CHAPTER III

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REVIEW OF RELATED STUDIES

3.1 Introduction

The review of related literature is an essential step in the execution of any research work. The purpose of literature review is to acquaint the reader about the ideas established on the topic under study and about their strengths and weaknesses.

‘The review of related literature involves systematic identification, location and analysis of documents containing information related to research problem’ (Gay, 1996).

According to Cooper (1988), “A literature review uses as its data base 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, repots 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” A review of the literature enables the researcher to

- Define and limit the problem
- To avoid unnecessary duplication of what has been done
- To prepare data gathering devices
- To relate findings to previous knowledge and suggest further research

Thus it allows the researcher to acquire current knowledge in the field where he is going to conduct his research and also it provides theoretical bases in the area of study.

In this section, the Investigator made an attempt to review the research findings which have direct bearing on the present study. Since the present study analyses the
attitude of college teachers towards CBCSS in relation to classroom management, work anxiety and socio-personal adjustment these areas are included in this chapter. The studies are presented under the following heads:

Some of the major findings are:

1. Studies related to CBCSS
2. Studies related to Classroom Management
3. Studies related to Work Anxiety
4. Studies related to Socio-Personal Adjustment
5. Studies related to Attitude

3.2 Studies Related to CBCSS

Phukan (2015) in the study tried to reveal about various aspects of CBCS, its features, advantages and disadvantages. It is an attempt by UGC to improve the academic quality in all aspects. Different universities in India followed different methods in examination and evaluation system. Implementation of CBCS will promote a universal way of grading system in India.

Indian Education Review (2015) reported that there are challenges in the University Grants Commission’s (UGC) recommendations for the implementation of Choice- Based Credit Semester System (CBCSS). Credit system was introduced for the benefit of the students. The system promotes the mobility of students within the university and outside. But there are challenges in drafting the syllabus, motivating and training the staff. Students also have to be made aware of the importance of attendance, continuous evaluation and semester system. Academic board has to plan measures to overcome these challenges.
Mahajan (2015) reported that CBCS which is implemented in Delhi University proposes to overhaul higher education system in the country. It is introduced in an undemocratic way. Policy makers of Indian education hurriedly implemented the change which will erode the standard of higher education in India.

Mahesh (2015) opined about the implementation of CBCS in 6 universities of Hyderabad. Undergraduate students of various universities in the state will get a taste of western style of education. Since some colleges have already started admission, the universities in the state may adopt the system in a phased manner.

Solomon (2015) pointed out that CBCS created chaos in Delhi University. There are six undergraduate programmes. Students are confused at the rapid changes. This is the third consecutive year that Delhi University provides a different undergraduate programme to its students. In the current circumstance the first year students would be under CBCS. Second year students are under the semester system. The third year students are facing Four Year Undergraduate Programme (FYUP). The examination department faces difficulty every year as each year there is a new pattern. In CBCS, the examination department is yet to know the list of colleges which have opted for which paper. With the changes in the teaching pattern and subjects and students and faculty are equally confused due to lack of clarity.

Varma (2015) remarked that Choice-Based Credit System (CBCS), proposed by the University Grants Commission creates several issues in the universities and colleges of Andhra Pradesh. Semester system is to be followed in CBCS system but only autonomous colleges follow semester pattern. Affiliated colleges are not following the semester pattern and if semester pattern is introduced, exams will have to be conducted semester-wise. UGC has given a model curriculum for UG
(Honours) and UG (pass) courses. University in Andhra Pradesh do not offer honours programme. No credits are assigned to the second language and it is not compulsory to learn English as it comes under Ability Enhancement Compulsory Course with an option Environmental Sciences or Modern Indian language. They are included instead of English communication.

**India Education Review (2014)** reported that UGC has framed guidelines for adoption of CBCSS for all the educational programmes awarded by Central, State and deemed to be universities. Guidelines are also provided for standardized letter grade, corresponding grade points, uniform method for calculation of Semester Grade Point (SGPA), Cumulative Grade Point Average (CGPA) and a consolidated Transcript format to indicate a student’s performance in each semester. UGC has sent request to all the Vice-Chancellors of all the Universities to introduce the system from the academic year 2015-16.

