by S.M.Mohsin. The major findings were: (i) Prospective teachers have a more favourable attitude towards the teaching profession, child centred practices and possess less favourable attitude towards the pupils in and outside class room, and (ii) They have a more positive attitude towards student teachers of their own college than the in-service teachers have towards their permanent colleagues.
Som (1984) undertook a study on teachers' personality pattern and their attitudes towards teaching and related areas. The sample consisted of 75 in-service male teachers, 65 in-service female teachers, 50 fresher male students and 60 fresher female students. The tool used was a modified version of Eysenck's and Wilson's Personality Inventory. The major findings were: (i) Female teachers tended to be higher than males in their attitude towards teaching, the teaching profession and pupils, (ii) Teaching attitude as well as the attitude towards profession correlated significantly with patience, initiative, stoicism, carefulness, extrospection, and responsibility, (iii) Extroversion had no significant association with the attitudes but it was moderately negatively correlated with the teacher attitudes other than that towards classroom teaching. Further, introverts tended to have favourable attitude towards pupils.

Tripathi (1987) in his study tried to find out the relationship between Teacher attitude and organizational climate. The sample of the study constituted 840 teachers, ten each from all the eighty-four intermediate Colleges in Varanasi districts. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls' and boys' colleges were not significant.

Khatoon (1988) empirically tested the relationship between teacher classroom behaviour, attitudes, work valves and pupil control ideology. The null hypotheses that there exists no correlation between teachers' attitude towards teaching and any other aspect of their classroom behaviour was tested among other hypotheses. The study revealed that there exists no corelation between teacher classroom behaviour and attitude towards teaching. Attitude was not related to teachers' verbal behaviour in class.

Singh (1988) undertook a study on 500 B.Ed. students to develop a category system for the system for systematic observation of teachers and determining the relationship between observed behaviours and measures of teachers' attitude. The Minnesota Teacher Attitude Inventory and the Flanders' Interaction
Analysis Category System (FIACS) were used to collect data. The investigator found a significant positive relationship between attitude towards teaching and classroom verbal interaction of student teacher.

Choudhary (1989) carried out a study (i) to assess the attitudes of teacher-training towards their profession and its allied aspects at the beginning of training programme, (ii) to assess the change in attitude, if any, of teachers trainees towards the teaching profession as a result of teacher training programme. The Teacher Attitude Inventory (TAI) by Ahluwalia was used and the six aspects dealt within the inventory were attitudes towards (i) teaching profession, (i) classroom teaching, (iii) child centred practices, (iv) educational process, (v) pupils, (vi) teachers. The result showed that the overall attitude score of student teachers are within moderate range and not very highly favourable. The highest mean score is on factor (iv) and lowest on (i). In terms of overall change in attitude, post-test scores show negligible change when compared with pre-test scores, i.e., no change in attitude.

Kaur (1989) undertook a study on 200 teacher trainees to examine the relationship between value patterns and attitude of female teacher trainees towards teaching. The tools used were Teacher's Value Scale by S.P.Kulshrestha and Teacher Attitude Scale by S.S.Grewal. The findings were (i) More successful teachers tend to be less authoritarian and possess a favourable attitude towards teaching, and (ii) Less traditional teachers tend to be more successful because they are dynamic in their teaching styles and interested in innovative teaching.

Singh and Das (1989) studied attitude of teachers towards creative learning and teaching. Using the purposive sampling technique, 180 teachers from two junior high schools, four high schools, four higher secondary schools, and two PG colleges of Agra comprised the sample. It was found that 90% of the pre-higher secondary and 84% of the higher secondary teachers tended to have unfavourable attitudes towards creative learning, and pre-higher secondary and
higher secondary teachers tended to have unfavourable attitudes towards creative teaching. But this was not so in the case of post-higher secondary teachers.

