Chapter 2

RELATED LITERATURE REVIEW
RELATED LITERATURE REVIEW

Literature includes theoretical discussion review of the students of knowledge by authors philosophical papers, description and evaluation and empirical research. Source for the literature for the literature review are Journal, reports, monographs, government documents and dissertations. Reviewing the literature enables the researchers to define and limit the problems, place the study in historical and associational perspective, avoid unnecessary replication select promising method and measure, relate the finding to previous knowledge, and suggest further research. The selected literature should be relevant to the problem, either or target to related. Primary literature is Valued more highly in review, secondary literature, however, provides useful information.

The process of review the literature is as follows - analyze the problem statement, read secondary sources select the appropriate
indexes, transform the problem into search languages conduct a manual and or computer search, read pertinent primary sources organize notes and write the review. Secondary literature is a synthesis of the original work usually consist of articles in general and specialized education journals annuals, year books, hand books, encyclopedia books, primary literature is the original studies or writing by a theorist or participant which is found by using indexes to generals educational documents, government and dissertations, step in conducting a research are analyze the research problem determine the type of the search select the references service data basis) selected the description and key term, conduct the search code the bibliography or print out for relevant sources and locate the references. The reviewer reads each sources that is most likely to relevant, abstract and makes commentary rates and organized notes into classification system, Criticism of literature indicates the strength and limitation of our knowledge in term of lack of studies on the problem are method logically difficult.
Various Studies have been done to measure the teacher effectiveness in India & Abroad. Studies done in the foreign countries are:

2.1 Studies done in the Foreign

2.1.1 In 1961 Robert Louis had done a study on the relation between student and teacher at the Secondary level and found a positive relation between the student & teacher and teacher effectiveness in the personality of the teachers.

2.1.2 In 1962 Shoemaker Badra Voluntary Studied 60 teachers (male & female) teachers effectiveness and found a result that there is positive evaluation between the values & teacher effectiveness.

2.1.3 In 1963 Howevey, Hut & Scrader had done a study on teachers. The study proves that there is a positive significant relation between the personality values & teaching effectiveness.

2.1.4 In 1966 Coleman had done a research study on the verbal ability of teachers and found a result that Verbal ability of teachers more as compared to other people and verbal ability plays an important role in the teacher effectiveness.
2.1.5 In 1973 Catil invented a 16 f.f personality Questionnaire for evaluation of the personality. The personality values of adult male & female can be measured by the Questionnaire. The test had been very effective in measuring the personality Values of effective & less effective teachers.

2.1.6 In 1976 freedom, S. Thomas & Banntern Roberts (1977) had done a study on the personality. And teaching effectiveness. In the study they found a positive Co-relation, between the personality Values & teacher effectiveness. The result had found that effective teachers are Co-operative, Intelligent, Mature, energetic, responsible & self confident Where as less effective teachers are Introvert, Shy & less self confident.

2.1.7 In 1976 Brofy & Everson, Macdonald & Elius (1926) had found a result by the study that the personality Values of a teacher are defiantly related to the teacher effectiveness.

2.1.8 In 1978 Boston had done & study on the teacher effectiveness & personality and found a significant relation between them. He
found that effective teachers are extrovert, more intelligent & are have a Co-operative behavior with the students.

2.1.9 1979, Goodwin, Donald, had done a study on the teacher's personality traits & teacher effectiveness of the Junior High School. In the study Catils 16 P.F Questionnaire were used for measuring the personality Values and Betel, R & Elen, R. Stary teachers evaluation Scale was used.

In the result it was found that in some Junior High School teachers personality Values are related to some special areas in the teacher

2.2 Studies done in India

2.2.1 Passi, B.K. and Sharma - 1962, Conducted a study of teaching competency of Secondary school teacher.

The objectives of the investigation were

1. To study the relationship between the teacher's demographic variables (Sex and age) and the teaching competency at the Secondary Level.
2. To study the relationship between other presage variables (the teacher's attitude toward teaching interest in teaching competency at the secondary level.

3. To study the relationship between the teaching competency of secondary language teachers and product variables in terms of academic achievement and pupils, liking of the teaching behavior of their teachers and to develop instructional materials for one of the identified teaching competences required for the teaching of Hindi/English at the Secondary level and to study its effect on the development of teaching competency.

4. There was positive significant correlative correlation between the age of the language teachers teaching of the secondary level and their teaching competency.

5. There was a significant positive relationship between the teachers teaching competency, the liking of their pupils of their teaching behaviour and the academic achievement of the pupil of Grade I in Hindi.
6. The training of the student-teachers through instructional materials in micemotional competency, and behaviour competency of loud reading and as a whole among the student teachers.

7. After the training by instructional materials, in simulated condition, the competency in loud reading among the student-teachers of the experimental group improved significant by more in the real classroom condition than among the student-teachers of the control group.