According to **Kelkar and Shankar (2014)**, the credit system has increased the workload of the teachers. But it is not sure it is beneficial for students. Assessment of the performance of the students in the internal and external exams does not ensure their standard. May be it is too early to reach a judgment.

**Prasuhn (2014)** conducted a study on online education and credit hours. It is revealed that the meaning and use of credit hour is not consistent. There are no policies to guide credit hour application for asynchronous online education. An evaluative study on higher education revealed that higher education in India is governed by neo-liberalism, neo-capitalism and neo-colonialism. CBCS increases the work load of teachers. In CBCS evaluation is continuous and internal. Evaluation is through electronic evaluation rubrics and it is based on paper-pen, activity-based and
practicum-based. In syllabus so many optional areas are offered but in practice only a few. Limited faculty and scarcity of resources are the main reason for this. CBCS demands multiple modes of instruction through expert sources and systems like modular mode, synchronous and asynchronous modes etc.

**Johnson and Kestler (2014)** studied on the transition from quarters to semesters and points out that a number of US higher education institutions were converted from quarter to semester system. Semester system increased their self efficacy.

**Ott and Cooper (2014)** opines that approximately one-third of undergraduates transfer from one college to another. The author focuses on how academic credit is evaluated. Students have to receive a degree specific transfer credit evaluation before their enrollment.

**The New Indian Express (2013)** reported that The Hridayakumari Committee suggested a total revamp of the CBCSS. Universities should directly conduct even semester examinations but the odd semester exams will be held by respective colleges. Seven-point indirect grading system can be adopted instead of the five-point system for examinations. Along with grades, marks also have to be published in marklists.

**Roy et al. (2013)** studied about the “Attitude towards Choice- Based Credit System of PG Level Students in Higher Education: A Study on Assam University” evaluated the attitude of PG level Arts and Science students towards CBCSS. In Assam CBCSS has been implemented in PG level since 2010. The study revealed that Science background students and boys are having more positive attitude towards CBCSS compared to Arts and girls students.
Mathrubumi (2012) reported on credit and semester system and its influence on the educational system. The system lacks time and the syllabus is vast. The importance of internal assignment, seminar and projects is emphasized.

According to Ravi (2011), CBCS can be called an umbrella system. The umbrella intervention of CBCS carries in its shade a host of other reforms. CBCS is a single, effective and comprehensive reform having international standards.

Report by The Times of India (2010) on Challenges of Higher Education concludes that the curriculum had to be interdisciplinary. Interdisciplinary approach enables integration of concepts, theories, techniques, and perspectives. Problems cannot be solved with single discipline.

Jiji (2006) conducted a study on the “Reaction of Primary School Teachers towards Continuous and Comprehensive Evaluation” and studied about whether there is any difference in reactions based on l, age, and teaching experience. The findings were the government primary school teachers had favourable attitude towards CCE than private primary school teachers. Teachers from schools which followed DPEP system of instruction had more favourable attitude towards CCE than teachers following conventional methods.

George (2005) studied on the difficulties experienced by the teacher educators in implementing the revised B.Ed curriculum. The major findings are: Practice teaching without learning the theories of learning the theories of learning, reflective sessions, conducting seminars, large number of units under theory parts, lack of practice of the teacher educators of using problem based approach etc. are some of the difficulties.
CBCS (Jeyasingh, 2005) is a cafeteria like system. It is a student-friendly, student-oriented system. Academic committees such as UGC, TANSCHE, and NAAC recommended for CBCSS. Even though students can choose courses according to their interest, rules regarding number of students in each class are a problem.

Kerala Kaumudi (2004) reported about the influence of grading. Data was collected from expert, teachers, parents and the students. They pointed out that grading is better. But teachers should be provided training and students as well as parents should be made aware of the same.

The Hindu (2004) reported that grading system will replace the marking system. Students can be evaluated both in curricular and co-curricular activities. The talents of the learners can be assessed as the system is a continuous process.

In the study (Pradhan, 2003) to find out the reliability coefficient between marking and grading the findings were grading was found to be more reliable than marking ie. Grading was found to be more efficient than marking.

Arora and Panda (1999) analysed a study for the need of restructuring teacher education programme. The result showed that the school education quality has been lost with a global deterioration of teaching and teacher education system.

Bhatia (1987) conducted a study on the evaluation of new B. Ed curriculum in the colleges of Mumbai University. As the syllabus had new topics, the implementation of the new curriculum was difficult. The syllabus lacked measures to improve the quality of teacher.

