Chapter II

REVIEW OF THE RELATED LITERATURE

INTRODUCTION

Review of related literature is a significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypothesis for the study. According to C. V. Good\(^1\) (1979), “the key of the vast store of published literature may upon the door to source of significant problem and explanatory hypothesis and provide helpful orientation and comparative data for interpretation of the results. In order to truly creative and original work one must read extensively and critically as a stimulus of thinking”. This statement gives the importance of related literature. Since the origin of man this vast store of house of knowledge lies in the books and thirst for knowledge can be fulfilled by the books. As the Best,\(^2\) (1977) stated that “Practically all human knowledge can be found in books and literature. Unlike other animals that must start a life with each generation, man builds upon the accumulated and recorded knowledge of the past”. History reveals that man learns from the experience of others. Man always seeks help and guidance from his ancestors. The survey of the related literature is crucial aspect of the planning of the study, and the time spent in such a survey invariably is a wide investment.

The review of the literature is an exacting task calling for deep insight, and clear perceptive of the overall field. It is a crucial step which

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invariably minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts discarded by previous investigators and even more important erroneous findings based on a faulty research design.

For any worthwhile study, an adequate familiarity with relevant literature is must as when a researcher reviews the previous research literature in related fields he should be familiar with several known and unknown facts and enables to explore the untouched or rarely touched phases of the study. The reviews of the literature promote a greater understanding of the problem and its crucial aspects and ensure the avoidance of unnecessary duplication. It also provides comparative data to evaluate and interpret the significance of one’s findings. Emphasizing the importance of the survey of the related literature researchers have pointed out ‘Survey of related literature help us to show whether evidence already available solves the problem adequately, without further investigations and thus, may save duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories and explanations valuable in formatting the problem and may also suggest the appropriate methods of research’. In a nutshell it provides us with the proper and healthy guidance.

Above all, the study of related literature implies location, reading and evaluating reports of the researchers as well as observation and opinion that are related to the individual planned research projects. In the present study the researcher purports to have a comprehensive review of related literature (research journals, books dissertations, thesis, abstracts and other material). So as being aware of the importance of related literature, an attempt has been made by the researcher to report some crucial and important researches done in India and in other countries on the teacher effectiveness and other variables from the year 1974 to 2012.

All the findings have been given in this chapter in a systemic way.
Vashishta,¹ (1974) in a study of predictive efficiency of admission criteria for B. Ed students found that academic grades, teaching aptitude and attitude towards teaching to be the best predictors of teacher effectiveness.

Chhaya,² (1974) investigated into certain psychological characteristics of effective school teachers. Study was conducted on 80 effective and 100 ineffective secondary teachers. The findings were that effective teachers have significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teachers. Effective teachers did not show significantly more interest in teaching than ineffective teachers. Effective teachers were not extrovert than ineffective teachers.

Grewal,³ (1976) studied intellectual and personality correlates of the secondary school teachers and found that the measures of personality traits clustered in specific constellation with the criterion measure of teacher effectiveness.

Maheswari,⁴ (1976) studied the classroom verbal interaction pattern of effective and ineffective teachers. It was found that effective teachers use the categories of interaction such as accept feeling, praise, use student ideas, student response and initiation, whereas, ineffective teachers employ lecture, direction and authority categories in the classroom behaviour

Thakkur,\textsuperscript{1} (1977) in a study of teacher's effectiveness and their educational attitude in relation to their relationship with students and their survival and job satisfaction in the profession, found that female teachers have greater aptitude in teaching than male teachers. It was also reported that there exists significant relationship between teaching aptitude and general intelligence.

Mutha,\textsuperscript{2} (1980) attempted a study to identify the attitudinal and personality factors which differentiated effective teachers from ineffective ones. It was found that effective teachers have significantly higher scores than ineffective teachers, confirming aptitude as a significant predictor of effective teaching. The study also reported that sex, professional training, nature of schooling and income levels were significantly associated with the teacher’s effectiveness.

Vyas,\textsuperscript{3} (1982) studied the relationship of selected factors with teaching success of prospective teachers in Rajasthan. It was found that, female teacher trainees have positive and significant relationship between teaching aptitude and teaching effectiveness. But, teaching success when assessed by "Teacher's Self Rating Measure", found no relationship between teaching success and teaching aptitude of either male or female teachers.

