CHAPTER II

REVIEW OF RELATED LITERATURE
& RESEARCH
2. Review of related literature and Research -

Any new research is built upon or adds to what is known up to that point of time. The review should provide evidence of the investigator's knowledge of the field of investigation also help him in evolving new insights and build new approaches to the problem under investigation.

J.W. Best in his book, "Research in Education" that -

"Review of the literature and research provides a background for the development of the present study and brings - the reader up to date, since good research is based upon everything that is known about problem, this part of the report gives evidence of the investigator's knowledge of the field.

It reveals that effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area provides a
2.1) Review of related literature:

Studies on Teachers' effectiveness -

Sing.R.S. in his book given that - "Certainly the years 1972 through 1978 can be viewed as the heyday of process-product research on teaching. Number of studies relating teacher behaviour to student achievement had been conducted in earlier years by Dunkin & Biddle, 1974; Medley, 1977; Rosenshine and Furst, 1973;

Thereafter research on teaching simply took on new meaning as classroom researchers scrambled to refute overinterpretations, and overreactions to the negative findings from the school effects research exemplified by the Coleman Report (Coleman, Campbell, Hobson, Mc.Partland, Mood, Weinfeld and York 1966).

54. Best J.W. : "Research in Education"
    Seventh edition
    (New Delhi: Prentice- Hall of India Pvt.Ltd.,
    -1997) P.40-41
Toward the end of the 1970s, process-product studies widened in scope. The concept of time as a resource was reintroduced. By the time there changes occurred research on teaching had explained its methods.

Marx. 1983; Shaveison 1983; included teacher and student thoughts, judgements, and decisions.

In 1983 Hamilton added the social ecology of the classroom.

Getzels and Jackson (1963) in the First Handbook of Research on Teaching. That review revealed little evidence of relationships of any strength consistency or consequence between student teacher effectiveness and their values, attitudes or interests.

Allport, Vernon, Lindzey, study of values scales, it was concluded that the usefulness of that instrument for discriminating between good and bad teachers had not been established.

Brophy and Good (1974) and which demonstrates clearly that student teachers, like experienced teachers, hold expectations for particular pupils which may influence their teaching behaviour in relation to them.
This latter group of studies represents a more successful attempt to relate student teacher attitudes to teaching behaviour and pupil achievement. They have proceeded within a much stronger theoretical framework developed by Brophy and Good (1974) and others have relied more heavily on direct observation of classroom behaviour.

Travers (1973) in Second Hand book of Research on Teaching - gives to the effects of teacher training on student teacher behaviours and their consequences for pupil achievement; and by the sharply reduced emphasis on student teachers' affective characteristics compared with Gage in the First Hand book of Reasearch on Teaching 1963.55

55. Singh.R.S : "Teachers' effectiveness in India" (Allahabad ; Chugh publications, 1992) P.6
SINGH, R. S. in his book expressed that -

*Barr and Emans (1930), analysed 209 rating scales for teachers' effectiveness and found that in the opinion of supervisors and administrators seven characteristics, viz.,;

i) Classroom management
ii) Instructional skill
iii) Personal fitness
iv) Scholarship and professional preparation
v) Effects towards self improvement
vi) Interest in work &
vii) Ability to work with others - were important effective factors.

BARR (1948), in his study reported that -
Teaching efficiency is namely depend upon -
i) Personal qualities
ii) Competencies
iii) Effect of teacher leadership, &
iv) Behaviour control.

HELFERTZSCH (1945), reported that -
Teaching effectiveness depends upon six dominating factors. They are;

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.

SCHMID (1950), LAMKE (1951) & ERICKSON (1954) found six factors as correlates of teaching ability viz.,

i) General knowledge and mental ability
ii) A teacher rating scale factor
iii) Personal, emotional & social adjustment
iv) An eulogizing attitude towards the teaching profession.
v) Some aspects of intelligence, &
vi) Tendency towards research

BARR says - Firstly most of all the efficiency ratings employed in evaluating teachers' effectiveness include qualities, secondly, behaviours, & Finally persons personal fitness.

VERMA (1968) has also mentioned the categories of teacher's effectiveness. They are as follows.

a) Physical fitness
b) Personal fitness
c) General skills
A teacher may be high in one ability and low in another."