The sample for the pilot study of the descriptive phase of the study consisted of the seventy-two teaching learning situations, thirty six language teachers teaching Grades IX, X and XI and their pupils were involved. For the final study of the descriptive phase, a total number of 556 classroom teaching learning situations (27 B each of the times of teaching Hindi and English Separately were observed). A total of 107 teachers (Forty Eight teachers teaching Hindi and Fifty nine teaching English) were involved in the study. These teachers taught Grades IX, X and XI in Thirty Eight Secondary Schools of Indore District. In addition data related to liking of the teacher's teaching
behavior from 9360 pupils were collected. The achievement test in Hindi was administered to 765 pupils of Grade IX. For the purpose of Validation of the instructional materials Twenty-Eight student teachers who had offered Hindi as a teaching subject, were selected. From among them, two groups (experimental and control) were random by formed. The various tools used were the teacher Attitude Scale (Agarwal) The Interest Inventory for teachers (Grewal), stand Progressive Matrices, teacher's self-roteing and scale (Rama), The pupil liking Scale (Rama) the class room observation schedule and achievement test in Hindi were developed by the investigator. The data were analysed by employing principal component analysis, varimax rotation t-test correlation and analysis of co-variance.

The findings of the investigation were:

a) The competencies which were identified, shared a total variance of 75-80 percent. The competencies were giving assignment, loud reading asking questions introducing a less on, non-aging the classroom, clarification, secondary loud reading using the black board, using reinforcement, pacing avoiding repetition
consolidating the lesson, dealing with pupils responses improving pupils behaviour audibility, using secondary reinforcement, recognizing pupil's attending behaviour, presenting verbal mode and

b) The male and female language teachers did not differ in their competency.

2.2.2 Arora. K, 1976 studied Differences between effective and ineffective teacher.

The main objective of the study was to find out the characteristics differentiating effective and ineffective teachers. Other objective was to study

i. Educational background.

ii. Their Occupational background.

iii. Their Job motivation.

iv. Their Job satisfaction

v. Their Socio-economic and family background

vii. Their attitudes and
viii. Their opinion about certain current issues related to school education.

The study was conducted in thirty higher secondary schools of Delhi, including equal number of boys and girls schools. Among the 160 teachers selected for the study, there were equal number of effective and ineffective male and female teachers. The sample was identified with the help of the teachers characteristics Description Form (TCDF) and the Education Proforma (EP) which were developed by the investigator. In the TCDF the characteristics associated with effective teachers were listed and the reactions of twenty of the higher secondary schools principals and on equal number of teaching education officers, teacher educators & researchers of the NIE were obtained to know whether they were indispensable desirable or not important. The EP contained all the characteristics considered desirable and indispensable and the principal was asked to indicate which of the characteristics were found in each of the teachers.

The findings of the study were.
i. The age and the tenure of service were non-differentiating characteristics.

ii. A greater number of ineffective teachers passed examinations while in service.

iii. The educational qualification and divisions obtained and continuity of studies in one phase did not differentiate.

iv. For Job motivation, the stage of which the decision to join the profession were the differentiating characteristics.

v. Of the aspects under the present work, the working conditions and others, the distance between the school and home, the time spent on daily traveling, the additional non teaching duties, the nature and satisfaction with syllabus and incentives for good work were the differentiating characteristics.

vi. The teachers did not differ in terms of the length of teaching experience, satisfaction with the allotment of teaching subjects, text books and the mode of transport used for traveling to school.
vii. Differentiating characteristics with regard to professional growth and desire to attend in service programmes could be observed while there was no difference regarding the study of professional books and literary for suits.

viii. Differentiating characteristics of Job satisfaction were general satisfaction as well as the degree of satisfaction with work and causes of dissatisfaction. Regarding the view & on improvement in school and making teachers work attractive there was little difference.

ix. On personal and family circumstances, specifically material status, financial conditions and leisure time activity, there was no difference.

x. The groups of effective and ineffective teachers different on the attitude to teaching-teacher, pupil relationship, discipline and punishment, teaching aids, homework, and curriculum.

xi. Views varied as regards improvements needed in the educational system enhancement of prestige in society,
existing teacher training, maintenance of good relationship among the members of the school staff better teacher pupil relationship, and discipline in the school while both the groups agreed that teachers should have better salaries.

2.2.3 Kushwaha 1979 studied an investigation attitudes and role perceptions of secondary teachers.

The objectives of the study were :-

i) To measure the attitudes of secondary school teachers towards children and schoolwork.

ii) To collect teachers personal data regarding their academic qualifications, sex, teaching experience and subject taught

iii) To construct a questionnaire for determining their role perceptions and

iv) To find out the relationship between their attitudes and five types of role perceptions.

