Chapter-II
REVIEW OF RELATED LITERATURE

All researchers take advantage of the knowledge and facts that have/had been accumulated in the past as a result of constant human endeavors. Research can never be undertaken in isolation of the works that have already been done on the research issues and problems which are directly or indirectly related to any study proposed by a researcher. A careful review of the research journals, books, dissertations, theses and other sources of information related to the problem to be investigated, is one of the important steps in the planning of any research study.

II.1 PURPOSES OF REVIEW OF RELATED LITERATURE

The review of related researches, besides, allowing the researcher to acquaint him/herself with current knowledge in the field or area in which he/she is going to conduct his/her research, serve the following specific purposes:

1. The review of related researches enables the researcher to define the limits of his field. It helps the researcher to delimit and define his/her problem. The knowledge of related researches, make the researcher up-to-date on the works that others have done earlier and thus helps his/her to state the objectives clearly and concisely.

2. By reviewing the related researches, the researcher can avoid unintentional duplication of well-established findings.

3. The review of related researches gives the researcher an understanding of the research methodologies that refer to the way the study is to be conducted. It helps the researcher to know about the
tools, tests and instruments, which proved to be useful and promising in the previous studies. The advantage of the related researches is also to provide insight into the statistical method through which validity of result is to be established.

4. The final and important specific reasons for reviewing the related researches is to know about the recommendations of previous researchers listed in their studies for further research.

Keeping in view the fore said significances of review of related researches was done by the researcher and systematically presented in this chapter as follows:

II.2 STUDIES RELATED TO TEACHING EFFECTIVENESS

Chhaya (1974) investigated the certain psychological characteristics of ineffective teachers and found that effective teachers have better personality adjustment towards teaching than ineffective teachers. Study also revealed that effective teachers were more emotionally stable than ineffective teachers.

Nair (1974) aimed at finding the impact of certain sociological factors like family background, caste, religion and sex on teaching ability of teachers. The study revealed that age has a positive relationship with teaching ability, whereas, teachers' parental socio-economic conditions had a negative influence on teaching ability, sex, locality of school. Caste and religion were not found to be affecting the teaching ability.

Haslet (1976) conducted a study to analyze differences between male extraverts and female extraverts with regard to teaching effectiveness. He found that effective teachers are significantly more responsive, trustworthy
concerned and as earth than did males. Female judged good teacher to be significantly more organized, experienced, intelligent and knowledgeable than did males.

**Arora (1976)** conducted a study, on difference between effective and ineffective teachers. The findings of the study were-

(1) Age and tenure of service were non-differencing characteristics.
(2) Group of effective and ineffective teachers differed on the attitude of teaching, teacher pupil relationship, discipline, punishment, teaching aids, home work and curriculum etc.

**Grewal (1976)** in his study revealed the main predictors of teacher effectiveness as home, health, social emotional climate, dominance and intelligence.

**Susma (1977)** conducted a study on behaviour flow patterns of extravert and introvert teachers in classroom teaching. She found a significant difference between extravert and introvert teachers with regard to classroom behaviours and behaviour flow patterns.

**Mutha (1980)** attempted to identify the attitudinal, motivational and personality factors which differentiated effective teachers from ineffective ones. Findings of the study were:

(i) Sex, professional training, nature of schooling and income level were significantly associated with teachers' effectiveness
(ii) The effective teachers had higher scores on anxiety than ineffective.
(iii) The effective teachers had significantly higher scores on neuroticism than ineffective
(iv) The effective teachers had significantly higher score on job satisfaction than the ineffective.

**Gupta (1981)** studied inter-relationship between job involvement and personal factors, psychological needs & teaching effectiveness with respect to gender and area. His study revealed that in rural females & urban males, job involvement was not significantly correlated with teaching effectiveness than their counterparts. In case of rural males, teaching effectiveness was not significantly correlated with any of the psychological needs.

**Sharma (1981)** investigated the relationship between the teacher's demographic variables (sex and age) and teaching competency at higher secondary level and other presage variables and teaching competency. Study revealed no significant difference in teaching competency of male and female Hindi teachers, no significant relationship was found between the attitude of teachers at higher secondary level towards teaching and their teaching competency.