\textsuperscript{1} V. R. Thakkur, (1977), “A study of potential teachers effectiveness and their educational attitude in relation to their rapport with students and their survival and job satisfaction in the profession”. Ph.D, (Edu.) M.S. University, Baroda


\textsuperscript{3} R.P. Vyas, (1982), “Relationship of selected factors with the teaching success of prospective teachers of Rajasthan”. Ph.D., (Edu.) Rajasthan University.
Padmanabhaiah,¹ (1986) studied job satisfaction and teaching effectiveness at secondary school teachers. The study revealed that teachers in general were satisfied with the factors of job satisfaction such as suitability of students and co-teachers and dissatisfied with factors like policy matters, physical facilities, management policies, nature of work and other activities. The multiple correlations between job satisfaction and independent variables like Job discrimination index, job involvement and family and satisfaction were found significantly positive.

Label,² (1987) investigate Type A behaviour patterns and assertive behaviour. The assertive behaviour of Type A subjects were compared with those of Type B behaviour pattern subjects in negative and positive situations. Study results revealed that the subjects of Type A behaviour pattern exhibited high assertiveness in both negative and positive situations than Type B behaviour pattern subjects. It was also concluded that Type B subjects responded more assertively in positive situations but less assertively in negative situations.

Rao,³ (1987) studied classroom teaching effectiveness to analyze the teacher behaviour of selected effective science teachers with respect to their content processing behaviour, interactive behaviour and teaching skill behaviour. It was found that, among the content processes employed by the effective teachers were to process the components of content, irrespective of the topics and subject categorization, application of the principles and logical reasoning. Teachers initiated interactive pattern were often observed with all the effective science teachers. Explaining


skills like providing information and clarification and activities like drawing and derivation were seen consistently with all effective science teachers without any particular sequence and pattern.

Bhagoliwal, \(^1\)(1988) concluded in his study that more effective teachers were having a better inner control and were better in their capacity integrate impulse with value system, in their easy acceptance, socialized control behaviour and to deal with tension and conflicts and outer control.

Kukreti, \(^2\)(1990) attempted study to investigate some psychological correlates of successful teachers. the results of the study showed positive relationship between aptitude and success in teaching.

Sinclair & Ryan, \(^3\) (1987) studied teacher anxiety, teacher effectiveness and student’s anxiety. The purpose of the study was to examine student perception of teaching effectiveness. 19 nurse educators and 72 nurse students were taken as sample. Teachers were said to teach a lesson and completed a state anxiety questionnaire before they began and, again after the lesson in terms of how they felt while teaching. Students were also said to complete an assessment of the teachers’ effectiveness and questionnaire to record the anxiety level experienced while being taught. Result showed that anxiety state of teachers while teaching was closely related to lesson organization, teacher effectiveness and as whole teacher effectiveness. Teachers’ anxiety state while teaching was found

\(^{1}\) S. Bhagoliwal, (1988), “Teaching effectiveness and teacher personality”. Allahabad, Smita Prakashan,


to be significantly related with the level of anxiety state experienced by students while being taught.

Kumar,\(^1\) (1988) investigate teacher effectiveness to determine teacher effectiveness among different groups of the teachers- Arts, commerce and science and to determine the relationship between teacher effectiveness and personality traits among the teachers of different groups. The Arts and commerce teachers were found equally effective whereas science teachers were found more effective than Arts teachers. Arts and commerce teachers were found similar personality traits on: reserved vs. outgoing (A), sober vs. happy-go-lucky (F), expedient vs. conscientious (G), shy vs. venture-some (H), trusting vs. suspiciousness (L), practical vs. imaginative (M), forthright vs. shrewdness (N), self assure vs. apprehensive (O), conservative vs. experimenting (Q1), group dependent vs. self- sufficient (Q2), undisciplined self conflict vs. control (Q3), and relaxed vs. tense (Q4). It was also found that teacher effectiveness and personality traits (A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, Q4) of Arts and science teachers had no relationship.

Weintein,\(^2\) (1989) studied teacher education students’ preconceptions of effective teaching. The prospective elementary teachers were asked to describe their preconceptions of ‘really good teacher’ before and after an introductory education course. This was interpreted as evidence that pre-service teachers already possess strong beliefs about constituents of effective teaching and these beliefs were little affected by a single course.


Steffens,¹ (1990) examined the characteristics of teacher efficacy as perceived by teachers on a sample of 70 teachers. Knowledge of the subject matter, a caring and compassionate personality, Enthusiasm, Organizational climate, a sense of humor and Love of children were the characteristics that acknowledged as the characteristics of teacher efficacy by the teachers of the year.