Hebalkar (1984) analysed the report of sixth annual conference of the State board of Education (1980) and proposed the need based curriculum for the B.Ed course. The main aspects of the curriculum are:
(a) Theoretical- based on pragmatic philosophy. There are six papers-two of content cum methodology, two principles of education, one of educational psychology and one of special study out of nine optional.

(b) Practical-skill based approach

(I) Pre Internship Programme (Micro-teaching, demonstration, Work Experience, new areas of socially useful productive work).

(II) Internship-I
Teaching in rural and urban areas
Internship II
Student teachers go to school for six months duration

Kohli (1974) studied on the curriculum of B.Ed. According to the study sessional work was useful, theory should be reduced to 50% and practical should be increased accordingly. Need was felt to extend the duration of the training to two years. Co-curricular activities have to be organized. Annual review of curriculum by a committee of teacher educators, school, teachers and heads of the institutions are essential.

Baird (1972) remarked on grading standards that grades tend to rise when student ability rise.

The University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC), the Distance Education Council (DEC), and National Knowledge (NKC) made recommendations to improve the quality and effectiveness of higher education. So Choice –Based Credit and Semester System was introduced. But as Kelkar and Shankar and Ravi (2006) remarks some practical difficulties are there.
3.3 Studies Related to Classroom Management

Demirdag (2015) found out that high school teachers experience difficulties in their classrooms due to lack of management skills and critical thinking abilities. He conducted a quantitative study with 212 high school teachers of Ankara. He found out that there were not any significant relationship between classroom management skills and critical thinking ability of high school teachers. Middle school students experience substantial changes in their emotion and cognition as they grow. Their feelings are mixed. Classroom management strategies of teachers should not negatively affect academic success, motivation and self-esteem of students.

Eisenman et al. (2015) found out that teacher education programmes do not provide sufficient attention classroom management practices. The article also offers 5 activities and assessments that can be used in teacher education courses.

Jones et al. (2014) suggests that students social and emotional development inspires learning. Research in classroom management strategies improve teaching learning process. In all grade levels and classrooms four effective principles of classroom management are same-planning and preparation, quality of relationships in the classroom; school environment and processes of observation.

Britt (2013) views that there are two aims for classroom management. 1. to establish a quiet and meaningful learning environment 2. To classroom management contributes to the pupil’s social and moral environment. He discovered that several factors and conditions influence classroom management.- self understanding of teachers , the multi-cultural classroom, behavior management, knowledge of physical and social context, rules, relations and commitment, motivation , learning, person-centred verses teacher-centred classroom management etc.
Delman (2011) views that good classroom management is one of the most important goals teachers strive to establish the rules, procedures, activities and behaviours determine the classroom tone throughout the year. Teachers can eliminate many problems through revising, updating and systematizing classroom management activities. Teacher has to create positive learning environment to enhance teaching learning process.

Clement (2010) suggests “There is no one correct way to establish classroom management and discipline. All new teachers must find their own comfortable balance between friendliness and assertiveness”. Classroom management skills are essential in the education field for the balance of theory and field practice. It was found out that “…one can hardly be considered a highly-qualified teacher without a mastery of sound best-practice strategies for managing classroom time, space and student behavior”.

Putman (2009) revealed that student teachers might experience their first instance of full control of the classroom during pre-service teaching, which may or may not be under the guidance of the supervising teacher. Teachers practiced classroom management. They reported that their techniques associated with the classroom management had improved. He also opined that classroom management techniques were greatly influenced by the supervising teachers than coursework conducted.

Oliver and Reschly (2007) suggested that teacher preparation programs have to move beyond theoretical approach and provide ample opportunities for practice and feedback in instructional strategies.
According to Smagorinsky, Cook, Moore, Jackson, and Fry (2004) what university professors communicate to pre-service teachers may be totally different from what they see practiced in the field.

Newcomer and Lewis (2004), opined that for maintaining positive classroom behaviour punishments are not effective.

Marzano and Marzano, (2003) opined that Classroom management is the most influential factors for determining the success of the teacher and academic success for students.

Wentzel (2003) discovered that student’s interests and goals are closely related with positive classroom behavior. Positive expressions of warmth and approval, consistent practice for self-reliance and self-control and approval of their opinions will surely foster positive classroom environment.

