CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already conducted in the field. There are probably three stages in most of the reviews. First, find information. Next, appraise what have found for relevance and robustness. Finally, synthesize findings into a set of collective conclusions. According to Cooper (1988) a literature review uses as its database reports of primary or original scholarship and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical/analytic or methodological in nature. Second a literature review seeks to describe summaries, evaluate, clarify and/or integrate the content of primary reports. According to Koul (2009) research can never be undertaken in isolation of the work that has already been done on the problems related to a study proposed by researchers. Review of related literature covers from different sources as research materials, including books, magazines, periodicals, websites, scientific papers, journals, encyclopedia, and researches of others. So a detailed account of review of related literature is presented in a chronological order under the following headings:

2.2 Importance of Review of Related Literature

Review of related literature provides valuable guidance in order to comprehend the problem holistically and the extent of advancement in research field on the topic. It envisages and explores the innovative insight for appropriate methodology and research design. The review of related literature usually encompasses the following functions.

- Gives conceptual frame of reference for the contemplated research.
- It also helps in understanding of the status of research in the problem area.
- Provides sufficient insight to the research approach method instrumentation and data analysis.
• Evaluate the probability of success of the contemplated research and the significance or usefulness of the findings.

• Guides specific information needed to state the definitions, assumptions, limitations and hypothesis of the research.

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. The review tells the researcher “what has been done and needs to be done”.

The present chapter deals with review of literature related to the English learning Attitude, English language Aptitude, English language Motivation and Academic Achievement in English subject and many other related aspects as per the objectives of the study.

2.3 Source of Information

The research investigator, for this study, went through the journals, unpublished theses, books, research abstracts, etc. and browsed different websites.

2.4 Classification of the Literature Reviewed in the Present Study

The literature reviewed is presented into four categories such as:

2.4.1 Studies related to Academic Management of Colleges of Education.

2.4.2 Studies related to Attitudinal Changes.

2.4.3 Studies related to Personality Characteristics.

2.4.4 Studies related to Teaching Competencies.

2.4.5 Studies related to Satisfaction of Student-Teachers.

2.4.1 Academic Management of Colleges of Education

Preparation and planning of academic management of colleges of education for teaching, classroom management, discipline, motivation, interaction, evaluation; knowledge of subject-matter its delivery and presentation including black board summary, teachers characteristics and interpersonal relations of teachers with others. A few pertinent studies related to academic management of colleges of education are reviewed as below:

Chen, and Khan (2007) considered how effective advisement was as a supplement to a lack of precollege preparation and to overcome academic challenges that affect students’ performance. The study observed students’ overall grade point average (OGPA), identified how academic and related issues that affected students’ performance from freshman year to senior year, and evaluated perceived effectiveness of advisement and counseling services. Most
notably, inadequate preparation, working long hours, poor study habits, family responsibilities, lack of self-confidence, and social and extracurricular activities have a direct correlation with low grades and high dropout rates (Addus et al. 2007). In addition, they also found that poor-performing students never took advantage of intervention services and that the students reported that advisement services were not effective.

Duhon et al. (2009) quantified intervention intensity so they could evaluate student response to increasing frequency. The research took the components of response to intervention (RTI) which consists of 1) the student’s level of response and 2) the intensity of the intervention required to produce that level of response. This was refined from the RTI model that was used for the past two decades consisting of 1) the general education program’s quality, 2) the ability of the special education program to create significant outcomes for its students, and 3) the precision and meaningfulness of the current process used to diagnose disabilities (Fuchs 2003; Gresham et al. 2005). Duhon’s et al. study produced positive outcomes for students involved and provided insight about increasing intervention intensities. They suggest that the purpose of the RTI model is ‘to provide information as to how the student can be successful throughout his or her academic career.’ (Duhon et al. 2009). It helps to understand the impact of increasing intervention frequency on students responsiveness. Even though this aspect may be out of the range of this particular study, it will provide a basis with how university students frequent interventions and if it correlates with academic success at the college level.

Alamaraz et al. (2010) studied with the management and human resources department that provided information about careers and career planning, and encouraging students to take advantage of on-campus opportunities for personal and professional development. The results of the research provided support for how effective a course was that integrated curriculum to prepare students for outcomes from their collegiate experience. Furthermore, Almaraz et al. found that when students were done with the course, they had a greater understanding of the MHR curriculum, had increased their use of career center services as well as being involved in co-curricular activities.

Amani (2012) theory of academic achievement focused on variation between high performing and low performing university students. The study was based on attribution theory and that success or failure is associated with three sets of characteristics. The first characteristic is individuals succeed or fail due to factors that originate internally from within people or
externally from their environment. The second characteristic is that the cause of success or failure may be stable or unstable. Stable factors are focused on outcomes that are likely to be the same every time an attempt is made at the same or similar tasks. Unstable factors mean they can change and the outcomes of performance are different each time the behavior is performed. The last characteristic is that success or failure may be controllable or uncontrollable. If the condition is controllable, then individuals believe that they can change these conditions.