MICHAEL J. DUNKIN - in his book, "The international encyclopediia of teaching and teacher education" - in section five - "Teacher characteristics - Teacher's personality" - stated that

There has long been strong popular support for the view that qualities of teacher personality are important determinants of successful teaching. Getzels and Jockson (1963) used the term personality to refer to the totality of a person's behaviour and included for consideration cognitive aspects, such as attitudes, values, interests, adjustments, and needs. The conclusion of cognitive aspects was justified on the grounds that they failed out portrait of the teacher as a functioning individual.

SMITH (1970) found that boys taught by male teachers had higher scorers than boys taught by female teacher.

56. Singh, R.S. : "Teacher's effectiveness in India" (Allahabad; Chugh publications - 1992) P.4
BENNETT (1967) found that students taught by female teachers had higher overall achievement than students taught by males.

GARNER (1973) expressed strong reservation about the criterion measure of teaching effectiveness. He argued that the concept of teaching effectiveness is basically a value judgement and he supported his view by reference to the statement by Robinowitz and Travers (1953) that - "The effective teacher does not exist pure and serene, available for scientific scrutiny, but is instead a fiction of the minds of men. No teacher is more effective than other, except as some one so decides and designates." 57

R.S. SINGH - in his book, "Teachers' effectiveness in India" stated that -

There is no significant difference in the average teachers' effectiveness scores of male and female teachers belonging to the rural and urban areas.

BIDDLE (1970) found that male teachers' classrooms were more centrally organized and teacher dominated than female teachers' classrooms.

GRIFFIN (1972) found that male teachers were more direct and authoritarian than female teachers.

GOOD, et. al. (1972) Concluded that female teachers in their study were "generally warmer" and more tolerant of misbehaviour. Their classes seemed more relaxed and disposed towards discussion. Male teachers seemed more active, more highly structured and more oriented to mastery of content.

MC.GEE (1955) found that women teachers were in fact more direct in style than males.

GOOD, et. al. (1972) found that teachers favour students of their own sex.

ETAUGH et. al. (1975) and LEE and Watinsky (1973) expressed that a slight tendency for teachers to favour students of their own sex." 58

KRIG, S. E. explained some - Factors Influencing Teachers' Effectiveness -

Researchers in India and abroad have tried to find out the correlates of teachers' effectiveness. The values of correlation co-efficients revealed the amount of influence of various factors on the teachers' effectiveness.

58. Singh, R. S.: "Teachers' effectiveness in India" (Allahabad; Chugh publications - 1992) P.8
effectiveness. Some of the factors reported to be influencing the teachers' effectiveness have been discussed below:

1) Depression and Teachers' Effectiveness:

As if it were not enough that we have no clear understanding of the etiology of non-reactive depressions nor a convincing logic for the effectiveness of some treatment methods.

Beck, notes that roughly 90% of moderately or severely depressed patients report a loss of interest or motivation.

Hathaway & McKinley, 1956; reported that:

The raw score distribution of men and women on the depression scale, the results were quite positive." 59

59. r.g.S.E. : "Hand book for the IPAT Depression Scale"
(Champaign illinois, IPAT - 1984) P.12
2.3) **Adjustment and Teacher's Effectiveness**

Teachers who adjusted to their circumstances, domestic or departmental, seldom feel difficulty in coping with the situation. They easily get along with their students and colleagues. Adjustment influences teachers' effectiveness, as evident from the studies made by Somantaroy (1971). He found that there exists a positive relationship between teacher adjustment and teaching efficiency, thereby showing that superior efficiency goes with good adjustment and vice-versa. Findings made by Pandey (1973) also support the above statement.

**Dave** (1966) tried to find out the state of adjustment and teaching effectiveness. The coefficients of correlation found to be + 0.490, significant at 0.1 level.