Kern et al. (2002) remarked that students have to be given degree of choice during their learning activities. Their behavioural problems are very less in those classes where they are provided such learning activities.

McFarland (2000) presents certain classroom strategies for middle and secondary level class teachers. 1. Plan lessons well and include activities that reflect multiple learning styles. 2. Provide attractive environment 3. Positive attitude towards all students. 4. Be well informed and enthusiastic for what is being taught. 5. Plan well to avoid discipline problems 6. Instructions should be clear and explicit 7. Use creativity and humour 8. Engage students in activities.

According to Martens et al. (1986), educators try to change the educational or behavioural problems of an individual through punitive responses.
Effective Classroom Management is essential for the success of a teacher as well as for the academic success of students. As Jones et al, Demirdag, Wensel etc. remarks planning the lessons, enthusiastic approach, warmth and approval foster positive classroom management. Positive learning environment eliminates discipline problems. Eisenman et al. and Putman revealed that teacher education programmes should provide enough attention to classroom management practices.

3.4 Studies Related to Work Anxiety

Tasdemir (2015) suggested that overall anxiety level of prospective teacher was moderate. Gender, school, year and type of high school they graduated from, did not have much impact on task-centred anxiety, student-centred anxiety and self-centred anxiety.(the average score did not differ significantly).

Oner (2015) evaluated the relationship between academic risk taking and chemistry laboratory anxiety. It was found out that academic risk taking explained 39% of the total variance in the chemistry laboratory scores.

Karatas et al. (2014) studied on teacher’s trait and cursive handwriting anxiety. According to this study, trait anxiety and cursive handwriting anxiety do not differ based on teachers’ gender, branch, age and cursive handwriting anxiety are significant predictors in state anxiety. Teachers are generally anxious. Teacher anxiety can be reduced by avoiding anxiety inducing circumstances’ by programme change.

Finlayson (2014) conducted surveys among students on math anxiety. He examined the causes of math anxiety. Pre-service teachers encounter math anxiety. the causes of their anxiety were lack of self-confidence, fear of failure, teaching styles, and ineffective learning practices.
Headley and Campbell (2013) studied about teachers’ knowledge of anxiety among children and the results showed that teachers understood what anxiety was in general.

Strauss (2011) studied about student anxiety in multicultural group projects and found out that the uncertainty of working while working in group induces anxiety. Such anxiety influences students’ attitude towards the formation of group.

Linklater and Kellner (2008) discovered that group members paid explicit attention to the unconscious within the group and they come out with richer deeper information normal anxiety from excessive anxiety. All anxieties were considered as negative.

The feeling of (O’Connor, 2008) academic anxiety is due to the fear of distress or stress from the school practices.

Academic anxiety (Ottens, 2007) refers to disruptive thought patterns, behavioural and physiological responses that arises from the possibility of unacceptable poor performance on an academic task.

According to Detert et al. (2006) low motivation in students, discipline problems, the pressure of workload, colleague relationship, bad working conditions, inadequate support from family and friends- all these leads to stress in teachers.

Elsie et al. (2002), revealed that teachers are experiencing anxiety

- When the course material or students are unfamiliar.
- While preparing for the class
- While peer or student evaluation is taking place.

Fish and Fraser (2001), remarked that teachers with fewer than five years of teaching experience have greater levels of anxiety than the experienced teachers.
According to Emmer and Stough, (2001) even though training has long been given in the education field adequate preparation of teachers in a systematic way has been a challenge.

Teaching (Roach, 1999), anxiety has impact on teacher-student relationship, the classroom environment and on student learning.

Teaching (Pithers, 1995), causes more stress compared to other professions.

Gardner and Gary (1994), found out that anxiety was related to situational variables like teaching unfamiliar material, having new students and having negative experiences with a class.

Kyriacou (1987), remarked that teacher stress is the experiencing of unpleasant feelings such as depression, anger, worry and tension resulting from the work of a teacher.

Sinclair and Ryan (1987), found out that teacher anxiety and teacher’s competence are closely related to students’ perceptions. Teacher anxiety is significantly related to the anxiety of students while being taught.

According to Coates and Thoresen(1976) teacher anxiety is associated with many physical, social and emotional conditions. Systematic desensitization reduces teacher anxiety.