**Pachauri (1983)** studied the proficiency in teaching as a function of personality factors, frustration and sex. He found that teachers who were highly aggressive and regressive of either sex were more proficient in teaching. Reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense, and possessed more anxiety. He also found that female teachers were more proficient in teaching than male teachers and relaxed teachers of either sex were more proficient than tense teachers.

**Wali (1985)** studied the teaching effectiveness with respect to various demographic and social correlates and found significant correlation
coefficients for educational qualification, salary, experience, family education and source of income.

Padmanabhaiah (1986) from his study concluded that the teachers in general were dissatisfied with their job and all the personal and demographic variables except the variable 'qualification of teachers' could significantly influence the level of satisfaction with various job factors but not the total job satisfaction. There is no significant difference between the teachers working in rural and urban areas and male and female teachers in their level of satisfaction or dissatisfaction with their job as a whole. From his study it was also observed that region designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness.

Prakasham (1986) found that teachers of semi-urban and rural areas were better in teacher effectiveness than teachers of industrial areas. No significant difference was found in the teaching effectiveness of teachers working in government and non-government schools.

Wangoo (1986) in a study of Indian teachers found that psychoticism, adjustment, democratic leadership behaviour and emotional stability emerged as most important personality characteristics related with teacher effectiveness. He further concluded that teachers who had an outgoing attitude, and who were less aggressive, more trusting, open, forthright, relaxed and group-dependent were highly successful.

Pal and Bhagoliwal (1987) found that more effective teachers were more expressive, socialized and expressed behaviour in a socially-approved way.

Murray et al. (1990) stated that though the personality profile of an effective teacher differs markedly across different types of courses, in smaller,
intensive level discussion-oriented classes, effective teachers were friendly, gregarious, flexible, and adaptable and open to change.

**Bhardwaj (1990)** studied the effects of job satisfaction on teaching effectiveness and found that teaching experience of a teachers were not significantly different with job satisfaction of teacher in relation to their teaching effectiveness.

**Singh (1990)** studied the relationship of teaching effectiveness with sex, social economic status and area and found no influence of sex on teaching effectiveness.

**Sharma (1991)** conducted a study on exploration into self concept, job satisfaction and personality characteristics of harijan and non-harijan school teachers of Bundelkhand region of Madhya Pradesh. She found that non-harijan teachers had more positive self concept than harijan teachers. But no significant difference was found in job satisfaction of harijan and non-harijan teachers.

**Swami (1992)** studied teacher effectiveness in relation to intelligence, emotional maturity and self concept and found that teachers who have high degree of intelligence are more effective in teaching than those with low intelligence and also found that emotionally mature teachers are more effective than their counterparts.

**Sparks and Lipka (1992)** studied the characteristics of master teachers: personality factors, self-concept, locus of control and pupil control ideology. They found that compared with other teachers, master teachers are more warm-hearted, socially outgoing, attentive, respectful, generous in personal relations, hard to fool, and able to maintain interpersonal contacts.
Kukreti (1994) conducted a co-relational study of job motivation and teaching competency. Major findings of the study were:

i) The competent teachers had jointed the teaching profession because they regarded teaching as a prestigious job. They believed that the teaching profession provided them reasonably better salary, security, opportunity of social service, to establish human relations and to enhance their knowledge.

ii) Incompetent teachers entered the teaching profession because they thought that through this profession they would get fame, personal freedom, influencing opportunity and enough leisure with little burden of work. They had chosen teaching as a profession because they believed that there was an easy entrance, greater opportunity of leadership, association with students and self expression.

Shah (1995) reported that effective teachers were significantly higher on extraversion and introversion dimensions of personality than in-effective teachers.

Gupta (1995) conducted a co-relational study of teachers’ job satisfaction and their teaching effectiveness and found that the coefficient of correlation between overall dimensions of job-satisfaction of teachers was significantly related with teachers’ effectiveness.