**Harrison and Hat (2012)** in their review of the evidence suggested that students are unresponsive to financial inducement, and place a high priority on provision that is local and socially comfortable. They concluded that if bursaries are to continue, their purpose needs to be reconceptualised and extended beyond competitive recruitment to encompass the whole student experience. Bursaries have the potential to build strong motivational bonds between universities and their student, relieving financial anxiety, legitimizing the learner and promoting retention and academic success.

**Bachan (2013)** found that having financial support “has no significant effect on reducing student expected indebtedness”. While “students in receipt of financial support from their parents and those with part-time jobs anticipate a lower level of debt”, they found that the “more risk averse a student the lower the expected debt”. Bachan did go on to say that this “may be indicative of the fact that the current levels of financial support are inadequate and ineffective in reducing anticipated debt”.

**Bowes et al. (2014)** evaluation of the NSP found that: 57.7 per cent of applicants to higher education for 2014-15 report that the possibility of receiving the NSP had no influence on their decision to apply. A similar proportion reports that it had no influence on their choice of institution (56.6 per cent). Yet their research also shows that 68.8 per cent of current students report that it had some influence over their decision to study a programme of higher education and almost three-fifths perceive that it influenced their choice of institution.

**Bowes et al (2014)** suggest that this change could be due to post rationalization with students who have received financial support rating it more highly within their decision-making. The report concludes that although the cost of HE is an important consideration, the extent of its influence is often outweighed by other factors such as the appropriateness of the programme of study, the likelihood it will lead to a job, the location of the institution and/or the possibility to remain living at home.
Esson et al. (2014) who in their research using data from students in year 13 found that the primary response to study-related debt is that “there is no point worrying, This is because in the short term a higher education degree was considered vital to securing employment in a competitive labor market.

Harrison et al (2015) study reveals that many undergraduate students from lower social background shown positivity about debt as a means of enabling them to access higher-level careers. They found more generally, the mainstream of student attitudes appears to fall between the ‘debt-savvy’6 and ‘debt-resigned’ 7 types with students being relatively well-informed about repayment terms and accepting large-scale indebtedness as normal.

2.4.2 Attitudinal Changes

Ahluwalia (1978) in his study developed a teacher Attitude Inventory to measure the change in the professional attitudes of the student teachers as a result of teacher education course of one academic year duration After an initial tryout of 300 items 150 items were finally selected for the inventory. It was standardized on a group of 2169 student teachers, i.e. five percent of the total population of B.Ed. students in Hindi speaking states. The reliability of the TAI was calculated by split half method which came to be 0.79. The inventory was validated through the application of ‘known group’ and stimulus group techniques. The major findings of the study were: (i) the new TAI was a reliable and a valid tool for the measurement of teacher’s attitudes; (ii) the mean attitude scores, as a general rule, were found to decrease in place of improving at the end of training programme; (iii) the mean attitude score were changed either positive of negative as a consequence of the nature of training programme provided by different institutions; (iv) sex wise and institution wise mean attitude score differences were found but these wee not significant; and (v) Sex was not found to be either a determinant or differential of change in professional attitudes of student teachers as a consequence of teacher preparation programme.

NCERT (1979) determined the extent of the teacher’s acceptance of the role in which they find themselves. The aim of the study was to know how teachers reacted to various issued related to their professional life and efficiency, and how the above reactions were related to the factors like management, area, sex, age, experience, academic and professional qualifications, etc. The sample take was to 6,558 teachers of middle section of 377 schools attached to high and higher secondary schools and intermediate colleges of all the states including some union territories. Major findings of the study were: the attitude of teachers differed significantly under different
management, (ii) the tenure of service did not affect the attitude of teacher’s (iii) the attitude of male and female teachers showed more positive attitude towards the profession than older teachers, (v) experience and positive attitude were inversely proportionate, (vi) training appeared to be a contributing factor in the development of apparent positive attitudes towards profession.

Agarwal, Gupta and Saxena (1980) studied a relationship between teaching efficiency and professional attitude and their adjustment in daily life situations. According to them favorable attitude and better adjustment always produce good and efficient teachers. A sample of 100 male and 100 female student teachers were taken from Govt. Raza P.G. College, Rampur and D.A.K. College, Moradabad. The main findings of the study were as (i) there is a positive relationship between teaching efficiency and attitude towards teaching profession in both male and female. (ii) There is no relationship between teaching efficiency and adjustment in both male and female student teachers. (iii) Attitude towards teaching profession does not have any relationship with adjustment irrespective of sex differences. (iv) Sex does not play any role in respect of the variables (teaching efficiency, attitude towards teaching profession and adjustment).