**Samantaroy** (1971) while attempting to find out the nature of relationship among teacher adjustment and teaching efficiency of graduate teachers of the secondary schools of Orissa found that

\[ r \text{ of } + 0.49 \]  

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60. Singh. R.S.: "Teachers' effectiveness in India"  
(Allahabad; Chugh publications - 1992) P.11
2.4) Competency and Teachers' Effectiveness -

DUNKIN.M.J. in his book told that -

A number of studies have been made to see the influence of competencies and teaching effectiveness; by Pinset (1933), Jones (1946), Erickson (1954), Stoelting (1955), Evans (1961), Vertain (1961), Cole (1961) and Cleauide and Park (1965), Getzel & Jackson (1963).\(^1\)

2.5) Review of Related Research -

DUNKIN.M.J. in his 4th Volume given examples are -

"WALT M.N. (1985) in his research - "Factorial study of the teaching correlates of teaching effectiveness." Found that -

Six factors emerged from out of the correlation matrix and they were designated as professional dignity, altruistic temper, professional involvement, democratic temper, family background and humility.

The conclusion reached that Getzeals' and Jacks on stated that very little is known for certain about the relation between teacher personality and

teacher effectiveness. Research studies carried out since the early 1960, do to provide evidence for a more optimistic view.

There seems to be little basis in the research of male and female teachers achievement in a co-education schools.

A number of investigations and studies have been made concerning teaching effectiveness and their problems. Following are some of the important works in this field.

WANGOO M.L. (1984) in his research - "Teacher personality correlates and scholastic competence as related to teacher effectiveness."

Found that - Personality adjustment, democratic leadership, a high degree of intelligence, and emotional control were the main characteristics that went with teacher effectiveness."62

MUTHA D.N. (1980) is his research - "An attitudinal and personality study of effective teacher." 1980.

Found that - 1) Sex, professional training, nature of schooling and income level were significantly associated with the teacher's effectiveness.


(New Delhi ; NCERT 1988) P.1043 & 1005
2) Personality variables - ascendence - submission, anxiety, marital adjustment, extroversion, neuroticism, job satisfaction, teaching aptitude, real self-ideal, self-discrepancy, religious value, social value, theoretical value, aesthetic value, economic value, political value, and intelligence—significantly predicated the teacher's effectiveness.


Found that - 1) Personality characteristics of satisfied teachers were; reserved, detached, critical, cool, emotionally mature, stable, faced reality, humble mild, accommodating, conforming, and giving way to others, shy, timid, restrained, trustworthy, adaptable, free from jealousy, easy to get on with, practical, careful, conventional, regulated by external realities, proper, placid self assured, confident and serene, controlled, socially precise, having strong control over emotions and general behaviour, relaxed tranquil, unfrustrated and calm.

2) Sex produced difference in the level of job satisfaction.
3) The female unmarried teachers were more satisfied than the married teachers of both sexes.

4) A negative relationship existed between the length of the service and level of job satisfaction.

5) Rural-urban setting had no significant.

SINGH S. (1978) in his research - "relationship between teachers', personality, teaching, success and behavioural changes in students."

The major findings of the investigation were -

1) The theoretical and social values were positively related to teaching success but the economic and aesthetic values were negatively related.

2) The highly successful teachers were assertive, venturesome, controlled, emotionally stable, and trusting.


The major findings of the study were -

1) Fourteen factors were interpreted as general teaching competency, competency of the teacher's concern for students competency of using audio-visual aids, competency of professional perception, competency
of giving assignment, competency of illustrating with examples, competency of pacing while introducing, logical exposition, classroom management, use of questions, initiating pupil participation use of background, recognizing attending behaviour and competency of achieving closure.

2) The opinions expressed by the students gave nineteen teaching behaviours liked by the students. They were creating interest and curiosity, difficult questions, clear explanations, keeping students attentive, pace of teaching, experiments, interesting examples etc.

3) The competencies identified through factor analysis related very closely with those expected of the teachers by the students.

AGRAWAL M. P. (1969) in his research "Measurement and competence of teachers of Primary Schools (M.P.)" found that -

1) More than 53 percent teachers were not intelligent enough to be teachers, and intelligence was significantly and positively related to subject knowledge.

2) of the primary teachers 52.6 percent but
not like the teaching profession and their attitude was significantly related to the competencies of classroom teaching and of conducting extra classroom activities.

3) About 70 percent teachers passed adequate knowledge of the subject to be able to touch competently.

4) In the classroom teaching about 52 percent teachers were below average where as 47.35 percent were weak in the competence of organizing co-curricular activities, school programmes and other activities of the school.

5) The main problems of teachers listed were low salary, irregularity in increments salary incommensurate with qualifications transfers etc..

6) The problems faced in schools were multiple class teaching, attendance and the number of students in a class poor accommodation, non-availability of teaching aids, teacher-parent relationship, supervision and relationship between the school and the community.