The sample consists of 660 trained graduate/post graduate teachers (398 male and 202 female) teaching humanities and sciences
to the secondary classes in the secondary and higher secondary schools of Ajmer, Jaipur and Tonk districts of Rajasthan. The tools used were Ruality paint of teachers, teaching experience, Minnesota Teacher Attitude Inventory and Teachers' Role perception inventory. The investigation prepared a list of social situations and problems teachers had to face regarding their pupils and some actions some. They usually performed to solve those problems. Based on the comments of a hundred educationists and social scientists, a preliminary form of the inventory was compiled for the tryout. The inventory was administered to a hundred teachers selected at random from the higher secondary schools of Jaipur. The final form of the inventory had twenty-five problems or situations. Frequency polygon gives, coefficient of correlation and 't' test, were used to analyze the data.

The findings of the study were -

i) Teachers' quality was inversely related to the disciplinary role.

ii) There was no relationship between teaching experience and the motivator role.
iii) There was no discrimination between teachers with high or low experience in their perception of the counsellor role.

iv) Teacher's attitude was inversely related to the adviser role, referrer role, motivation role, and disciplinary role.

v) The high quality point group chase, the referrer role more after and more consistently than the medium quality point group.

vi) The quality point did not seem to affect the teachers' perception of their role.

vii) The high medium and low experience groups of teachers did not mutually differ from one another in their perception of any of the five types of roles. The length of teaching experience was not a factor influencing the teacher's role perception.

viii) There was no significant differences among the high medium and low attitude groups on the roles of the motivator and the counsellor.
ix) The male teachers were better than the female teachers on the motivator and counsellor roles. Both arts and science teachers were the same in respect of adviser and counsellor roles.

2.3.4 PORWAL 1980

Objectives of the study were:

i) to identify the personality traits of satisfied and dissatisfied teachers,

ii) to examine the impact of variables like age, sex, marital status, length of service, scale of pay, location of working place, type of management and extent of employment of their job satisfaction.

The sample of teachers from higher secondary schools was selected using the stratified random technique in the first stage and out of them 100 satisfied teachers and 100 dissatisfied teachers were identified. The tools used were job satisfaction Questionnaire (Junar and Multra) and sixteen-personality factor Questionnaire (in Hindi) by
Kapoor. The data were analyzed using critical ratios and chi square and by calculating coefficients of correlation.

The main findings of the study were

i) 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, diffident, withdrawing, cautious, retiring, trustworthy, adoptable 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.

ii) The personality characteristics of the dissatisfied teachers were warm - hearted, easy going participating, less afraid of criticism, emotionally less stable, assertive, independent stubborn venturesome socially bold,
uninhibited spontaneous self opinion at act, hard to fool, imaginative, rapt in inner urges, careless of practical matter, Bonemain and frustrated.

iii) The satisfied and dissatisfied teachers were similar on factors B, F, G, I, N, Q1 and Q3 of 16 P.F.

iv) The female unmarried teachers were more satisfied than the married teachers of both sexes.

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

vi) Rural urban setting had no significant difference on the level of job satisfaction.

vii) Job satisfaction did not vary with different scales of pay.

viii) Well-employed and under-employed teachers did not differ on job satisfaction.

ix) The teachers of government schools were more satisfied than those in privately managed schools.
2.2.5 Mathew R 1980

The study attempted to identify desirable teaching competencies of a physics teacher in the context of certain presage, process and product variables.

The study adopted two approaches. The different presage, process and product variables of teaching were measured and factor analyzed to arrive at the set of desirable teaching competencies. Secondly the view of the students about their physics teacher was content analyzed and a profile of a competent physics teacher was developed. Different variables included in the study were four prorage variables, eighty six teachers classroom behaviours under process variables studied were intelligence, teacher's attitude towards teaching, his interest in teaching and teacher's attitude towards teaching, his interest in teaching and teacher's perception of his classroom behavior. The product variable was students liking for their teacher. The sample in the pilot study consisted of twenty-three teachers whereas the sample for the final study comprises 130 teachers of class IX teaching physics through the English medium in the secondary schools of
ii) 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.

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

2.2.6 Mutha D.N. 1980

The study attempted to identify the factors altitudinal motivational and personality which differentiated and personality which differentiated effective leaders from ineffective ones.

The sample comprised 300 secondary school teachers 180 male and 126 female randomly drawn from the secondary schools of Jodhpur. Teacher effectiveness scale was developed and scandalized to groups consisted of seventy-five effective ones. Job satisfaction questionnaire for secondary level teachers was also developed and
standardized to study the attitude of teachers towards job and job related conditions. Besides this, per--- factors like sex, age, professional training, income level, nature of residence, material status, size of family, and nature of schooling, were studied. Personality variables like intelligence, anxiety, teaching aptitude, marital adjustment, extroversion, neuroticism, job satisfaction, values, ascendance, submission, and self-concept were also studied. The tools employed were Raven's progressive matrices, Sinha's self-analysis form, Eysenck-Maudseley personality inventory, Srivastava's teaching aptitude test, Bhatnagar's value scale, Singh's marital adjustment inventory, Sharma's self-concept inventory, and Allport's as condense - submission scale. Percentage, chi-square, t-test, factor analysis, and multiple correlation were employed to analyze the data.