Gupta and Shamsherry (1982) studied that a person will develop an attitude for teaching after undertaking a professional training. In other words, the achievement of the students will have a direct relation with the attitude of their teachers regarding professional training. If teacher’s attitude and teaching experience have any significant influence and relations, then one can predict the efficiency of the teacher by knowing his attitude towards professional training.

Joseph (2003) studied professional commitment of primary school teachers in relation to working conditions and selected personal factors. The major findings of the study were: A significant positive relationship was found between professional commitment and working conditions. A significant negative relationship was found between professional commitment and gender also between professional commitment and salary. A significant relationship was found between professional commitment and qualification. The four regression models show working condition to be the strongest predictor of professional commitment followed by gender, salary and qualification, Marital status, teaching experience, type of teacher training and type of schools do not contribute significantly in the prediction of professional commitment.

Sood and Anand (2010) studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. The data were gathered through ‘Scale for Professional Commitment of Teacher Educators’ from 135 teacher educators.
of 25 B.Ed. colleges of Himachal Pradesh. Results showed that the level of professional commitment of B.Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B.Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession. The paper discusses certain suggestions for enhancing the professional commitment level of B.Ed. teacher educators.

Zafar (2015) explores the agreements and contradictions existed in the findings of research concerned with Attitude towards teaching with respect to some demographic, academic and psychological characteristics of individuals. The purposes of this article are (i) to review and analyze the literature of teaching attitude from teacher education perspective and (ii) to provide suggestions for the implication of future research. Author reviewed the contents of research articles and theses exploring issues related to attitude towards teaching. After review it was observed that majority of studies on Attitude towards teaching concentrated around some characteristics of individuals viz. Gender, Age, Locality, Qualification, Teacher training, subject stream type of institution, experience, etc. This reviewed probed into the influence of these characteristics on Attitude towards teaching. Majority of studies signified their influence on the attitude. On the other hand some of studies show contradictory results. Attitude towards teaching is also not an isolates concept but it has also some correlates to be meaningful and relevant in teaching profession. Respective reviews identified various correlates of Attitude towards Teaching. It concludes that Longitudinal and comparative studies on Attitude towards teaching were found lagged behind.

2.4.3 Personality Characteristics

Personality as a self and a set of enduring of complex dispositions which differentiate one person from another and which also give each of us some sense of uniqueness as well as commonality with the human race. A few pertinent studies related to personality are reviewed and reported as below:

Druva and Anderson (1983) examined the science teacher characteristics by teacher behavior and by student outcome. The personality section contained 70 variables that might be grouped
under the titles of positivism, self-concept, independence, receptivity, friendliness, motivation and direction, intellect, social behavior, values, and attitudes. Results of the study indicated that teaching effectiveness was positively related to training and experience and teachers with a more positive attitude toward curriculum they were teaching tend to be those with a higher grade point average, more experience teaching, and a higher degree of intellectuality. Student achievement was positively related to teacher characteristics of self-actualization, heterosexuality, and masculinity.

Malik (1984) compared personality factors and learning environments of successful and unsuccessful science teachers. The study was confined to 72 higher secondary schools located in seven major cities of Rajasthan. The findings revealed that some personality factors were significantly related with teaching success which was positively correlated with intelligence, emotional stability, tender mindedness, suspiciousness, self-sufficiency, placidity and relaxedness. Successful science teachers had clarity of goals and their students found less difficulty with class work than students of unsuccessful science teachers. Teaching success was positively correlated with dimensions of formality, goal direction, satisfaction, democracy, diversity and cliqueness. Teaching success was negatively correlated with dimensions of friction, difficulty, apathy and disorganization. The classroom environment of unsuccessful science teachers was full of tensions, quarrelling among students, and confusion in class activities, lack of affinity with class work, and there was favoritism. Some significant correlation, either positive or negative, was found between the classroom learning environment and personality factors.

Radha (1984) compared the personality characteristics of high and low success of science teachers in teacher training the sample for the study comprised 537 students’ teachers, of whom 258 were specializing in teaching physical science and 279 in teaching of natural science the sample was stratified further on the basis of sex and area of residence. When educated for intelligence, six of the nine personality variables showed significant correlations with teaching performances in science. The variables were personal adjustment, scientific attitude, and introversion-extraversion, attitude to words academic work, science interest, and social adjustment. The estimation of common variance showed that the highest percentage of overlap was between personal adjustment and teaching performance.

Wangoo (1984) investigated teacher personality correlates and scholastic competence as related to teacher effectiveness. The sample consisted of 500 teachers drawn from higher secondary
schools of Srinagar district. Study concluded that personality adjustment, democratic leadership behaviour, a higher degree of intelligence and emotional stability were the main characteristics that related with teacher effectiveness. Study concluded that teachers who had an outgoing attitude, and who were less aggressive, more trusting, open, forthright, relaxed and group-dependent were highly successful.