Anjali (1995) studied the teaching effectiveness in relation to values, job satisfaction and emotional stability of senior secondary school teachers and concluded that emotionally stable teachers and teachers having better job satisfaction were more effective than their counterparts.
Naseema and Ayishabi (1995) made a study on “Satisfaction as a predictor of perceived teaching competence”. Study intended to find out whether job satisfaction can predict perceived teaching competence of physical science teachers in secondary schools of Kerala. It was found that multiple correlations obtained for perceived teaching competence were significant and was capable of predicting teaching competence from total satisfaction and areas of satisfaction such as work, rewards, and context of work, self and others.

Chander (1996) reports that effective teachers have significantly better personality adjustment and favorable attitude towards teaching than in effective teachers. Effective teachers were more extroverted than ineffective teachers and latter were more authoritarian than the former.

Thakur (1996) found that there was no significant difference on the level of satisfaction between female and male principals working in non-government secondary schools.

Sehgal (1996) concluded that pupils rated those teachers as most effective who were mentally healthy, stable, warm and nurturing and pupils scored maximum marks in subjects taught by teachers they like the most.

Robert, Renaud and Murray (1996) examined the extent to which personality traits associated with teaching effectiveness change concomitantly with age and thus, mediate the relationship between age and teaching. Using cross-sectional design, per rating of 29 personality traits and archival student evaluations of teaching were obtained for 33 full-time psychology professors varying in age from 33 to 64. Teaching effectiveness was found to be inversely related to age and correlate significantly with several personality traits.
Hanworth (1997) found that among their sample of American working women those who had an internal locus of control (that is who believed that control of events comes from within themselves rather than outside and relatively more satisfied with their lives.

Dhami (1997) studied the personality traits, attitudes and job satisfaction of secondary school teachers in relation to their teacher effectiveness and found significant difference in teacher effectiveness with respect to personality, attitude and job satisfaction. Study also revealed that female teachers were more effective than male teachers.

Sushma (1999) in her comparative study of job satisfaction among secondary and university teachers found that 74.56% of teachers have a degree of job satisfaction more than the mean value of 69 on the job satisfaction scale as compared to 20.6% of teachers with scores lower than the mean, while the rest 4.82% may be termed as neutral in terms of their level of satisfaction.

Khan (2000) studied the impact of sex, experience and school type variables on job satisfaction among school teachers. The main finding were:
(i) There was significant difference between mean scores of job satisfaction score of male and female teachers. Female teachers were found more satisfied than male teachers.
(ii) Experience does not affect teachers’ satisfaction in their job.

Khatoon (2000) studied job satisfaction of secondary school teachers in relation to their personal variable: Sex, experience professional training, salary and religion. The findings were:
(i) Female teachers were found more satisfied than male teachers.
(ii) There was no affect of experience on teachers’ job satisfaction.
(iii) Trained teachers were more satisfied with their job than the untrained teachers.
(iv) Teachers drawing less salary were more satisfied than those drawing higher salaries.
(v) Religion had no influence on the level of job satisfaction among secondary school teachers.

Panda (2001) conducted a comparative study of attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa. It was found that a significant percentage of college teachers had high or moderate degree of job satisfaction. But it was found that more than 40% female experienced, urban and rural college teachers of Assam and male, experienced and aided college teachers of Orissa had dissatisfaction in their job.

Gorham (2001) studied multicultural teaching competence as perceived by elementary school teachers. Purpose of the study was; (a) to explore elementary school teachers’ perception of their strengths and deficiencies for working with, and meeting the need of students from diverse cultural backgrounds. (b) To assess the relationships between these perceptions and the teachers multicultural background and demographic factors such as age, gender and ethnicity. The findings of the focus groups and survey showed teachers, who had multi ethnic family origin, early education experience with cultural diverse students and multi cultural friendship groups. Perceived themselves competent to teach multicultural students.
Manjula (2002) studied the teaching competencies and learner's achievement in the tribal areas of Karnataka and revealed that the teachers do not possess required competencies either in the subject or in the pedagogical methods except for an average performance in language and mathematics.

Sachs (2004) surveyed elementary school teachers with five or more than five years of experience in urban school district and found no significant difference between effective and ineffective teachers with respect to their experience.

Flores and clark (2004) observed that personality, interest, occupational activity, interpersonal style, happiness, spirituality and moral worth using multivariate regression analysis showed an effect on teachers' efficacy.