According to Campbell and Williamson(1974) some sources of teacher anxiety are

- To keep records and reports.
- To evaluate student achievement.
- Lacks mastery over subject matter.
- Deficiency in school equipments.
New teachers encounter difficulties to maintain discipline in class and how to handle situations if they do some mistakes in the class.

**Fuller and Manning (1973)** remarked that viewing their performance in the video tapes and micro-teaching practice in some areas leads to teacher anxiety.

**Singh (1972)** remarked that student teachers are more anxious than in-service teachers.

**Treese (1972)** found that microteaching practices reduces teaching anxiety for female, pre-service and secondary teachers.

**Smith (1968)** concluded that ineffective teaching is due to certain personality defects like insufficient zeal, sensitivity, excessive authoritarianism or rigidity.

Work anxiety among the teachers is more compared to other fields. Work anxiety negatively influences the personality of the teacher. Less experienced teachers are more anxious than experienced teachers.

Supervision of the superiors, lack of enough micro-teaching practices, lack of self-confidence and fear of failure are some of the reasons for teacher anxiety. Campbell and Williamson (1974) remarked that lack of mastery over subjects and evaluating students leads to teacher anxiety. Discipline problems, dealing with parents, insufficient time for rest and for preparation, insufficient salary and additional responsibilities (Strauss, 2011; Detert et al. 2006; Roach, 1999).

### 3.5 Studies Related to Socio-Personal Adjustment

**Shavega et al. (2015)** found out that supportive and restrictive behavioural management strategies are applied by teachers to stimulate behavioural adjustment in children. Children in urban schools displayed more externalizing behaviours than
children in rural schools. Urbanization process are affecting the traditional educational strategies in Tanzania and their adjustment.

Murray et al. (2014) reported that students in the poorly adjusted group had lower self- efficacy, and family support than students in the average and highly adjusted groups.

Nadeemand Bhat (2014) discovered that there is significant difference between male and female secondary school teachers on social adjustment. There is significant difference between rural and urban secondary school teachers on social adjustment.

Catherine (2014) in the study, to identify whether B Ed teacher trainees have social adjustment and to what extent. He concluded that female students, first born students, rural students, married students and Post-graduate students show better level of social adjustment compared to their counter parts.

Peerzada (2013) remarked that adjustment is achieving a harmonious relationship between a person and his environment. A teacher’s adjustment means continuous efforts to understand children better and also self-appraisal in which teacher scrutinizes methods to increase his own leaning. The investigator compares higher secondary science and social science teachers and concluded that

- Science and social science teachers have similar home adjustment.
- Science teachers have better health adjustment than social science teachers
- Science teachers have better social and emotional adjustment than social science teachers
- Social science teachers have more adjustment problems.
Gefen and Fish (2013) views on factors related to college adjustment. They found out that balanced family functioning was associated with low level of perceived stress. Stress, family functioning and coping strategies were closely related with social adjustment, academic adjustment, personal adjustment and institutional attachment.

Ahmad et al. (2013) studied about Arabs’ teacher rated adjustment and found out that maternal parenting yielded psychological control which was negatively related to teacher related adjustment.

Unnisa (2012) opines that adjustment and education are closely related. Well-adjusted individuals prosper in their education also. Adjustment problem retards academic performance also. Student-teachers who are having high level of emotional intelligence could adjust to home environment. Lack of required level of emotional intelligence might lead to adjustment problems in job. A person adjusted emotionally exhibit adaptive reactions to various circumstances.

DeRosier and Lloyd (2011) found out that social adjustment included social acceptance by and aggression with peers. Social adjustment was closely related to academic adjustment. Gender differences have an impact on social adjustment and thereby academic adjustment.

Roat (2010) in his study about white teachers’ cultural adjustment, found out that factors leading to successful adjustment were – willingness to engage in the lives of students, acknowledging their role as a teacher; valuing the cultural difference of students as a strength not as hindrance.
Mathur and Poonam (2010) revealed that psychological development of children is closely associated with self-esteem, independence, achievement and family environment.

Alexander and Rajendran (1992) noticed that female students are better adjusted than male students. Education of parents influences children’s adjustment. Students of poorly educated parents are less adjusted than students of well educated parents.