Khanna (1985) examined personality patterns of effective high school teachers. The tools used were Deva’s Teachers Rating Scale, The Students’ Perception of their Teachers Scale by Sorenson and the 16 PF Test by Cattell. A sample of 500 teachers was taken for the study. Findings revealed that the effective teachers had traits which were positively helpful and valuable for the mental health of the individual whereas ineffective teachers had traits which tended to lead the person to a kind of maladjustment. There was also a definite impact of teachers’ personality on their students’ perception. There was a close relationship between the level of effectiveness of teachers and the levels of achievement of their students. Effective teachers were very helpful in raising the level of achievement of the students and also their overall educational standard. In the selection of teachers for high school classes care should be taken to study their personality with appropriate personality tests. The effective teachers in the faculties of arts and science possess relatively different traits of personality.

Prabhawati (1987) made an attempt to assess personality needs, moral judgment and value patterns of secondary school teachers. The 500 teachers from rural and urban secondary schools from Gorakhpur district were selected through a stratified sampling procedure. The results indicated that male teachers showed high preference for affiliation need and female teachers preferred need for maintaining order.

Murray et al. (1990) studied 29 personality traits in relation to student ratings of teaching effectiveness. Study comprised a sample of 46 psychology teachers. It was concluded that psychology instructors tend to be differentially suited to different types of courses and furthermore that the compatibility of instructors to courses was determined in part by personality characteristics. Effective teachers were friendly, gregarious, flexible, adaptable and open to change.

Singh et al. (1990) found personality characteristics of teachers involved in the delivery of primary health care. An attempt was made to study the personality traits influencing the performance of 17 primary school teachers selected from Wardha district. The results indicated
that both the teachers and community health volunteers preferred preventive and primitive health tasks and they showed no significant difference on the motivation and leadership orientation scale. The teachers, because of their job security and promotional avenues were satisfied with their achievements and were full of hopes and aspirations but the same was not true with the community health volunteers.

**Olusola (1991)** studied principal’s leadership effectiveness. Sample of the study comprised 530 secondary school teachers from Kwara and Oyo States of Nigeria using an instrument labeled leadership effectiveness perception questionnaire. Findings showed that in general, teachers perceived principals who were intelligent, firm and decisive as effective. Student' performance traditionally used as a yardstick of principals' effectiveness was pushed to a background place among the criteria considered.

**Kent et al. (1995)** found the relationship between teacher personality and teacher student interpersonal behavior. The sample comprised of 108 teachers and their 108 classes containing 1,283 students drawn from all eight of the Tasmanian senior secondary colleges. Results revealed that there was a greater degree of relatedness between teacher personality and self-perception than between teacher personality and student perception.

**Mary and Bonnie (1995)** examined the relations among leadership styles of consultant teachers. The sample consisted of 31 consultant teachers. Three instruments were administered: The Lead-self, the Myers-Briggs Type Indicator and the Survey of Effectiveness of Collaborative Consultants. The results indicated that selling and participating were the two leadership styles most often used by the consultant teachers. No significant relations were found between the consultant teachers' effectiveness scores and any of the leadership styles. The significant relationship was found between personality index preference and effectiveness in consulting. Sensing was a significant variable when effectiveness was considered. Together, the extrovert and the sensing scores were good predictors of effectiveness.

**Eyran (2002)** examined the relationships among personality, leader member exchange (LMX) quality, action control, organizational citizenship behaviors (OCB), and overall job performance (OJP). In conclusion, the data revealed that personality was not significantly correlated with supervisory ratings of OJP or significantly related to supervisory ratings of overall OCB. Moreover, LMX quality and action control did not mediate the relationships between personality-OJP or the personality-OCB relationship. Significant relationships were found
between disengagement and overall LMX quality and between initiative and overall LMX quality (both LMX-teacher perspectives) as well as between personality variables and both disengagement and initiative action control variables.

Judge and Mount (2002) investigated the relationship between the five factor model of personality and job satisfaction. Results of meta-analysis review revealed that the traits of neuroticism, extraversion, and conscientiousness displayed moderate correlation with job satisfaction.


Remo and Rinoi (2003) investigated the relationship between teachers’ personality profile and their attitude towards their profession and their training. A Self-evaluation Personality Scale and a Questionnaire were administered to a large sample of Italian teachers of various school levels. The results had shown systematic and interesting differences among the five personality profiles identified and the teachers’ attitude towards their initial training and their activity in the classroom. Differences also emerge with respect to both the perceived status of teachers and the interaction between personal and professional life.