Jayalatha,² (1991) studied attitude towards teaching profession and teacher's self concept as correlates of teacher perception of effective classroom teaching of secondary school teachers and found that the relationship between teacher perception of effective classroom teaching and teacher's self concept is negative and not significant.

Bose,³ (1993) studied the correlates of teacher effectiveness of 160 student teachers and found that positive significant relationship exists between teacher effectiveness and each of the predictor variables like intelligence, teaching attitude, self confidence and previous academic achievement.

Anitha,⁴ (1996) investigated the dimensions of teacher effectiveness of the teachers of mentally retarded students. The study was conducted to assess the impact of formative experience of special education teachers for the mentally retarded on their effectiveness with

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the variable such as teachers’ formal educational qualifications, quality of special training and nature and length of teaching experience and to assess the conditions to teacher effectiveness with respect to their personal characteristics like aptitude for teaching, adaptability towards the condition of mental retardation, self confidence, intelligence and instructional efficiency. The results of the study indicated that impact of formative experience of teachers of mentally retarded students on their teacher effectiveness was not very high, but statistically found to be significant. It was also concluded that the variables such as organizational setup, instructional efficiency, self confidence, adaptability and aptitude for teaching were proved as the significant in determining teacher effectiveness.

Mudgil, Muhar, and Bhatia,¹ (1996) conducted a study to know the relationship between low job satisfaction and type A behaviour pattern. The study was conducted on a randomly drawn sample of 82 College and University teachers. Job Satisfaction Scale and Jenkins Activity Survey were administered on them. To test the significance of the obtained differences, Chi square was employed, Biserial coefficient of correlation was computed between the continuous variable (Job Satisfaction scores) and dichotomized variable (type A and Type B behaviour patterns). The results indicated that low job satisfied teachers exhibited Type A behaviour.

Pathak,² (1998) attempted an study to analyze the effectiveness of training of dramatics on the teacher effectiveness. The findings of the

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study revealed that the trainees who had undergone with the training of
dramatics found it effective in increasing their effectiveness. The
dramatics training group was found to be significantly superior as
compared to controlled group in terms of teacher effectiveness. The effect
of sex, teacher attitude towards teaching and teaching aptitude were
found insignificant in terms of teacher effectiveness.

Yahaya,\textsuperscript{1}(1998) studied gender difference, behaviour patterns and
job performance. The aim of the study was to investigate the job
performance of the Type A and Type B male and female persons.
Employee behaviour pattern survey (EBPS) and Annual Performance
Evaluation Report (APER) were administered on the 675 federal civil
servants in Nigeria. The finding revealed that gender and behaviour
patterns have no significant influence on the job performance because it
was found Type A (male and female) and Type B (male and female) were
not significantly different in their job performance.

Deo,\textsuperscript{2} (1998) attempted the study to investigate whether Type A
behaviour patterns in the students of twelfth standard generate stress
among them and to examine sex and faculty wise difference in stress. the
sample of study consisted of 394 twelfth standard students from seven
representative college of Pune city. It was found that female student
experienced almost the same amount of stress as the twelfth standard
male students had experienced. The student of arts faculty had
encountered the maximum amount of stress. Type A behaviour patterns
in students was positively associated with stress.

\textsuperscript{1} L.A. Yahaya (1998), "Gender differences, behavior potters and job performance, and
job performance of federal civil servants in Nigeria". Ph.D. University of ilorin,
ilorin, Nigeria.

\textsuperscript{2} A.K. Deo (1998) , "Type 'A' behavior patterns and stress among twelfth standard
students". Ph. D. (Psy.) Pune University.
Adam,¹ (1999) studied vocational teacher stress and teachers’ internal characteristics and found that the teachers with high self esteem had been coped with stressors more productively in the work place. It was also reported that educators who feel incompetent in their work manage their stress effectively than the educators who feel competent.

Yeung and Watkins,² (2000) investigated twenty seven student teachers' personal sense of teaching efficacy in Hong Kong. The results pointed out that teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, commitment and a sense of self confidence.

Yadagira,³ (2000) attempted the study to understand professional attitude and teacher effectiveness among the physical science teachers of secondary level schools in Ranga Reddy and Medak districts of Andhra Pradesh. The study revealed the significant relationship between professional attitude towards teaching profession and teacher effectiveness. No gender difference was found in the professional attitude of male and female teachers. Female teachers were found more effective than male teachers. Urban school teacher had better effectiveness than rural school teachers.