Sarojini (1987) conducted a study on personality problems of pupils of age group 8-16 years and noticed that during the years 14-16 boys had more adjustment problems than girls and co-educational institutions have more such adjustment problems.

Ahluwalia and Kalia (1987) came to the conclusion that high achievers have less adjustment problems in the school area compared to low achievers. There was no significant difference on social adjustment between these groups. Female high achievers were found to be better adjusted socially.

Gupta and Nisha (1978) remarked that the teacher who is better adjusted in different spheres of life and work performs professional duties better than others and is contented. His life will be happy. Professional satisfaction is an important aspect for a successful teacher.

Gupta (1977) revealed that success in teaching is closely dependent on (i) adjustment in home, health, social, emotional and total adjustment, (ii) professional attitude, (iii) differences in personality characteristics and attitude towards teaching.

Badami and Goswami (1973) remarked that social adjustment is closely related with school achievement. Social adjustment is attained gradually.
Khatry (1973) in a comparative study of the self-concept of teachers of different categories and the relationship of their self-concept with professional adjustment, found that:

1. The distribution of the scores of self-concept and professional adjustment based on self-concept inventory and professional adjustment inventory were more or less normal;
2. There was no significant difference among the self concept of primary, secondary and college teachers;
3. There was a significant difference between the self-ideas-discrepancies of college and secondary teachers but not of primary and college teachers;
4. There was a significant difference in the professional adjustment between college and primary teachers but not between the primary and secondary school teachers;
5. There was a significant relationship between self-concept scores and self-ideas of all the three types of teachers; and
6. There was a significant relationship between self-concept and professional adjustment scores of the three types of teachers.

Gates and Jersild (1973) remarked that adjustment is a continuous process by which a person produces harmonious relationship between himself and environment.

Sharma (1972) opined that there were significant difference among the overachievers, average achievers and underachievers based on the aspects like adjustment in school, home and social fronts. The overachievers were better adjusted than the underachievers in all walks of life.
Samantaray (1971) while attempting to find out the nature of relationship among teacher’s attitude teacher’s adjustment and teaching efficiency of graduate teachers of the secondary schools of Orissa, found that teacher’s attitude and adjustment were positively related to their efficiency.

Jha (1970) found that there was significant positive relation between achievement in science and adjustment of students in secondary schools.

According to Lingren (1959) adjustment is a continuous process of maintaining satisfactory relationship between the individual and his environment.

Samantaray,1971; Unnisa ,2012; and Ahluwalia and Kalia,1987 remarked that Adjustment problem negatively affects academic achievement. High achievers have less adjustment problem. Life is a continuous adjustment process. Gender differences have an impact on adjustment. Females are better adjusted than males. Misra,1985; Gupta,1977 and Badami and Goswami, 1973 found out that academic adjustment is closely related to personal adjustment. Success in teaching depends on personal, social and emotional adjustment. Self esteem and social acceptance promotes social adjustment.

3.6 Studies Related to Attitude

In Attitudes of Perspective (Parvez and Shakir,2013) teachers towards teaching profession, it was found that

- There is significant difference in the attitude of perspective teachers who are studying in private and public B.Ed institutions. Such institutions are influencing their attitude towards teaching profession.
- There is no significant difference in the attitude of, male and female perspective teachers and science and social science teachers, towards teaching profession.
Shah and Thoker (2013) reported that there is significant difference between the teaching attitude of government and private secondary school teachers. Government secondary school teachers have higher teaching attitude towards their profession compared to private secondary school teachers.

Trivedi (2012) studied the attitude of teachers towards teaching profession, teaching at different levels and concluded that

- In primary, secondary, higher secondary and college levels teachers have high attitude towards teaching profession.
- Secondary school teachers are more stable and reliable compared to other levels of teachers.
- Primary school teachers have higher attitude towards teaching profession than secondary school teachers.

Kareem et al. (2012) compared the attitude of students who studied in regular programmes and those who studied in distant programmes. Students who studied in regular programmes showed high level of professionalism than the distance education students.

Sharma and Dhaiya (2012) reported that there was no significant difference between attitude of male and female B.Ed students towards teaching profession. Art and Science students do not have significant difference in their attitude towards teaching. Female students had more favourable attitude towards teaching.