Easwari (2004) examined relationship of personality with administrative and academic responsibilities of education officers in Tamil Nadu. The sample consisted assistant elementary education officers of Dindigul, Coimbatore and Madurai districts. Results revealed that there was no low positive relationship between administrative responsibility and personality factors of responsibility. It was also found that there was no low positive relationship between academic responsibility and personality factors.

Mishlove (2004) found relationship between extracurricular responsibilities and classroom effectiveness for middle school teachers at a small private school in Las Vegas, Nevada. Moderate positive correlation was found between hours of extracurricular responsibilities and amount of compensation; moderate positive correlation was also found between classroom
effectiveness and years of teaching experience. No correlation was found between hours of extracurricular responsibilities and any aspect of classroom teaching effectiveness. Increased contact time with children leads to greater impact, both inside and outside the classroom. Extracurricular involvement was one way for teachers to get to know children, to create relationships that can impact children far into their futures.

**Slavica (2004)** investigated personality factors and teacher attitude in relation to their evaluation methods. The investigation was carried out on a sample of 76 teachers, teaching individual subjects in Zadar primary schools. The Scale of External Locus of Control, The Self-Actualisation Scale and the Scale of Teacher Attitudes were used. The results had shown different combinations of predictor variables sex, age, experience, self-actualization dimensions, extroversion, comfort, conscientiousness, emotional stability, intellect and locus of control for a negative attitude toward knowledge like underestimation, positive attitude toward knowledge like overestimation and a positive attitude toward grading as well as insecurity in grading, high grading criteria and positive feelings while grading. Results revealed that teacher attitudes toward knowledge and grading, as well as feelings could be explained by personality factors. In view of the fact that tolerant, fair and strict teachers differ in their attitudes, it was concluded that personality factors, through attitudes, influence the way teachers grade the knowledge of their students.

**Srivastva (2005)** noticed the personality and mental health among primary and secondary teachers. In a sample, 150 primary and 150 secondary teachers were selected from Haridwar District (Uttaranchal). Introversion-Extroversion Personality Test and Mental Health Inventory were administered to teachers. The results indicated that personality traits influenced the mental health of primary and secondary teachers and extrovert teachers enjoy better mental health as compared to introvert teachers.

**Tracy (2005)** in a study on personality type as a predictor of interaction between student teachers and cooperating to measure personality type, the Myers-Briggs Type Indicator was used and to measure interaction aspects, the Mentoring Relationship Questionnaire, developed by Greiman was used. Findings suggested that, according to both cooperating teachers and student teachers, that student teachers were receiving psychosocial assistance from cooperating teachers. In addition, according to both student teachers and cooperating teachers, student teachers did not need much, nor did they receive much support related to their roles and responsibilities of an
agriculture teacher. The study found that the more similar (in general) the pair perceived themselves to be; the more the pair was satisfied with their relationship or interaction. However, similarity in personality type was found to have little influence on the variables.

Nachimuthu (2006) studied occupational commitment in relation to personality. The study consisted of 150 professional selected through purposive sampling method from occupations such as teaching, police and executive from various parts of Coimbatore city of Tamil Nadu State. The age ranges of the professional are from 23 to 46. Results of the study revealed that there existed a significant relationship between personality and occupational commitment. Executives had higher level of occupational commitment when comparing to lectures and police.

Kaur and Meenakshi (2007) conducted a study on impact of teacher training programme on B.Ed. students’ motility, attitude towards teaching and personality. A representative sample of 380 female students of B.Ed. class was taken so as to represent rural and urban education colleges affiliated to Panjab University, Chandigarh. The investigator selected four colleges (one rural and three urban) randomly. Self-constructed Motivity Scale having 20 items relating to the motives for joining the B.Ed. course. Ahluwalia’s Teacher Attitude Inventory (TAI) was used with six aspects viz. teaching profession, class-room teaching, child-centered practices, educational process, pupils and teachers. Eysenck Personality Questionnaire was used to measure the three important personality dimensions i.e. Psychoticism, Extraversion and Neuroticism of B.Ed. class. The mean score on psychoticism of the B.Ed. students is 3.94 with SD 2.26 at entry stage of the teacher training programme. At the time of admission students are slightly high on the trait of psychoticism because of being put to heavy pressure to clear the entrance test and due to uncertain future and lack of ensured employment. During the teacher training programme the mean score increased to 4.35 with SD 2.34 at stage II and 5.31 with SD 3.31 at the end of the training programme. At the entry stage of the teacher training programme the mean score of students on neuroticism is 11.07 with SD 4039 which shows that at time of admission in B.Ed. course the students were normal on this dimension. A gradual decrease has been found during the training period. At the stage II mean score decreased to 10.45 with SD 4.31 and at the completion stage of the B.Ed. training the mean score further decreased slightly i.e. 10.39 with SD 4.37. So, B.Ed. students become less neurotic at the end of the teacher training programme. The mean score of B.Ed. students on extraversion are 11.87 with SD 4.31 at stage I of the teacher training programme. The students are normal at the time of admission, but
they become more extraverts, but they become more extraverts due to numerous opportunities of exposure (Interaction with the students of other colleges during inter-college competition, with students of other regions and streams, with the school teachers and school students during skill-teaching). The mean score gradually increased to 13.92 with SD 3.46 at stage II and 14.26 with SD 3.44 at the culmination stage of the teacher training programme. This shows a gradual positive change towards the end of the training period.