7) According to the evaluation and administrators inspectors, and head masters, considered 40 percent teachers as competent and the teachers considered 42 percent of them as competent.
PACHAURI G.K. (1983) in his research - 
"Proficiency in teaching as a function of 
personality factors, frustration and sex." - 
Found that - 
1) Female teachers were more proficient in teaching than male teacher.
2) Teachers who were highly aggressive and regressive of either sex were more proficient in teaching.
3) Outgoing female teachers with low regression were more proficient in teaching.
4) Relaxed teachers of either sex were more proficient than tense teachers.
5) Female teachers belonging to the high regression group wanted drastic changes in the present structure for imparting education in their respective areas.

PRAKASHAM D. (1986) in his research - "A study of teachers effectiveness as a function of school organisational climate and teaching competency."
Found that -

1) No significant difference was observed between male and female teachers on the tests of teaching competency and teacher effectiveness on the global scale, through female teachers were found moderately better in teaching competency under all types of variations, were as they were found moderately better than male teachers in teacher effectiveness only under christian management. 63

BHAGOLIWAL.S. - A study of personality characteristics associated with teaching effectiveness as seen through Rorschach Technique, (1982) objectives - (i) To discriminate between the effective and the less effective teachers. (ii) to find out personality characteristics associated with each category of teachers using Rorschach Inkblot Test. (iii) to compare the two groups of teachers on Rorschach variables of personality.

The sample consisted of 264 teachers (120 male and 144 female) drawn from twelve higher secondary schools of New Delhi following the 10 + 2 pattern of education. They were all full time trained teachers teaching classes. IX, X, XI, XII, and had at least

Volume - III
(New Delhi ; NCERT - Delhi 1991) P.824-900
least three years of experience. The teachers were matched with respect to sex, age, qualifications and experience. Out of the 264 teachers, fifty more effective and fifty less effective teachers were identified on composite teaching effectiveness criteria. For the selection of criterion group, Teacher personality characteristics inventory, Teachers' Rating scale, students' performance and student ranking proforma for subject teachers were used. For the assessment of personality, Rorschach Inkblot Test was used. A Rorschach rating scale was developed by the researcher on five major areas including twenty-nine minor components of personality. The areas of personality investigated were intellectual level - intellectual capacity, intellectual functioning, empathetic and imaginative function, differentiating and integrative function, efficiency us. Capacity of intellectual function, extent of interest, approach to environment, practical common sense, creative potential - creative potential through imaginal resources, creative potential in object and person relations, emotional - overall control, inner control, integration with value system, value system Vs. impulse life, ego integration with tension and conflict, out control - socialized control, outer control through repression, out control through withdrawal, constricted control
through repression, constricted control through with
-drawal, emotional experience balance, experience
balance of functional level, interoversive Vs. extra-
versive tendencies, emotional responsiveness as well
as motivational level of aspiration. The chi-square,
and Mean, whiteny U-test were used for the data
analysis.

Findings - 1) The more effective teachers were
characterized by having more of creative potential
indicated by imaginal resources reflected in object
and person relations whereas the less effective
teachers lacked productive resources.

ii) The more and the less effective teachers
were alike in their respective emotional responsiveness.

iii) More of the effective teachers had a narrow
gap between their level of aspiration and imaginal and
inner resources.

MATHEW.R., Factorial structure of Teaching
competencies among secondary school teachers, 1980.

The study attempted to identify desirable teach-
ing competencies of a physics teacher in the context
of certain presage, process & product variables.
In Bangalore 2,300 students & 130 teachers were selected for the study. Seven tools were used for data collection they were standard progressive matrices, Teacher Attitude scale by Grewal, Interest Inventory investigator, Teachers' self Rating scale was developed by the investigator and an interview schedule. The statistical technique employed was the principal component method of factor analysis with varimax rotation.

Major findings - (1) Fourteen factors were identified, They were - teachers' concern for students, using audio visual aids, professional perception, giving consignment, illustrating with examples, logical exposition, classroom management, use of questions, initiating pupil participation, use of black-board, attending behaviour.

PASSI, B.K. & SHARMA, S.K., "A study of Teaching competency of secondary school Teachers, 1982".