Srivastava (1989) attempted to study the impact of teacher education programme of Lucknow University on pupil-teacher’s attitude and teaching efficiency. The single-group pre-test-post-test design was adopted for this study. The total number of 500 pupil-teachers admitted in the B.Ed. constituted the sample for this study. The major findings were: (1) Most of the trainee groups changed their teacher-attitude positively and significantly after training, (2) The experienced male trainees did not show any change in their teacher-attitude, (3) There was no significant change in the teacher-aptitude of the male postgraduate student teachers and the experienced female trainees as a result of the training, (4) After the completion of the training, the females showed better teacher-attitude and aptitude than the male trainees. Male trainees showed better teaching efficiency than female trainees, and the trainees teaching social sciences showed better teaching efficiency than those teaching science and mathematics.

Maurya (1990) attempted to study the relationship between teachers’ attitudes and teacher efficiency of university and pre-university lecturers. A sample of 100 university and pre-university teachers was taken from both the sexes. The tools used for this study were the Teachers’ Proficiency Test of Mithlesh Varma, the Adjustment Inventory of Asthana and the T.A.I. of Ahluwalia. The major findings were (i) External surroundings contributed a great deal in formulating teaching attitude, (ii) Frequent changes in the curriculum adversely affected teaching efficiency, (iii) Attitude and academic achievement were not significantly related, (iv) Sex differences existed both in teaching proficiency and adjustment, (v) Pre-university teachers were better in teaching efficiency.
Shah (1991) studied certain determinants that make teachers effective. The objective of the study was to predict effect of aptitude, intelligence, value, self-concept, attitude, etc. on teaching effectiveness. The findings revealed that the teaching effectiveness was significantly affected by teaching aptitude, job satisfaction and attitudes.

Reddy (1991) undertook a study to assess the teaching aptitudes and attitudes of secondary school teachers in Andhra Pradesh in relation to their sex, age, faculty and category. Three hundred thirty two student-teachers of the B.Ed. regular course for the year 1989-90 admitted in colleges of education affiliated to the Kakatiya University, Warangal, were taken as the main sample. Major findings were: (i) The female respondents performed relatively better in the Teaching Aptitude Test, (ii) Age and faculty did not influence the performance on TAT, (iii) Experienced teachers and teacher awardees exhibited a statistically significant superior performance over student-teacher.

Tapodhan (1991) undertook a study to assess the professional attitudes of secondary school teachers of Gujarat State. 224 schools were selected from all the 19 districts of Gujarat. From these schools, 1,644 male teachers and 942 female teachers were selected. A Likert-type attitude scale was constructed and standardized by the investigator. After carrying out pre-pilot and pilot studies, teachers from 40 schools were selected. The major findings were (i) Sex, area (urban/rural) and caste (BC/non-BC) had a main effect on professional attitudes, while qualification had no effect, (ii) Area and caste; area and qualification; caste and qualification as well as sex, area, and caste; sex, area, and qualification had no significant interaction effect on professional attitudes.

Ganapathy (1992) attempted to study the self-concept of student-teachers and their attitude towards the teaching profession. The sample of study constituted 723 student-teachers form nine selected colleges of education in Tamil Nadu. The Tamil version of the Teacher Attitude Inventory (TAI) by Ahluwalia and Self-concept Scale by Mukta Rani Rastogi were used. The major
findings were: (i) Both male and female student teachers had a favourable attitude towards the teaching profession, (ii) Both male and female student teachers had a positive self-concept, and it was related to their attitude towards the teaching profession.

Yadav (1992) studied the impact of teacher training on certain personality characteristics of trainees. The objectives of the study were to compare the self-concept of the teacher trainees before and after teacher training programme, and to compare attitude of teacher trainees before and after training programme. The findings of the study revealed that (i) training had a significant influence on their self-concept, social maturity and attitude towards teaching profession, (ii) social maturity of teacher trainees, increased in all dimensions except for self direction, personal adequacy, (iii) feeling of inadequacy decreased on training.

Uma and Venkatramaiah (1996) attempted to study the efficiency and attitude of rural elementary school teachers and to know the effect of age, qualification, experience and place of residence on teacher efficiency and attitude. The sample for the study comprised 75 primary school male teachers belonging to 30 schools situated in rural areas of Medak District of Andhra Pradesh. They were selected using random sampling method. The data was collected using Teacher Efficiency and Attitude Scale constructed and standardized by Amulya Khurana and Purnima Mathur. Major findings were: (1) Majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job, (2) Teachers' attitude towards teaching correlated positively and significantly with involvement dimension and total teacher efficiency attitude, (3) The rural elementary school teachers had average teacher efficiency attitude and dimension wise was found below average.