Ozel (2007) focused on the effect of Turkish geography teacher’s personality on his teaching experiences. The study was composed of 198 geography teachers at high schools in Istanbul. No significant difference in the teacher’s reflection of personal characteristics was found. According to the age variance of the teachers, a significant difference was determined. As a result of variance analysis on increasing the success-satisfaction of students by giving encouragement and self-confidence in class according to the age variance was found to be significant. There was a significant difference with respect to the fact that teachers make students feel that they can always give them reinforcement, according to the length of service variance, a significant difference was determined.

Emine (2008) explored interactions among attitudes toward teaching and personality constructs in early childhood pre-service teachers. The study included 180 Turkish college students all majoring in early childhood education. The findings of the study indicated that attitude toward teachers were associated with external locus of control.

Sharma (2008) designed a study to explore the personality and adjustment correlates of organizational commitment among college teachers of Haryana. Data were collected from 336 full-time teachers of 49 degree colleges 31 private and 18 Government colleges of Haryana. Findings depicted that college teachers temperamentally characterized as conscientious, rule-bound, venturesome, socially bold, trusting, adaptable, practical, regulated by external realities, controlled, high in self-concept control; and having home, health, emotional and occupational adjustment tend to be more committed to their working organizations/institutions.

Khan and Yaseen (2009) examined personality factor of elementary level teachers in district Baramulla. Two hundred teachers were randomly selected from Sopore, Rohama and Dangerpora districts. Cattell’s 16PF Questionnaire as the tool for the measurement of personality factors. Findings revealed that young elementary level teachers were emotionally less stable, easily annoyed and were affected by feelings. They were also found tense frosted, restless and
impatient. While old elementary level teachers were emotionally stable, mature, and calm and faces realities. They were also found relaxed, not frustrated, composed and satisfied. Male elementary level teachers were assertive, competitive, dominant, enthusiastic, expressive, cheerful, venturesome, bold, and sociable and were ready to try new things. While female elementary level teachers were humble, submissive, accommodating, sober, pessimistic, introspective, shy, hesitant and timid. Male teachers were tough minded, realistic self-reliant, forthright and genuine. While female teachers were found tender minded, over protective, sensitive, shrewd, diplomatic, calculating and socially aware. Male teachers were self-assured, secure, untroubled, experimenting, liberal, and critical and were open to change. While female teachers were apprehensive, insecure, worrying, conservative and respect the traditional ideas. Male teachers were uncontrolled and had little regards for social rules and demands. While female teachers were controlled, compulsive, socially aware and careful.

Kumar (2009) compared personality characteristics of most effective and least effective prospective teachers. Study was conducted on a sample of 400 prospective pupil teachers. General Teaching Competency Scale (GTCS) by Passi and Lalitha and 16 PF Questionnaire by Kapoor were used. Most effective prospective teachers were found to be high on factor less intelligence vs. high intelligence, in comparison to least effective prospective teachers. Most effective and least effective prospective teachers did not significantly with regard to personality factor lower ego strength vs. high ego strength. Most effective and least effective prospective teachers did not significantly with regard to personality factor submissiveness vs. dominance. Most effective and least effective teacher did not differ significantly with regards to personality factor weaker super ego strength vs. stronger super ego strength.

Kumar and Jyoti (2009) studied gender difference on personality profile among govt. aided and self-financing teacher trainers. For the study 236 B.Ed. trainees from govt. aided colleges and 231 from self-financing teacher training institutions were chosen. Cattell’s 16 PF Questionnaire had been used in the study. The results indicated that the trainees who took admission in government aided colleges through merit basis and after passing the tuff competition are found to be more nature and ready to face reality with practical approach while students who took admission in self-financing institutions.

Singh and Buddhisagar (2009) investigated personality dimensions of a teacher with special reference to its morale. The sample consisted 100 students teachers out of those 40 male and 60
female taken from the Bhopal district. Teacher Morale Scale by Singh was used for data collection. It appears that there was significant relationship between teacher’s morale and extraversion dimensions of personality. The sex variable seems to have no influence on the relationship between teacher’s morale and extraversion/neuroticism. Similarly the academic disciplines had no effect on the relationship of teacher’s morale and extraversion/neuroticism.