The major findings of the study were:

1. Sex, professional training, nature of schooling, and income level were significantly associated with the teacher's effectiveness.
2. The effective teachers had significantly higher scores on intelligence than the ineffective. The effective teachers had significantly higher scores on intelligence than the ineffective.

3. The effective teachers had higher scores on anxiety than the ineffective.

4. The effective teachers had significantly higher scores on teaching aptitude than the ineffective.

5. The effective teacher had significantly higher scores on neuroticism than the ineffective.

6. The effective teachers had significantly higher scores on theoretical value than the ineffective.

7. The ineffective teachers had significantly higher scores on political value than the effective teachers.

8. The effective teachers had significantly higher scores on job satisfaction than the ineffective.

9. The set of personality variables ascendance-submission, anxiety, marital adjustment, extroversion, neuroticism, Job satisfaction
and teaching attitude - significantly predicted variables. The
teacher's variables.

10. Personality variables ascendance submission anxiety, martial
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, predicted the
teacher's effectiveness.

2.2.7 SHARMA, S.K. 1981.

The objectives of the investigation were:

i. To study the relationship between the teacher's demographic
variable (sex and age) and teaching competency at the higher
secondary level.

ii. To study the relationship between other presage variables
(the teacher's attitude to his teaching behavior and
intelligence) and teaching competency at the higher
secondary level.
iii. To study the relationship between the teaching competency of higher secondary Hindi teachers and product variables (pupil's academic achievement and pupil's liking for the teaching behavior of their teachers.

iv. To arrive at a cluster of factors (teaching competencies) required for effective Hindi Teaching at the higher secondary level,

v. To develop instructional materials for one of the identified teaching competencies required for the teaching of Hindi at the higher secondary level and

vi. To study the effect of developed instructional materials on the development of teaching competency among teachers.

The sample for the pilot study consisted of seventy two teaching-learning situations were observed. In the final study forty-eight teachers were involved. In addition to these teachers, data related to the students' liking of the teacher's teaching behavior were collected from 2,340 pupils. The achievement test in Hindi was administered to 766 pupils of Grade ix, For the purpose of validation of the instructional
materials twenty. eight student- teachers who had offered Hindi as a teaching subject were selected. From these twenty-eight student.

Teachers, two equal groups (experimental and control) were formed sand only. The various tools used were the teacher Attitude Scale (Grewal), the Interest Inventory for teachers (Grewal), the standard progressive Matrices, a teacher's self-rating scale and a pupil liking scale, a teacher's self rating scale and a pupil liking scale, the classroom observation schedule and achievement test of Hindi developed by the investigator. The data were analyzed by employing principal component analysis, variance rotation, t test, correlation and analysis of co-variance.

The finding of the investigation were:

i. There was no significant difference in the competency of male and female Hindi teachers teaching at the higher secondary level.

ii. There was no significant positive correlation between the age of Hindi Teachers teaching at the higher secondary level and their teaching competency.
iii. There was no significant relationship between the attitude of Hindi teachers at the higher secondary level and their teaching competency.

iv. There was a significant negative correlation between the self perception of Hindi teachers teaching at the higher secondary level and their teaching competency.

v. There was a significant positive relationship between the teachers teaching competency and the pupils' liking for their teaching behaviour at higher secondary level.

vi. There was a significant positive relationship between the teaching competency of teacher at the higher secondary level and the academic achievement of their pupils of grade IX in Hindi.

vii. The identified competencies were giving assignment loud reading, asking questions. Introducing a lesson, pacing, managing the classroom, presenting verbal mode, classification, using the black board, using appropriate
reinforcement, achieving closure probing questioning, creating interest and improving pupils, reading behaviour.

viii. The training of the student-teachers through the instructional materials in microteaching setting improved the cognitive competency, emotional competency and behavioural competency of the student-teachers of experimental groups significantly more than the student teachers of the control group.

ix. After the training through instructional material in stimulated condition the competency of loud reading among the student-teachers of the experimental group improved significantly move in the real classroom condition.

2.2.8 BHAGOLIWAL 1982

A study of personality characteristics Associated with teaching effectiveness as san through Research technique, Ph.D. Edu. All U. 1982.

The objectives of the study were:
1. To discriminate between the effective and the less effective teachers.

2. To find out personality characteristics associated with each category of teachers using Research Inkblot test.

3. To compare the two groups of teachers on Research variables of personality, and

4. To offer suggestions regarding the utility of these distinguishing characteristics for recruit.

The sample consisted of 269 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 and XII and had at 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, teacher's rating scale, students,
performance and student ranking Performa for subject teachers were used. For the assessment of personality, Research Ink blot test was used. A Research rating scale was developed by the researcher on five major areas including twenty nine minor components of personality. There are as of personality investigated were intellectual level - intellectual capacity intellectual functioning, empathetic and imaginative function, efficiency capacity of intellectual function, extent of interest, approach to environment, practical common sense, creative potential - creative potential in object and person relations, emotional overall control, inner control integration with value system, value system Vs in pulse life, ego integration with tension and conflict, out control - socialized control, outer control through repression constricted control through withdrawal, emotional experience balance experience balance at function levels introversive Vs extroversive tendencies, emotional responsiveness as well as motivational level of
aspiration. The Chi-square and man Whitney U test were used for data analysis.