Sumangala and Devi (2009) conducted a study on role conflict and attitude towards teaching profession. The investigation was carried out with the objective of finding the efficiency, job satisfaction and attitude towards teaching among secondary school women teachers of Kerala. The survey was carried out
among 3000 secondary school women teachers. The survey revealed that all the three variables are related to success in teaching. Attitude towards teaching profession and role predicts success in teaching but job satisfaction is not like that.

According to Guneyil and Aslan (2009) there was no significant difference in the attitude of male and female prospective teachers. Different classes or socio-economic levels also does leads to much difference towards teaching profession.

Gnanadevan (2006) made a study about “Attitude of teachers towards educational innovation”. The main aim of the study is to find out attitude of higher secondary school teachers towards educational innovations in relation to gender, type of school, location of school and subject taught. The major findings were:

• Attitude of teachers towards educational innovation is highly favourable.
• Male and female teachers do not differ significantly in their attitude towards educational innovation.
• Teachers working in government and private schools do not differ significantly in their attitude towards educational innovation.
• Teachers teaching different subjects do not differ significantly in their attitude towards educational innovations.

Osunde and Izebogie (2006) indicated that the attitude of society towards teaching profession is low since teachers are getting very low remuneration. This also leads to low self-esteem and status in the society.

A study (Pushpamma, 2006) of the attitude of teachers in Ernakulam district towards the new evaluation system adopted 2004-2005 in the higher secondary schools of Kerala was conducted. There is difference in attitude of teachers on the basis of gender, locale and type of schools.
According to Sindhu (2005) on “A study on the attitude of High School teachers in Ernakulam districts towards introducing grading system in the tenth standard”, female teachers showed more favourable attitude towards grading system than male teachers. There was no significant difference between government and aided school teachers in their attitude towards introducing grading system in tenth standard.

Kumaraswamy and Venkateswara (2004) analysed about “Attitude towards Teachers towards DPEP’ and the influence of personal and demographic variables. The variables like gender, caste, age, education, experience, locality and marital status influenced the attitude of teachers. Teachers were aware of the importance of attending training programmes of DPEP and the advantage of introducing DPEP System.

Webb (2004) conducted a study on teachers’ attitude towards inclusive education. The result showed that there were similarities in the attitudes of general and special education teachers towards inclusion in education.

Joseph (2003) conducted a study on “Attitude of Higher Secondary School Teachers towards Continuous and Comprehensive Evaluation”. The teachers should have positive attitude towards teaching and evaluation process. A teacher should be a friend, philosopher and guide. He must develop confidence among students. He has to develop a sense of cooperation, team spirit and group participation.

The major findings were:
- There is significant difference between the attitude of rural and urban teachers towards continuous and comprehensive evaluation.
• There is significant difference between the attitude of government and private school teachers towards continuous and comprehensive evaluation.

• There is significant difference between the attitude of female government and female private school teachers towards continuous and comprehensive evaluation.

• There is no significant difference between the attitude of higher secondary and high school teachers towards continuous and comprehensive evaluation.

• There is no significant difference between the attitude of higher secondary and high school teachers towards continuous and comprehensive evaluation based on their teaching experience.

Attitudes are, according to Robbins (2003) positive or negative opinions about people, objects and events. He also states that attitude towards work is closely related to job satisfaction, job involvement and job commitment.

Sudarsan (2001) conducted a study on attitude of teachers towards team teaching. The study revealed that there is significant difference in the attitude of teachers towards team teaching.

Pandey and Maikhuri (1999) conducted “a study on the attitude of the effective and ineffective teachers towards teaching profession”. Objective of this study was to examine the attitude of effective and ineffective teachers towards teaching profession with reference to their age and experience. The sample consisted of 100 teachers randomly selected from secondary schools of Payri and Tehri districts of Gorhwal.

Major findings were:

• There was no significant difference between effective teachers having high or low experience in terms of their attitude towards their profession.
• Highly experienced effective teachers had positive attitude towards teaching profession compared to less experienced in effective teachers.

• Age of effective teacher did not determine their attitude towards teaching profession.

• Young ineffective teachers had more negative attitude towards teaching profession compared to ineffective old teachers.

Ma and Kishor (1997) investigated attitude of teachers towards mathematics curriculum. The results indicated that there was significant attitude improvement in the mathematical confidence of students in the experimental class.

According to Luthans (1995), the employees who are having negative attitude towards work usually get to work late.