Sugirtham (2009) explored personality development of high and higher secondary schools teachers in Tuticorin district of Tamil nadu state. Seven hundred sixteen teachers were taken for the study. Multivariable personality inventory was employed. Study revealed that there was no significant difference at one percent and five percent level between any pairs of age in personality dimensions index (PDI) difference was significant at five percent level of probability. Male dominate over the female in personality dimensions index. However, the level of significance is only at five percent. Results also revealed that there was no significant difference between married and unmarried teachers in personality dimensions index. There was no difference in the personality dimensions index in all the three types of teachers. There was no significant difference between teachers teaching through English and Tamil medium.

Sowmyah and Ningamma (2010) studied emotional intelligence in relation to personality. There was a significant difference among extroverts and introverts .Means extroverts of their continuous interaction allows them to understand the feelings of others and they respond to it frequently. There was significant difference in the emotional intelligence level between the rural and rural introverts. Result revealed that there was a significant difference among urban extroverts and urban introverts. Emotional intelligence among urban extroverts was more than urban introverts. It was because urban introverts have less interaction with the people and hardly respond to the feeling of others. There was a significant difference, but the urban extroverts was had high emotional intelligence as they get more exposure in the society. There was no significant difference in the means of rural introverts & urban introverts. Introverts are least bothered about other’s feelings.

Thus researchers clearly linked personality traits of teachers to student success. Effective teachers are enthusiastic, have warmth, and possess a sense of humor, liberal, sociable, showing leadership, extraverted, no anxious, objective, supporting, non-authoritarian, non-defensive, intelligent, and aesthetically sensitive, relaxed, not frustrated, composed and satisfied.

2.4.4 Teaching Competencies
By the analysis of the different concepts of teachers’ education, it has been established that the most relevant and the most productive concept is the concept for professional development of teachers. The professional development of teachers is a change of the whole concept of the teaching profession: how to prepare a teacher, what does his/her job look like, what is his/her role in the educational process, which is directly linked to a whole range of other aspects of the educational process and inevitably causes numerous other changes, from macro to micro-systems. The parameters which differentiate the concept of teachers’ education from the concept of teachers’ professional development has served to establish which concept of teachers’ education predominates in Serbia. The concept of initial teacher’s education in colleges for teachers’ education (Marinković, 2010) was analysed along with the concept of professional internship abroad. The concept of teachers’ education in Serbia is somewhere between the concept of teachers’ education and the concept of teachers’ training. In other words, those concepts are not compatible with the concept of professional development of teachers, neither in the qualitative, nor in the quantitative sense. Some researchers are contemplating the possibility of adjusting the needs of educational context, teachers and society with the content of the program for professional internship, they are searching for a concept of professional development which will put teachers in the role of active participants of the process of creation, realization, monitoring and evaluation of the program for personal and professional development (Kamenarac, 2011). In the concept of teachers’ professional education, one of the standards of professional competence is the ability of a teacher to be a reflexive practitioner. The first step in reflexive cognition and behaviour of a teacher is to recognize which competences he/she needs for work and how qualified for them he/she is, in other words, to recognize the fields that need working on in order to improve his/her professional activity.

If we begin with the first parameter, measurement of teachers’ competence based on the results of their work, we may ask ourselves – what results do we actually mean. The results of teachers’ competence are the achievements of students (knowledge, intellectual, social and practical skills, values and behaviours). On one side, implications of the contemporary theories of teaching and the requirements placed before a teacher on the other, direct us to a necessity of considering the link between teachers’ competence and enabling teachers for competences which serve for better achievements of students (Marinković, 2010). First, we have basic and special competences of teachers (that are in the function of improvement of educational efficiency and
the quality learning process: organizational competences, didactic competences, pedagogical thinking, cognitive-creative competences, psychological competence, evaluative competence, advisory competences, competence for a lifelong development of a teacher as a professional, competences of teachers for content of the subject they teach and for research of their own practice). Beside basic and special competences, there are also general competences of teachers (information-communication competences, social-working competences, language competences, merits of an individual as such, cultural competences) that are also significant for the teaching profession (Rolyak, 2009).

Celik, S. (2011) although a great deal of attention has been given to the nature of teaching and the qualities a good teacher ought to possess, there has been little emphasis on the specific characteristics and competencies that teacher educators should have. This paper discusses whether setting explicit standards for teacher educators would help or hinder efforts to improve the quality of teaching about teaching, touching on the viewpoints of student teachers versus professional organizations regarding standards of quality and exploring the implied and explicit standards of academic institutions for language teacher educators in the U.S. and Australia, in comparison with the less-defined standards currently present in the Turkish educational system.