Naik and Pathy (1997) undertook a study to find out the attitude of secondary school teachers in general. The sample comprised 20 male and female urban and rural secondary school science teachers of the District of Bolangir in
the western Orissa. Data was collected through an Attitude Scale, developed by
the researcher. The findings of the study were (i) Science teachers of Orissa
possess positive attitude towards teaching of science, (ii) Urban secondary
school science teachers have more favourable attitude towards teaching of
science than rural secondary school science teachers, (iii) The female science
teachers had significantly positive attitude towards teaching of science than male
counterparts.

Pandey and Maikhuri (1999) attempted to explore the attitude of effective
and ineffective teachers towards teaching profession with reference to their age
and experience. The sample consisted of 100 teachers randomly selected from
secondary schools of Pauri and Tehri Districts of Garhwal. The tools used to
collect data were Teacher Effectiveness Scale by Kumar and Mutha, and
Attitude towards Teaching Scale by Katti and Bannur. Major findings were (i)
There was no significant difference between effective teachers having high or
low experience in terms of their attitude towards their profession, (ii) High
experienced effective teachers’ attitude was positive towards teaching profession
than low experienced ineffective teachers, (iii) Age of effective teachers was not
a differentiating factor in their attitude towards teaching profession, (iv) Young
ineffective teachers had a negative attitude towards teaching than ineffective old
teachers.

Shakuntala and Sabapathy (1999) attempted to study the adjustment of the
secondary school teachers in relation to their interest in and attitude towards
teaching. A sample of 240 secondary school teachers (122 males and 118
females) were selected by stratified sampling technique. The tools used to
collect the data were Mangal Teacher Adjustment Inventory, Kakkar Interest in
Teaching Scale, and Teacher Attitude Scale. Major findings were: (i) There was
a significant and positive correlation between adjustment of secondary school
teachers and their interest in and attitude towards teaching, and (ii) Differences
in interest in teaching, attitude towards teaching, sex, type of management,
marital status, age and experience of secondary school teachers accounted for significant differences in their adjustment.

2.4 AN OVERVIEW

An overview of the related research literature shows that in the last three decades, the studies on teacher effectiveness are voluminous and approached from a number of the theoretical perspectives. Most of the studies have been conducted on student teachers. Further, the trend of researches shows that researchers have viewed teaching effectiveness of teachers trained through regular mode. There are hardly any studies to determine the association of teaching effectiveness with other background of teachers trained through distance mode.

The studies carried out so far have not defined in clear terms what is expected of an effective teacher and hence the variables chosen by the researchers for their studies are not given in explicit terms. None of the studies reviewed by the investigator have used the criteria of teaching skills in classroom situation.

The major argument against distance teacher education is borne for the concern for skill component of practice teaching, which has traditionally been a significant part of every formal teacher training programme in India. The contention is that distance education programmes cannot satisfy this requirement.

In the above mentioned research studies, there exists lacunae as the expectations from the teachers of both the systems have not been clearly defined in terms of teaching effectiveness before looking with the comparisons. Moreover, very few researches have been conducted in the area of comparison of two systems which has been a debatable topic with regard to the fundamental function of education and teaching training. A comparison of the two systems of
education was essential for formulating future plans and taking decision regarding the crucial aspects of teacher education programme in the country.

The general belief is that only formal-training institutes can train teachers. It is also felt that the teachers trained through distance education are inferior to the former as regards their effectiveness and efficiency. There has not been any valid scientific proof to support the widespread fears of lowering of B.Ed standards through distance mode. There is hardly any study cited in this regard that could reflect on the comparability of B.Ed distance with the face-to-face B.Ed programme. This research aims to redress this imbalance by examining and comparing the impact of teaching effectiveness and attitude of teachers, i.e. how teachers trained through distance mode differ from those trained conventionally?