Kulkarni, 1 (2000) studied teacher personality traits, competency, and teaching effectiveness. The purpose of the study was to assess the personality traits like depression, temperament, adjustment and competency of male and female teachers and also to study the relationship between personality components and teaching effectiveness. The findings showed that female teachers were found more severely depressed and moderately tempered than male teachers. Male teachers were found to have negative relationship between temperament and teaching effectiveness. Male and female teachers both were found to have positive relationship between adjustment and teaching effectiveness. A significant positive relationship was found between teaching effectiveness and competency for both male and female teachers.

Admiral, korthagen and Wubbles, 2 (2000) investigated the effect of teacher’s coping behaviour to see how does coping behaviour relate to pupils time on task and is this relation strong in events where pupil misbehavior is perceived as problematic than in other types of classroom behaviour and to study how does student teacher’s coping behaviour relate to their satisfaction with the outcome? The findings revealed that student teacher’s coping behaviour related to pupils time on task. Effective student teacher’s achieved more time on task by taking disciplinary action. No relation was found between students’ teachers coping behaviour and their satisfaction with the outcome.

Dick and Wagner, 3 (2001) studied stress and strain in teaching.

The objectives of the study were to test the theoretical model of teacher stress on a large sample using complex structural equation by study-I and to cross validate the results by study-II. In the study-I, it was found that of stress model of Lazarus and his colleagues hold true and its adoption for teaching proved fruitful. It was noticed that workload and mobbing lead to general stress reaction such as physical symptoms. In study-II, the cross validation with the results of the study-I, it was found that coping strategies served as a mediator between workload and burnout. Teacher with more adaptive coping strategies had a lower degree of burnout than teachers with coping strategies based on ignoring or avoiding problematic situation.

Suhag, J. Kumar (2001) attempted a study to understand the classroom behaviour of effective and ineffective teachers. The purpose of the study was to compare the teacher-pupil interaction patterns of the effective and ineffective teachers on the basis of Flanders’ Interaction Analysis Category System (FIACS) and to compare the non-verbal aspects of classroom behaviour and judgments of the effective and ineffective teachers. The results of the study concluded that the proportion of ‘teacher’s Talk’ and periods of ‘silence’ and ‘confusion’ were found to be comparatively more in the classes of ineffective teachers than effective teachers. ‘Praising’ and ‘Encouraging’ the pupil had been found more in case of effective teachers than ineffective teachers. The teacher pupil interaction was found to be higher on the side of class conducted by effective teachers were as ineffective teachers were seemed to restrict the student’s participation in the classroom. Effective teacher were found to be significantly higher on the classroom Interaction Behavioural Ratio

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1 Suhag, J. Kumar (2001), "Interactional Analysis of classroom Behavior of effective and ineffective teacher". Ph.D. (Edu.) M.D. University.
(IBR), Teacher Response Ratio (TRR), Teacher Question Ratio (TQR), Inattentiveness Teacher Response Ratio (ITRR) and Indirect Direct Ratio (IDR). It was also found that teaching of effective teacher were more content oriented than the teaching of ineffective teachers.

Panda,¹ (2001) studied attitude towards teaching profession and job satisfaction among college teachers. The results of the study showed that a majority of college teachers of Assam and Orissa have highly favourable attitude towards teaching profession and a significant percentage of college teachers have high or moderate level of job satisfaction. College teachers were not found to have significant difference in their attitude towards the teaching profession irrespective to their sex and experience.

Bobbe Chan,² (2002) attempted the study to know between tutor’s personality and teaching effectiveness in cultural reference. The results were compared to those reported by Chan (2001) in a similar study using the Myers-Briggs Type Indicator (MBTI). The results indicated that certain scale on the Chinese tradition factor on the CPAI was significantly related to tutors’ teaching performance and that the MBTI could not subsume all the CPAI scales.

Gupta,³ (2002) studied principal’s stress proneness in relation to their personality needs and administrative effectiveness. The study

³ Gupta (2002), “Principal's stress proneness in relation to their personality needs and administrative effectiveness in the college affiliated to Bundelkhand University”. Ph. D. (Edu.) Bundelkhand University.
revealed that the traits of stress proneness in college principals were found to be normally distributed. High stress-prone principals were found to be more achievement oriented, more aggressive and more in need-succorance. The need of achievement and need of aggression were found to related with principal’s stress-proneness while other needs were not found to be related. In case of principals’ administrative effectiveness too, stress proneness was found significantly related.