The findings of the study were:

1. The more effective teachers were by and large, characterized by their superiority over the less effective teachers with respect to their overall intellectual capacity, intellectual functioning, empathetic and imaginative functioning, differentiating and integrative functioning, efficiency vs capacity of intellectual function, extent of interest approach to the environment and practical common sense.

2. The more effective teachers were characterized by a fairly higher of differentiation and integration in their Cognitive and perceptual functioning. They had superior capacity for imaginative and original thinking. They had a balanced and healthy approach to every day reality with good organizational interest and ability. They were capable of viewing the separate otelfactis of reality as integrated whole; besides, these teachers were capable of uncommon abstracts concept.
3. The more effective teachers were characterized having more of creative potential indicated by imaginal resources reflected in object and person relations whereas the less effective teachers lacked productive resources.

4. Inner control was better in the case of the more effective teachers who were better in their capacity to integrate impulse life with value system in their easy acceptance, socialized controlled behaviour and capacity to deal with their tensions and conflicts and outer control. Besides, they had better control than their less effective colleagues in terms of expression of feelings and emotions in a socially approved way and maintained better outer control through withdrawal and also constricted control through repression and withdrawal as compared to the less effective ones.

5. Psycho grams revealed that fantasy life dominated both the groups who used repressive measures to achieve control particularly evident in their outer control. The constricted control in the case of the more effective group was modified and better,
their inner life was well integrated due to well developed value system which produced inner stability and enough strength to withstand frustrations as well as resultant anxiety. The more effective teachers handled their anxiety in a comparatively more introspective manner whereas the less effective group revealed either excessive control or over indulgent behaviour. The affectional need of the more effective teachers did not unduly interfere with their responsiveness to emotional situations while the less effective group was ruled.

2.2.9 Jain, B 1982

The objectives of the study were to find the relationship between

i) The teacher's attitude towards profession of teachers.

ii) Teachers moral and the classroom behaviour patterns of teachers.

iii) The teachers values and the classroom behaviour patterns of teaching.

iv) The teacher attitude towards profession and to predict the classroom behaviour patterns of teacher's through the
teachers attitude towards their profession, the teacher, morale and the teacher's values taken in combination.

The sample of the study consisted of 100 trained graduate teachers (50 male and 50 female) teaching mathematics in class VII of Government Higher Secondary Schools of Delhi. Data regarding teachers attitude towards profession, morale values were obtained by the teacher Attitude Inventory S.P. Ahluwalia, purdue Teacher opinionaire by Bentley and Rempel and the Hindi adaptation of Allport Vernon study of Value by R.K. Ohja. Two mathematics lessons of each of the one hundred teachers were observed by the investigation or using Flanders Interaction Analysis category system. The interval between the first and the second observation of the lessons was approximately a week.

The findings of the study were

i) Male teachers devoted more time in asking questions than female teachers.

ii) Pupils interacted aberrantly in the classes of married, unmarried or deserted teachers.
iii) Teachers with a positive attitude towards child-centred practices educational process, pupils and teachers devoted more time to asking questions in the classroom while guiding the more content-oriented part of the class discussion.

iv) Teachers with a positive attitude towards teaching profession, classroom teaching, child-centred practices and educational process reacted to ideas and feelings of pupils and frequently created an emotional climate in the classroom.

v) Pupils interacted more in the classes of teachers having a positive relationship between teacher's status and teacher questions.

vi) Teacher's who had full freedom to discuss controversial issues in the classroom asked more pupils interacted more in the classes of the teachers who enjoyed rapport with the principal.
vii) There was significant positive relationship between the social value and the proportion of indirect behaviour to direct behaviour including content emphasis (I/D).

viii) Theoretical and aesthetic values were not significantly related to the affective behaviour of teacher.

ix) Pupils interacted less in the classes of teachers having political and religious value.

x) Young teachers had more favourable attitude towards teaching profession, classroom teaching and educational process than older teachers.

xi) Sex was not significantly related to any dimension of the teacher's morale.

xii) There was significant positive and the religious value.

xiii) There was significant negative relationship between the teaching experience and the teacher's attitude to classroom teaching.

xiv) Married unmarried and deserted teachers differed with respect to theoretical value.
xv) The interference of the community in educational programmes was not favoured by teachers.

xvi) The teacher’s attitude towards educational programmes was not favoured by teachers.

xvii) The teacher’s attitude towards educational process had significant negative relationship with teacher and community support to education.

xviii) Satisfaction with teaching was positively related to the theoretical and political values.

xix) There was significant negative relationship between the curriculum issues and this political value.

xx) The theoretical value was significantly negatively related with the teacher’s attitude towards pupil and teacher.

xxi) Teachers with a high aesthetic value did not have a favourable attitude towards teaching profession and teachers.
xxii) Teachers with high religious value had favourable attitudes towards teaching profession, educational process and pupils and teachers.