Byrd and Doherty (1993) conducted a study about the constraints to teacher change. Education reforms are an ongoing process. Some of the constraints are physical requirements and teachers requirements.

According to Atkinson, et al. (1989) attitude is a relatively stable and enduring predisposition to behave or react is a certain way towards persons, objects institutes or issues. Attitudes are a great driving force to achieve the goals.

Marso and Pigge (1987) conducted a research on “A longitudinal study of relationship between attitude towards Teaching, Anxiety about Teaching, self-perceived Effectiveness and Attrition from Teaching” and concluded that those who have more experience have less anxiety compared to new teachers.

According to Baron and Byrne (1987) there are three dimensions for attitude-cognitive, emotional and behavioral. Pattern of thoughts is cognitive domain. Since
they have positive or negative impact it is emotional also. It evokes an individual in a particular direction.

**Smith and Mishra (1985)**, studied about teachers’ attitude towards teaching and classroom behaviour remarked that there was no significant behavioural difference between teachers, who are having negative and positive attitude towards teaching, except on teacher’s talking behaviour.

According to **Suwimon (1985)**, who studied on parents’ attitude towards the school programme in Thailand, the conclusions were:

- Parents’ sex influenced the attitude score
- Parents from urban area had more favourable attitude towards the secondary school than those from rural area
- Parents with higher education favoured the school programme than with lower education.
- Parents with high status also had more favourable attitude than with low status.

According to **Chaisrisook (1982)** who studied about the attitude of secondary teachers of Thailand region towards their teaching profession:

- The professional attitude of urban teachers was more favourable than that of rural teachers.
- The female teachers had more favourable attitude towards teaching profession than male teachers.
- The more experienced teachers had more favourable attitude towards the teaching profession than male teachers.
- Teachers holding a degree and those wholding a certificate did not differ in their attitude towards teaching profession.
• The professional attitude of teachers of Government had more favourable attitude than private school teachers.

• Favourable attitude towards teaching increased with increase in age.

  **Gopi (1981)** conducted a study on academic achievement with attitude towards teaching among teacher trainees. The study revealed that there was no relationship between the academic achievement and attitude towards teaching among teacher trainees.

  **Somaiah (1980)** conducted a study of the attitude of teachers and students towards semester system. The major findings of the study are the following:
  1. There was no consensus among teachers or students favouring or against semester system.
  2. Teachers and students favoured the system as it had some positive dimensions.
  3. As the students found it difficult to adjust with the system, teachers did not favour the system more.
  4. Teachers as well as the students had the opinion that if the teacher-student ratio is 1:30 the system would be effective.
  5. Both teachers and students favoured the system as it would reduce the stress and strain.

  **Sinha (1977)** conducted an attitude study about the examination system. Attitude of students, teachers and guardians towards the administrative, academic aspects of examination system was studied. Evaluative aspect of exam was also considered. Teachers, guardians as well as the students had the opinion that examination system has more demerits than merits. Immediate and adequate improvement of examination was essential.
According to Fishbein and Ajzen (1975) behaviour could be predicted by two factors. They are attitude and subjective norms. So to a certain extent attitude determines our behaviour.

Triandis (1971) remarked that attitudes can be altered-cognitive aspect by acquiring information, affective aspect by unpleasant experiences and behavioural aspect by altering the laws.

In the words of Allport (1935) “Attitude is a mental or neural state of readiness organized through experience upon the individuals’ response to total objects and situations.

Attitude towards teaching influences classroom environment and teaching efficacy. Pandey and Maikhuri (1999) remarked that highly experienced, effective teachers had positive attitude towards teaching. Ineffective teachers had negative attitude towards teaching.

Joseph (2006) and Shah and Thoker(2013) found out that : There was significant difference between the attitude of rural and urban and private and government school teachers towards continuous and comprehensive evaluation.

3.7 Conclusion

The review of literature provided information and ideas about the nature of research in the field of investigation. With its help the investigator could properly design the study. It helped a lot to choose appropriate research methodology, prepare the devices for data collection and also to analyse the data meaningfully.

The review of related studies on different aspects like CBCSS, Classroom Management, Work Anxiety and Socio-Personal Adjustment carried out by the
Investigator provided great insight towards the conduct of this research study. There is a dearth of research studies which have direct bearing on the present investigation.