Kajal,¹ (2002) investigated emotional intelligence in relation to big five personality dimensions and social intelligence. The samples of the study were consisted 286 subjects from the colleges of Kurukshetra University. The results revealed that some of the measures of social intelligence have association with emotional intelligence measures. Emotional intelligence was found correlated significantly with big five personality dimensions.

Prakash et al.,² (2002) studied Effect of coping strategies, sex and teaching experience on perceived role stress of university teachers. In their study of University teachers found no major differences between male and female teachers at varying teaching experience levels on measures of occupational role stressors and coping.

Minor et.al³ (2002) attempted a study to investigate the pre-service teacher’s educational beliefs and perceptions about the characteristics of 


effective teachers. The objective of the study was to examine pre-service teachers’ perceptions about the characteristics of effective teachers as well as to investigate whether these perceptions related to educational beliefs i.e. progressive vs. trans-massive. A phenomenological analysis of responses revealed several characteristics that many of pre-service teachers considered to reflect effective teaching such as students like the teachers who were effective classroom and behaviour manager, competent instructor, ethical, enthusiastic about teaching, have knowledge about subject and professional by attitude. A series of chi-square analysis revealed no relationship between the perception of effective teachers and teaching and educational beliefs of pre-service teachers. It was also concluded that men endorsed more effective teachers’ characteristics than women.

Paul and Kumarvel,¹ (2003) in a study revealed that teachers differ in their effectiveness with respect to teaching experience, community, type of management and locale. The results of the study was also pointed out that rural teachers are more effective than urban teachers.

Haskett,² (2003) studied emotional intelligence and teaching success in higher education. The objectives of the study were to determine the differences in E.Q. competencies of the award winning faculty and non award winning faculty and to assess the predictability of E.Q. ratings for the selections of award winning faculty. Based on the results of the study,

the significant association was noticed between specific E.Q. competencies and behaviour of effective teaching.

Rawal,\(^1\) (2003) attempted a study to understand the approaches of coping stress and their effect on teaching performance of the teachers. The findings showed that low intelligence level of students, apathy of parents towards parents teacher meeting, lack of extra teaching arrangements for week students, inadequate educational facilities and low students’ achievements were the factors create stress among teachers. It was seen that teachers adopted different coping approaches for different problems they were: for low intelligent students- teaching in slow speed and using teaching aids during teaching, for apathy; to explain face to face importance of PTA, for inadequate educational facilities; to use available teaching aids in a better way etc. It was also seen that teachers who were able to cope with stress and had less stress perform in their classroom in a better way as compared to the teachers who were unable to cope with stress and showed much stress.

Prem Kumar,\(^2\) (2003) assessed teacher effectiveness in relation to certain components of student learning outcome which indicate teacher effectiveness. The study was consisted the sample of 595 higher secondary school teachers in Kerala. It was concluded that the idea of using students learning outcome for assessing teaching performance was supported by 44% of teachers and it was one of the most acceptable method while peer group opinion was the least acceptable method for assessing teacher effectiveness.

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Roul,¹(2004) studied teacher effectiveness of autonomous and non-autonomous college teachers in relation of their mental health. The study revealed that both male and female teachers from autonomous and college were found to be significantly higher on mental health and teacher effectiveness as compared to both male and female teachers of non-autonomous college. It was also found that the combined effect of the type of college and teacher’s mental health did not produce any significant effect on the teacher effectiveness.

Tyagi,²(2004) attempted a comparative study of emotional intelligence of secondary teachers. The study was based on sample of male and female teachers of three age groups (below 30 years, 31 to 45 years and 46 to 60 years). It was concluded that the level of emotional intelligence of secondary school teachers was extremely low and the level of E.Q. was independent from the gender and age.

Arokiados,³ (2005) studied the effect of sex, subject of teaching, designation, and academic qualification on teacher effectiveness. Among 275 teachers selected as the sample of the study, 18% teachers were found high effective, 15% teachers were found low effective and rest 67% teachers were found to have moderate level of teacher effectiveness. The college teachers in the age group of 30-45 were found more effective in their subjects as compared to other age group. Women teachers were found more effective in advising and guiding and possessed better skill of


teaching than male teachers while male teachers were found more effective motivator than female teachers. Private college teachers were found more involvement in college activities than government college teachers.