2.2.10 Singh Triveni - 1988

Problem:

The present study tries to investigate the teaching efficiency of secondary school teachers in relation to job satisfaction and socioeconomic status and also to study the construction of a teaching efficiency scale.

Objective:

i) To study the relationship between teaching efficiency job satisfaction at secondary school teachers.

ii) To study the relationship between teaching efficiency and socioeconomic status of secondary school teachers.

iii) To compare the teaching efficiency of secondary school teachers working in rural and urban areas.

iv) To compare the teaching efficiency of trained and untrained secondary school teachers.
v) To compare the teaching efficiency among secondary school teachers having teaching experience up to 5 years to 10 years and more than 10 years and

vi) To compare the teaching efficiency of male and female secondary school teachers.

Methodology

The sample of the study consisted of 300 secondary school teachers (200 male and 100 female) and 1500 students (1000 boys and 500 girls) of class X from the Faizabad region. Each teacher was rated by his own five students. The data was collected using the Job satisfaction Questionnaire of Kumar and Mutha the socio economic status scale of Kulshreshtha and the self developed teaching efficiency scale product moment correlation and analysis of convenience were used while treating the data.

Major findings

i) A positive relationship existed between teaching efficiency and socio-economic ratios of secondary school teachers.
ii) A positive relationship existed between job satisfaction and the socio economic status of secondary school teachers.

iii) The teaching efficiency of rural urban trained and untrained secondary school did not differ significantly.

iv) The female teachers were found to be more efficient than male teachers.

v) The teaching efficiency of secondary school teachers having different ranges of teacher experience up to 5 years, 6 to 10 years, and more than 10 years did not differ significantly.

2.2.11 Sharma Suman 1988.

A study of attitudes and frustration in relation to caste sex and residential area among primary and secondary teachers Ph.D. Edu. Agra University.
Problem

The present study attempts to compare attitudes and frustration in relation to caste, sex and residential area among primary and secondary teachers.

Objectives

To compare the attitudes and frustration of primary and secondary teachers in relation to caste, sex, and residential area.

Methodology

In the study 500 teachers from rural schools situated in Aligarh District were involved. The tools used were the Attitude scale of N. Chauhan and the frustration level.

Residential area had no effect on attitudes and frustration.

There was no effect of caste, sex and residential area on the attitudes and frustration of primary school and Secondary school teachers.
2.2.12 Bhasin Chanchal 1988

Teaching aptitude and its relationship with teaching effectiveness of the higher secondary school teachers in relation to the modern community. Ph.D (Edu. Rani Duragawati Vishwa Vidyalaya)

Problem

An attempt has been made to study the teaching effectiveness among the higher secondary school teachers of Madhya Pradesh after factors influencing teaching aptitude and teaching effectiveness were also studied.

Objective

To study the relationship of teaching aptitude with teaching effectiveness of higher secondary school teachers.

Methodology

The sample comprised 300 male and 300 female teachers from science and human science discipline, drawn from government and non-government schools of Urban and rural areas, taken by the random method. They were administered the teaching Aptitude test of prakash
and shrivastava and the teacher Effectiveness test of Kumar and Mutha. The collected data were treated using inferential statistics.

**Major Findings**

1) It was found that teaching aptitude had a significant positive correlation with teaching effectiveness, but it had no direct relationship with teacher community participation.

2) A significant difference was found between science and human sciences teacher in relation to teaching aptitude.

3) No significant difference was found between rural and Urban, government and non government and male-female teachers with regard to their aptitude and effectiveness.

**2.2.13 More - R.T. 1988**


**Problem**

It is an attempt to study the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers.
Objectives

i) To find out the standard of in service teachers by Eva listing the relationship between the teaching effectiveness the teaching aptitude and the personality of the teachers and

ii) To find out the extent of reliability of the statements made in all quarters that there is a dearth of qualified teachers and that even after 40 years of independence, there is no change in the criteria for admission to B.ed. colleges thereby resulting in poor output.

Methodology

The sample comprised 500 male and female teachers taken from secondary schools in Nagpur Wardha Bhandara, and Gadchirali Districts through purposive sampling. The tools used were cattle's 16 - personality factor & questionnaire (Hindi version of S.D. Kapoor) the teaching Aptitude test (TAI) of Jai prakash and Srivastava and the teacher Effectiveness scale of pramod kumar and Mutha. The Collected data were treated using quantitative techniques.
Major Findings

1) Out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness, of which intelligence was the most important.

2) The total personality of a teacher was found to be affecting his teaching.

3) There was a significant difference in the male and female teachers as regards the factors EF.H. and M.