The various tools used were the Teacher attitude scale (Grewal), the Interest Inventory for teachers (Grewal), standard progressive matrices, Teacher's self rating scale (Rama), the pupil Liking scale (Rama), classroom observation.
Findings - (1) The male & female teacher did not differ in their competency. (2) There was a significant negative correlation between the self perception of the language teachers teaching at the secondary level and teaching competency.


Objectives - (1) To study the relationship between teachers' sex and age and competency. (2) to study the relationship between presage variables (attitudes, interest, behaviour, intelligence) (3) to study the relationship between product variables (pupils' achievement, pupils' behaviour).

Tools used - the teacher Attitude scale (Grewal) the interest inventory for teachers (Grewal) the standard progressive matrices, a teachers' self rating scale & pupil liking scale, classroom observation. The data analysed by Principal component analysis, varimax rotation, t-test, correlation etc.,

Findings - (1) There was no significant difference in the competency of male and female teachers. (2) There was no significant positive correlation between the age of teachers and their teaching competency.

Objectives - (1) to identify through factors analysis, the fundamental dimensions or factors of teacher adjustment. (2) to devise a standardized teacher adjustment inventory based on the fundamental dimensions discovered through factor analysis.

Findings - (1) Teachers' adjustment consisted of five factors. They were; adjustment with academic and general environment of the institution, socio-psycho physical adjustment, professional relationship adjustment, personal life adjustment and financial adjustment and job satisfaction. (2) The test-retest reliability and split-half reliability for each factor ranged between 0.17 and 0.99 and between 0.94 and 0.99 respectively (3) The criterion related validity against the Bell's adjustment Inventory and the ratings of the teachers by the head masters came out to be 0.967 and 0.986, respectively."


64. Buch, M. B. : "Third Survey of research in Education 1978-1983" (Delhi; NCERT, New Delhi - 1987) P. 759
More examined the relationship between teaching effectiveness, teaching aptitude and personality traits. On the basis of research findings it was revealed that only 6 factors out of 16 factors of personality (R.B. Cattell) were found to be positively correlated with teaching effectiveness of which intelligence was the most important. Teaching effectiveness and teaching ability have positive correlation and the total personality of the teacher is found to be influencing effective teaching and ineffective teaching. The study attempted to bring an improvement in the criteria for admission to the teacher preparation programme.

Presage Process studies -

Atreya, Jai Shank (1989) -

"A study of teachers', values and job-satisfaction in relation to their teaching effectiveness at degree college level" - concluded that teaching effectiveness was significantly co-related with values and job satisfaction.

AGARWAL, S. (1988) - "A study of adjustment problems and their related factors of more effective and less effective teachers. Female teachers of primary schools more effective teachers had problems of adjustment due to the social factors, while with less effective teachers emotional problems were dominant." 65

MULE. R.S. & UMATA. V.T. - in their book it is expressed that -

"Before going to research, reviewing of related research is very important to the new research. Edison told that - 'First find out every thing, everybody has done and the begin were left off.'"


PORWAL, N.K. (1980), MUTHO, D.N. (1980), PACHAURI, G.K. (1983). Found that female teachers are more effective than male teachers. The teaching effectiveness found that in rural and urban there is no significant difference.


AGRAWAL, M.P. (1969) found that - female teachers are more adjusted than male teachers.

Barr says that teachers' teaching effectiveness includes many qualities like personality, competency, intelligency, academic achievement etc., they may be measured separately.67

So the researcher tried to assess personality components like Depression, Temperament, Adjustment and competency to compare along with teaching effectiveness.

In all the above studies the tools used are questionary, inventory, F16, Rating scale, Rorschach Ink blot test, etc.,

But the researcher used depression scale for Depression assessment. Rating scales for Temperament, competency & teaching effectiveness. Inventory for adjustment.

In general there are three approaches to the measurement of teachers' effectiveness -

1) In terms of pupils achievement
2) In terms of rating by administrators, principals, and parents etc.,
3) In terms of teachers' personality, competancy etc.,

Pupils' achievement is more complex phenomenon. So it is difficult to be measured accurately.

Judgements on teachers' effectiveness are made by their principals administrators. Such rating may be based upon a few observation made during the complete academic year only. So that is a time consuming method.

So the researcher tried to measure teaching effectiveness in terms of students reactions also.