Gakhar and Manhas,\(^1\) (2005) attempted study to investigate the cognitive correlates of emotional intelligence and found a significant correlation between emotional intelligence and cognitive variable like general intelligence and creativity. No gender difference was seen in respect to emotional intelligence.

Poonawala,\(^2\) (2005) studied the effect of personality types and self esteem on the ways of coping with stress. The study sample comprised 236 male and female college students. The study results showed that personality type namely- neuroticism, extroversion, agreeableness, openness and conscientiousness and self- esteem are the strong predictors of ways of coping. Female were found higher than male on openness personality dimensions. No gender difference in self-esteem was observed. It was also concluded that male used confrontive coping by accepting responsibility, painful problem solving and distancing as ways of coping with stress more than female.

Max Malikow,\(^3\) (2006) conducted study to explore the characteristics of exceptionally effective teachers. The purpose of the study was to quantify students evaluated teacher effectiveness in order to ascertain the grade level, subject, and characteristics of exceptionally


\(^2\) S. Poonawala, (2005),“ Personality types, self-esteem and ways of coping”. Ph.D. (Psy.) University of Poona

effective teachers as reported by 361 Le Moyne College students. The results explored that personality characteristics of exceptionally effective teachers that cited by most often students were: challenging, had reasonably high expectations, sense of humor, enthusiastic, creative, caring, explains complicated material well and flexible instructional style.

Patil and Kumar,\(^1\) (2006) observed emotional intelligence of student teachers’ in relation to their sex, faculty and academic achievement. The study result showed no significant difference in the emotional intelligence of male and female student teachers’. No significant difference was observed in the emotional intelligence of students’ teachers of arts and science faculty. It was also reported that Emotional intelligence and academic achievement of students’ teachers had no correlation.

Ruston, Moragen and Richard,\(^2\) (2007) studied effective teachers personality traits by administering Myers-Briggs Types Inventory on 58 teachers in South Florida (U.S.A.). Descriptive data was collected which includes frequency and percentage of response for each type of indicator and for each combination of type indicator. In this study significant difference was observed with the ENFP (Extrovert, Intuition, Feeling and Perceiving) and the ENFJ (Extrovert, Intuition, Feeling and judging) combined personality profile types.

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Penrose, Perry, and Ball, ¹ (2007) conducted a study and revealed that EI was positively associated with teacher self-efficacy. Based upon this finding, Penrose et al. contend that enhancing teacher’s EI may increase efficacy and subsequently lead to improved student achievement.

Anne,² (2008) attempted a study to explore the difference between general and special education teachers in reference to their emotional intelligence. After analysis of the results significant difference were found between the both groups of the teachers in reference to emotional intelligence. But no significant difference was observed between the groups of teachers in the perception of teacher effectiveness and effectiveness and their inter-personal, intra-personal and stress management skills.

Killan³ et. al, (2008) studied the characteristics of highly effective teachers. The researcher used interviews and other artifacts during student teaching as the basis for rating 13 pair of elementary cooperative teachers on their supervisory effectiveness and researcher used Ex-Post Facto method to identify background and intervention factors associated with effective levels. It was found that the most powerful association for high effectiveness was the graduate level preparation in supervision. Four of the five most effective teachers in the study had masters’ degree in


teacher leadership and all had taken course work on systematic observation and feedback as well as conferencing skill. The deep preparation was associated with ability to articulate beliefs behind practices and use practices congruent with those beliefs.

Shukla\(^1\) (2008) observed teaching effectiveness in relation to burnout and stress among the secondary school teachers. The aim of the study was to ascertain and compare the relationship between teachers’ experienced stress and teaching effectiveness on the basis of teachers’ qualification, experience, subject taught, type of school and age. The findings disclosed no significant correlation between the teachers’ experienced stress, burnout and their teaching effectiveness. No significant difference was also observed in the extent of relationship between perceived stress, burnout and teaching effectiveness on the basis of teachers’ qualification, experience, subject taught type of school and age.

Chaturvedi and Purshothaman,\(^2\) (2009) attempted a study to understand coping behaviour of female teachers in respect to certain demographic variables as marital status, age, and experience. The Occupational Stress Indicator (by Wendy Lord, 1993) was used which consisted 28 items encompassing six dimensions of coping strategies i.e. logic, investment, social support, task strategies, time management and home and work relations. The comparison of scores on the basis of marital status showed that married teachers attained significant higher scores than unmarried teachers on the five dimensions of coping i.e.