2.2.14 Awasthi Neelam 1989

Personality profile of popular and unpopular teachers and their relationship with teaching proficiency Indian educational Review,

Problem

The aim of the study is to find out the personality profile of popular and unpopular teachers and their relationship with teaching proficiency. Indian educational Review. Vol 24.

Objectives

i) To study the personality profile of popular teachers.

ii) To study the personality profile of the unpopular teachers.
iii) To compare the personality profiles of popular and unpopular teachers and

iv) To find out the relationship of personality profiles of popular teachers with their teaching proficiency.

**Methodology**

This was an independent study wherein the initial sample comprised 99 male and female teachers from six intermediate colleges of Kanpur (U.P.). The final compressed 80 teachers who were administered Cattle's 16 Personality factor questionnaire and Verma's 23 rating scale of traits to select popular and unpopular teachers, Mean S.D. t values and correlation were computed while treating the data.

**Major Findings**

The popularity of teachers in their profession is related to their prescribed traits that is, they reserved.

A. Which indicated the qualities of detachment and coolness.

assertive.
2.2.15 Atreja 1989


Problem

i) The main aim of research is to study the values and Job satisfaction of teachers having high average and low teaching effectiveness objectives. To identify teachers of high, average and low teaching effectiveness

ii) To find out the values and magnitude of job satisfaction associated with teachers of high, average and low teaching effectiveness.

Objectives

i) To identify teachers of high average and low teaching effectiveness
ii) To find out the values and magnitude of job satisfaction associated with teachers of high average and low teaching effectiveness and.

iii) To find out the degree of influence of teachers, values and job satisfaction teaching effectiveness.

**Major Findings**

It was found that at degree level teaching effectiveness was significantly related to values and job satisfaction teaching effectiveness was found to be normally distributed trait.

The effective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

2.2.16 Agrawal, Menakashi 1991

Job satisfaction of teachers in relation to some demographic variables and values. Ph.D. Edu. Agra University.
Problem

The study assesses the Job satisfaction of teachers in relation to their ascribed and achieved characteristics as also the values of teachers having high and poor Job satisfaction.

Objectives

i) To study the Job satisfaction of teachers in relation to their achieved characteristics.

ii) To study the Job satisfaction of teachers in relation to their ascribed characteristics.

iii) To study the values of teachers having high Job satisfaction and poor satisfaction.

Methodology

In the present Survey the sample comprising 338 female and 265 male primary and secondary school teachers was administered the Job satisfaction Test (Gupta and Srivastava) the teachers personal Blank (by the investigator) and the value test (Bhargava) mean, S.D. t test and bi serial correlation were Calculated for the analysis and interpretation of data.
Major Findings

i) Non SC, Urban and Hindi speaking teachers were found to be more satisfied. The male teachers had greater Job satisfaction than the female teachers.

ii) Trained past graduate teachers single family teachers and were found to be more satisfied with their Jobs.

iii) Economic and political values significantly related to Job satisfaction. Place of work and mother tongue influenced satisfaction whereas age and martial status not

2.2.17 Singh Daljit 1991

Creativity and intelligence as correlates of teaching effectiveness secondary school teachers Ph.D. Edu. Punjab University.

Problem

The study seeks to determine the relationship of teaching effectiveness with creativity and intelligence and the composite effect of creativity and intelligence on teaching effectiveness in male and female secondary school teachers.
Objectives

i) To study the relationship of teaching effectiveness with intelligence on teaching effectiveness in male and female secondary school teachers.

ii) To predict extent of effect of creativity and intelligence on teaching effectiveness.

Methodology

The sample included 150 male and 150 female secondary school teachers of Punjab, selected through the multistage stratified random sampling technique. The instrument employed in the study included the Torrance tests of creativity thinking verbal Form A, the Samoohik Mansik Yogyata Pariksha (group test of Intelligence) of R.K. Tandon and the teacher Effectiveness Scale of Pramod Kumar and D.N. Mutha. Coefficient and Correlation, regression lines and their standard errors of estimation multiple correlation and F ratio were calculated while treating the data.

Major Findings
i) Among the male and female teachers, teaching effectiveness was positively related with flowney, flexibility originality, composite, creativity and intelligence,

ii) Creativity and intelligence taken jointly were considered better predictors of teaching effectiveness than taken separately.

2.2.18 Ready, Bhoom N 1991

Teaching aptitudes and attitudes of secondary teachers in Andhra Pradesh Ph.D. Edu. Osmania University.

Problem

The present study tries to assess the teaching aptitudes and attitudes of secondary school teachers in Andhra Pradesh in relation to their sex, age, faculty and category.

Objective

To test whether sex, age, faculty and category of teachers have any influence on their teaching aptitude and attitude.
Methodology

In the study, 332 student teachers of the B.Ed. regular course for the year 1989-90 admitted in colleges of education affiliated to the Kakatiya University, Warangal were taken as the main sample. A sub sample of 80 experienced secondary school teachers (School Assts.) with a service of more than 10 years was selected, from government, private 9added and zilla Prajaparishad secondary schools of V Zone of A.P. The tools used included the Thematic Appereception Test (TAT) and the teaching Aptitude Inventory, Mean Median, S.D. skewness Kurtosis, 't' ratios product moment coefficient of correlation and chi square test were computed to analyse the data.