Arokiadoss (2005) studied teacher effectiveness of college teachers and found that teachers with high level of teacher effectiveness were found to be 18 per cent and those with low level were 15 per cent and rest 67 per cent were at the average and moderate level of teacher effectiveness.

Rathod and Verma (2006) observed than there was a significant influence of sex on job satisfaction of teachers, female teachers were found to be more satisfied with their job than male teachers. There was significant influence of experience on job satisfaction of teachers. Experience and job satisfaction were found reciprocal to each other.

Bansibihari and Surwade (2006) studied the effect of emotional maturity on teacher effectiveness of different secondary schools of Nanduraba and Dhule District of Maharashtra. The results indicated that:
a) Female teachers were found emotionally more mature than male teachers.

b) Emotionally mature teachers were more effective in their teaching than emotionally immature teachers.

**Fang, Chiang-lung (2006)** studied the relationship among Personality Traits, Innovative, Teaching Capability and Teaching Effectiveness for Elementary School Teachers and found that personality traits of elementary school teachers have significant influence on innovative teaching capacity; besides, conscientiousness and openness to experience have most positive influence on innovative teaching capability among all personality traits. The personality traits of elementary school teachers have significant influence on teaching effectiveness. Conscientiousness, openness to experience and agreeableness have most positive influence on teaching effectiveness among all personality traits.

**Bindhi (2007)** found that job satisfaction differentiates male and female primary school teachers and there was a positive correlation between job satisfaction and stress coping skills among primary school teachers.

**Dakshinamurthy, K. (2007)** studied the interaction effect of teachers’ teaching effectiveness, teachers’ personality and teachers’ attitude on academic achievement in social science and significant interaction effect was found and it was also revealed that the teachers with effective teaching influenced higher on the academic achievement of students in social science than teachers with ineffective teaching.

**Kaur (2007)** studied the life satisfaction of primary school teachers in relation to Psycho-Social Factors. The findings of the study were:
(i) No significant mean difference was found in the personality of primary school teachers at three levels of life satisfaction.

(ii) Significant difference was found in the intelligence of primary school teachers at high and low level of life satisfaction.

(iii) No significant difference was found in the mental health of primary school teachers at three levels of life satisfaction.

**Neelakandan (2007)** conducted a study on the emotional competence of school teacher's of Cuddalore district of Tamilnadu. From his study he concluded that the primary school teachers of Cuddalore district, Tamilnadu had average level of emotional competence. The teachers having higher qualification were found to have better emotional competence than teachers having essential qualifications only. The results also showed that there was no significant difference between any two categories of teachers belonging to different group in relation to their experience, in respect of their level of emotional competence.

Further, the result reveals that there was no significant difference between the teachers of government schools and private schools in respect of their level of emotional competence.

**Shanavaz (2007)** conducted a comparative study and found that teachers’ having different length of teaching experience were not differ in their teaching competencies and male teachers were found to have better teaching competencies than female teachers.

**Mehdinezhad and Zanedan (2010)** explored the current situation of middle school teachers’ happiness and teaching efficiency and relationship between them. The results of the study showed that:
(i) The middle school teachers scored over average on happiness and also marked relatively high scores on teaching efficacy.

(ii) There was relatively high positive correlation between teachers’ happiness and teaching efficacy.

(iii) Female teachers and single teachers got higher score on happiness than male and married teachers and teachers who were 26 to 35 years old and have 6 to 10 years experience got the higher scores on happiness in comparison to other groups.

Khatal (2010) studied the relationship between personality trait and effective communication of teachers from the different professional courses (Education, Engineering, Medicine and Law). The findings of the study were:

1. No significant difference was found in the mean scores of male and female teachers in effective communication.

2. No significant differences between mean scores of effective and non-effective teacher, communicators of Education, Medicine, Engineering as well as Law Faculty.

3. Significant differences were found between the mean scores of effective teacher Communicators of Education, Engineering and Law.

4. No significant difference was found between mean scores of effective teacher communicators of Education and Medicine.

5. Personality traits of both effective and non-effective teacher communicators do not differ from profession to profession.