\(^1\) Indira Shukla (2008)," Burnout and stress among the secondary school teachers in relation to their teaching effectiveness” E-journal of all India Association for Educational Research. Vol. 20, No. 3 and 4.

\(^2\) Chaturvedi and Purshothaman (2009) "Coping behavior of female teacher in respect to demographic determinants” Industrial psychiatry journal (publication of association of Industrial psychiatry of India), Vol. 18 (1), pp. 36-38.
logics, social support, task strategies, time management and home and work relations. The results of the study concluded that married and experienced female teachers can cope better with job stress than their counterparts in respect to their marital status, age and experience.

Heck,¹ (2009) studied the effect of teacher effectiveness on students’ achievement. The results of the study showed that the effectiveness of successive teachers was related to student achievement in reading and math. Collective teacher effectiveness, as an organizational level was found correlated with student’s achievement. The stability of the school teaching staff and the quality of teaching processes were found positively related with students’ achievement.

Singh,² (2009) attempted a study to observe personality dimensions of teachers with reference to its morale. The study results indicated that there was a significant relationship between teachers morale and extroversion dimension of personality. The negative relationship was seen between teacher morale and neuroticism dimension of personality. Gender and academic discipline were seen to have no influence on the way and extent of relationship of teacher morale and personality dimensions extroversion /neuroticism.

Khan and Yaseen,³ (2009) studied personality factors of elementary teachers. The sample of the study were 100 male (50 young

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and 50 old) and 100 female (50 young and 50 old) elementary teachers, selected from three education zones in Baramulla district. Cattles’16PF was employed for the collection of data and the ‘t’ test was used for the analysis of the data. The study concluded that young elementary teachers are emotionally stable and relaxed. The significant difference was observed between male and female elementary teachers on various personality dimensions. Male teachers were found more assertive, enthusiastic, bold, tough-minded, open, and self assured, experiencing, and uncontrolled than female teachers while female teachers were found more humble, sober, shy, tender-minded, apprehensive, and conservative and controlled than male elementary teachers.

Shah\(^1\), (2009) observed the impact of teacher behaviour on the academic achievement of the university students. The major conclusions of the study indicated that the students felt satisfied with the teachers who possessed positive teaching behaviour. A significant high positive relationship was observed between teachers’ positive behavior and students corresponding achievement.

Edannur\(^2\), (2010) studied emotional intelligence of teacher educators. The objectives of the study were to know the level of emotional intelligence in teacher educators through its components and to study whether there is any significant difference in the Emotional Intelligence of teacher educators with respect to Gender. For the study researcher assessed the Emotional Intelligence level of teacher educators of Barak Valley region in the Indian state of Assam. The results showed that the

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group under study possessed average Emotional Intelligence. The gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence.

Kauts and Saroj, 1 (2010) observed teacher effectiveness and occupational stress in relation to emotional intelligence. The study was based on the assumption that the application of emotional intelligence can increase teacher effectiveness and reduce occupational stress. 600 secondary teachers were selected as the sample of the study. After analysis of the results it was found that teachers’ with high emotional intelligence have less occupational stress and more teacher effectiveness whereas teachers with low emotional intelligence were found to have much occupational stress and less teacher effectiveness.

Muwanguzi & Ssenkubuge, 2 (2010) observed the relationship between working environment and teacher effectiveness. The purpose of the study was to investigate the extent to which the working environment influenced teacher effectiveness. The study concluded that the good working relationship between administrators and teacher had a direct bearing on teacher effectiveness. Teacher research resource has greatly influenced teacher effectiveness in terms of lesson preparation and presentation.


Bhargava,¹ (2010) studied teacher effectiveness with special reference to classroom management. The objective of the study was to determine the level of classroom managing skills of teachers in association with their teacher effectiveness such as discipline in interaction, motivation, use of techniques, stimulation of intellectual curiosity, conduction of periodical tests, encouragement to students in their assignments and asking provoking them for discussion in the classroom of 100 government and private secondary school male and female teachers in Gwalior city through survey method by using Kulsum Teacher Effectiveness Scale. The results of the study concluded that teacher effectiveness have an association with classroom management skills.