Bhargava and Pathy (2014) Teaching being a dynamic activity requires a favorable attitude and certain specific competencies from its practitioners. Teachers’ proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conductive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Attitude being a social construct is influenced by many factors like gender social strata, age, stream of education and previous experience of the job. what bearing the gender and stream of education has on the attitude of student teachers towards teaching profession to throw light on this a study was conducted using a readymade tool. Study of different categories like Non-tribal male and female science stream, nontribal male and female social science stream, Tribal male and female science stream, Tribal male and female social science stream was undertaken. In a sample of hundred students ninety six students responded. The mean scores were considered and ‘t’ value was calculated to find the difference in the attitude of different categories towards teaching profession.

Reeti, C. and Gupta, P. (2014) studied to compare the teaching competency of different groups working at secondary schools level in Ghaziabad. To achieve this aim the sample of 100 teachers
was selected and to investigate the competency scale was used. The result was found that the competency of female teachers is higher than the male teachers working in secondary schools. It was also found that competency of urban teachers is higher than the rural competency of experienced teachers is higher than inexperienced teachers but their competency has been found negligible positive.

**Choudhury S. R. (2015)** Investigators made an attempt to explore the effectiveness of Meta-cognition skills in developing the teaching competency among secondary teacher educators. The concept of Meta-cognition can be described as a higher –order cognitive structure. More specifically, Meta-cognition is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one’s strategic knowledge to a particular situation, and to do so efficiently and reliably. Students with good Meta-cognition were able to perform efficiently in teaching. The study reveals that majority of the secondary education students both male and female of Tinsukia and Dibrugarh district, Assam have average degree of teaching competencies and Meta-cognition awareness. The study demonstrated that there is a significant positive relationship between teaching competencies and Meta-cognition awareness. The study also revealed that there is significant difference between male and female secondary teacher educator in their teaching competency as well as in their Meta-cognition awareness.

### 2.4.5 Satisfaction of Student-Teachers

Teaching being a dynamic activity requires a favorable attitude and certain specific competencies from its practitioners. Teachers’ proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conductive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Attitude being a social construct is influenced by many factors like gender social strata, age, stream of education and previous experience.

Student-Teachers satisfaction is an attitude which results from a balanced summation of many positive and negative experiences in connection with the training. Student-Teachers liking for teachers and teachers for students are positively related with the satisfaction of teachers is the result of various attitudes of a student’s towards his role performing. These attitudes are related
with specific factors such as teaching, learning, service conditions, advancement opportunities and other benefits.

Roy (1971) stated that there existed some degree of positive relationship between the teaching attitude and teaching efficiency, thereby showing that superior efficiency goes with a favorable attitude and vice versa. Dissatisfied teachers would produce dissatisfied students. Naturally satisfaction of teacher with their jobs is very crucial.

Parwal (1984) stated that personality characteristics of satisfied teachers were reserved, cool, shy, trustworthy, controlled emotions, and un-frustrated. The professional interest and the enthusiasm that a person displays, the achievement of the goal of an individual and group in a given job situation is called the job satisfaction. Job satisfaction is a powerful force, a condition as affected by or dependent upon moral and mental factors such as zeal, spirit, hope, confidence etc. whereas it revealed that a correlation exists between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was negative.

Student satisfaction of a teacher is also important as the ultimate desire of any person is the most favorable results from the activities he is doing. Satisfaction from doing anything related to his job will give extra energy and inspiration to a teacher to love his job more. Student satisfaction depends on the individual expectation, needs and values of an individual. If a person is satisfied with his job, his mental health is intact, he delivers quality inputs and there are various other advantages. So student satisfaction is an important component for teacher effectiveness.

For the betterment of society and development of a nation, it is necessary to see all round development of its children which is an outcome of the work of effective teachers. So we have to increase their satisfaction so that their effectiveness can add glory of the future. Satisfaction is the attitude of teachers toward the student. Student satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow and teachers have to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the present of the child but also the future. More over with the implementation of free and compulsory primary education there is tremendous increase in the number and variety of educational institutions. India being a democratic country provides constitutional right to every minority to open up
educational institutions according to their requirements. This has increased the variety among schools. On one hand with the result there is diversity in working conditions, scholarships, fellowships, structure, location, equipment etc. whereas on the other hand we have the same age old stereotyped teacher training programs for each and every student who aspires to be teacher, this has lead to dissatisfaction among student teachers.

2.5 Conclusion

From the study of Review of related literature the research investigator come to know that very few researches were conducted in this field. So the research investigator has made an attempt to study this problem.

The above reviews are made use to select the sample, Sources of collecting data to involve statistical techniques analysis.

The next chapter methodology, explains about scope for the study, design of the study, population and sample, variables taken in the study, hypotheses, tools used for the collection of data and statistical techniques applied