Major findings

i) The female respondents preformed relatively better in the teaching aptitude test.

ii) Age and faculty did not influence the performance of TAT

iii) Experienced teachers and teacher awardees exhibited a statistically significant superior performance over student teachers.
2.2.19 Shah Beena 1991

Determinates of teacher effectiveness. Independent study Rohilkhand University.

Problem

It attempts to study certain determinates that make teacher effective.

Objectives

To predict the effect of aptitude intelligence, values, self-concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among the secondary level teachers.

Methodology

In the study 2000 secondary level teachers of the Garhwal region were selected by the multi stage random sampling technique only teachers filled the teacher efficiency scale completed out of which 936 were identified as effective and 1971 as ineffective teachers. The tools used were Teacher Efficiency Scale (TES) of Chauhan and Jain, the
teaching Aptitude Test Battery (TATB) of Singh and Sharma. The eight value scale (EVS) of Shah, the self concept scale of Uniyal, the school organizational climate Index Questionnaire (SO CQ) of Sharma. The Job motivation Analysis Form (JMAF) of Uniyal and the Introversion - Extroversion personality Inventory (IIP) of Shah Mea, SD, 't' test, 'F' test correlation and regressions were computed with treating the data.

**Major findings:**

i) Teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value, pattern, self concept, intelligence and organizational climate.

ii) The variables like locality, type of school level of educational qualification, grade and teaching experience also determined teacher effectiveness to same extent.

iii) Teacher satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability professional information
intelligence knowledge value, intellectual self concept political value and some job motivation factors, e.g. peaceful quality of job livelihood, implanting opportunity and enough leisure, were assessed as the prominent determinates of teacher effectiveness.

2.2.20 Nautiyal A.K. 1992

The efficiency of teacher performance as related to their values, effectiveness, morale and students' perceived teacher characteristics. Ph.D. Edu. Hemvati Nandan Bahuguna Garhwal Univ.

**Problem**

It attempts to study the deficiency of teaching performance as related to their values effectiveness morale and teacher characteristics as perceived by students.

**Objectives**

i) To examine and measure the correlation of the teachers efficiency of work performance.

ii) To find out the morale and values of efficient and inefficient teachers and
iii) Explore how far students perceive the teacher's characteristics as responsible for the efficiency of his work performance.

**Methodology**

A teacher who had been giving cent percent results in the Board examination for the last five years was the criterion of work performance that was adopted. Nearly 200 teachers (male and female) were selected from the high schools and intermediate colleges of five districts of Garhwal region on the basis of the random sampling method, 24 schools were selected from the Garhwal region. The criterion was applied to nearly 500 teachers (male and female) of the selected schools of which 481 formats were collected. The tools used included a scale of student perceived teacher characteristics, prepared by the research scholar, the teacher effectiveness scale of Kumar and Mutha, the values scale of Ahluwalia, the persemoral Inventory, and the teacher proficiency scale of Jain and Chauhan. The collected data were treated with inferential static.
Major findings

i) There were significant difference between the teacher's performing skills and his effectiveness, between the female teachers of government and private colleges and their were differences of morale between the high performance - skill and the low performance - skill teachers of government schools.

ii) Effective differences were found in theoretical values between the teachers of high performing skills and of government colleges.

iii) The same condition was found in private colleges while there was no difference between the theoretical values of female teachers of government colleges and private colleges.

iv) There were effective differences of economic value in government colleges, these differences were not found in the teachers of private colleges.
v) There was no effective differences of economic value between the female teachers of government colleges but this was found in private schools.

2.2.21 Rawat - S. 1992

Problem

The study centres around the Job expectations and realities of job, job satisfaction and values. Pattern of secondary school teachers, their job satisfaction and value pattern. The effects of sex, organization locality and level of teaching of the teachers on the above said variables have also been studies.

Objectives

i) To find out the expectations job realities, job satisfaction and value pattern of fresh teachers in relation type of organization and level of teaching.

ii) To determine the difference between job expectations and job reality in relation to the above variables and
iii) To measure the effect of the above variables on job 
realities, job satisfaction and value pattern of fresh 
teachers having high and low job expectations.

Methodology

The sample comprised 569 fresh teachers of secondary schools 
of Bareilly, Moradabad and Rampur districts and was selected by the 
multi stag random sampling technique. The sample represented the 
variations in sex, locality type of organization and level of teaching. 
The tools used were the personal data schedule the teachers job 
expectation scale of Shah and Rawat, teacher, job realities scale of 
Shah and Rawat. The job satisfaction of scale of Shah, the collected 
data were treated with mean, SD, 't' test and product moment 
correlation.