Beavers,² (2011) studied personality profiles of pre-service teachers. The purposes of this study were to investigate the similarities and differences of personality traits within teacher groups, as well as examine the effects of personality on job satisfaction for teachers, through a longitudinal study using analysis of covariance and multiple regressions. The study results revealed that Math, science, and physical education teachers were more resolute, analytical and investigative, where as elementary, secondary English, history and special education teachers were more open-minded and sensitive. Among the traits distinctive of the teacher occupational type as a whole, teacher groups in this sample were generally extraverted, warm, energetic, dutiful, and patient.


Fisher and Fraser,\(^1\) (2011) studied relationship between teacher student interpersonal behaviour and teacher personality. 108 teachers from eight secondary college of Tasmania were selected as the Sample of the study. A great positive association was found between teachers’ personality (on Mayer-Briggs personality profile) and self perception of pupil-teachers. It was also found that teacher personality is to be consistently associated with teachers’ self perception of being friendly, helpful and giving freedom, responsibility and opportunity for to do independent work in class.

Sawhney and Kaur,\(^2\) (2011) observed teacher effectiveness in relation to self concept of elementary teachers. The objectives of the study were to compare teacher effectiveness and self concept of male and female teachers and to explore the extent of relationship between teacher effectiveness and self concept of the teachers. No significant difference was observed in teacher effectiveness of male and female teacher while significant difference was observed in self concept of male and female teachers. Significant relationship was observed between teacher effectiveness and self concept of the elementary teachers.

Anari,\(^3\) (2012) investigate the relationship between emotional intelligence and job satisfaction, organizational commitment, and between job satisfaction and organizational commitment among high-


school English teachers of Anar (Iran). The results of the study indicated that there was a positive significant relationship between emotional intelligence and job satisfaction and between job satisfaction and organizational commitment. It was also found there is no significant difference among high-school English teachers of different genders and ages in reference to their job satisfaction and organizational commitment. Though the results showed no significant differences among the participants of different groups but concerning emotional intelligence, the findings of the study provide a support for gender differences as females reporting higher emotional intelligence than male teachers.

Jhaa and Singh,¹ (2012) studied Teacher Effectiveness in Relation to Emotional Intelligence among Medical and Engineering Faculty Members. The objective of the study was to understand the correlation between EI and teaching performance in the case of faculty members at medical and engineering colleges. A total of 250 faculty members from three medical and four private engineering colleges of Uttar Pradesh, India, participated in the study. The study revealed a positive correlation between EI and teacher effectiveness, both self-reported and students rated. Among ten components of EI considered in the study; emotional stability, self-motivation, managing relations, self-awareness and integrity emerged as the best predictors of teacher effectiveness. Gender differences on the scores of EI and Teacher Effectiveness was found insignificant.

Muthuvelayutham and Mohanasundaram² (2012), studied the impact of occupational stress among teachers on their job satisfaction and

job involvement in selective engineering colleges affiliated to Anna University Trichy (India). Descriptive research design was used for conducting the study on 422 samples out of 2065 teachers. Here the researcher has used stratified random sampling to collect the samples from the universe. The results of the study revealed that there is a considerable level of impact of stress on job satisfaction and job involvement among teachers.

2.2 CONCLUSION

Related literature was reviewed by the researcher to get the deeper and broader knowledge of the problem. A large number of studies have been undertaken on teacher effectiveness. These studies cover a wide variety of variables i.e. psychological variables, biographical variables and situational variables and indicate to the several variables which are related to teacher effectiveness and provide a better understanding of them in different contexts, and different purposes. The variables associated with teacher effectiveness are innumerable, such as, attitude towards teaching, interest in teaching, self concept in teaching, personality, adjustment, Teaching competency, academic achievement, teacher perception, cognitive ability, teaching style, commitment, job satisfaction, teaching success, intelligence, gender, age, qualification, classroom climate, teacher behaviour, teacher communication, meta cognition, values, worry, anxiety, locale, concern for students' progress, motivation etc. The review suggested that there are very few comprehensive studies covering the variables. viz., personality

dimensions, behaviour patterns, emotional intelligence and stress management in relation to teacher effectiveness among the teachers of higher education institutions and results of those studies have also some inconsonance. Therefore, the researcher was of confirm confidence that the present study would yield fruitful results and will be helpful to know more about the teacher effectiveness as it an attempt to fill the gaps, if any, in the studies conducted so far, and the findings of the study may initiate further investigation of this kind.

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