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REVIEW OF RELATED LITERATURE

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CHAPTER II  
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

There are number of research studies conducted in the area of teaching aptitude of teachers. Teaching aptitude is compared with respect to Age, experience, facility, gender, different levels and categories of teachers, etc. It is also correlated with success of teaching, teaching-learning process, teacher commitment, teacher effectiveness, intelligence, academic achievement, personality, etc. The major studies are discussed below.

Aadaval (1952)\(^1\) found out the specific qualities needed to make the teacher successful in the profession and the way in which training colleges equip our teacher with their requirement teaching aptitude test by mass, Hunt and Wallace. Medical examination conducted to evaluate the physical fitness of teacher. The findings of the study reveals that love for public service, love for children etc. were the chief motives for understanding the profession. Intelligence test revealed that most of the trainees had an IQ between 80 to 109. The analysis of the data regarding aptitude for teaching revealed a low aptitude on the part of the teacher but trainees had greater aptitude for teaching than men. The higher correlation found between intelligence and aptitude for teaching showed intelligence was an important factor in determining one’s aptitude for teaching. Teaching aptitude is one of the major determinants of teacher effectiveness.

Deva (1966)\(^2\) selected a set of predictors with a view of using them to prognosticate teaching efficiency, develop an instrument for measuring teaching efficiency, find out the extent to which the predictor measure forecast teaching ability, and finally lay down a suitable working procedure for actual selection. Data was collected from 546, student teachers of six teacher training institutions of Agra University. A Student Teacher Rating Scale was
constructed to provide the criterion measure of student teaching. A multiple correlation coefficient of 0.565 between the predictors and the criterion of teaching success was obtained. Personality-adjustment accounted for 23.6 percent of the variance. Personality, thus, seemed to be the most important and intelligence the least important in predicting success in student teaching while kindness, effective questioning and fluent expression were the most important characteristics of efficient teachers. Good scholarship had been found to be another important characteristic of teaching efficiency.

Bhasin (1988)\(^3\) studied teaching aptitude and its relationship with teaching effectiveness of the higher secondary schools teachers in relation to the modern community and found that teaching aptitude had a significant and positive correlation with teaching effectiveness, but it had no direct relationship with teacher community participation.

Singh and Sharma (1998)\(^4\) were used to measure aptitude in teaching. Analysis of the results show that majority of students have ample teaching aptitude. The female students are found to be significantly better than their male counterparts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching.

Kahlon and Saini (1989)\(^5\) were studied the impact of teacher education on the teaching aptitude of graduate trainees of Punjab Agricultural University. The objectives of the study were to (i) to evaluate the impact of teacher education on the teaching Aptitude of education graduates and (ii) to find out the relationship between academic Achievement and Teaching Aptitude.

Kukreti (1990)\(^6\) made an attempt to study some psychological correlates of successful teachers, to examine how far the teaching aptitude determines the success of teaching to know the impact and of intelligence of
teachings on their teaching success. The findings of the study reveal that there was significant & positive correlation between the variables teaching success and teaching aptitude. Successful teachers scored significantly higher score on intelligence as compared to their unsuccessful counterparts. Knowledge and creative values were remarkably higher among successful teacher, whereas the unsuccessful teachers were found more inclined towards economic values.

Reddy (1991)\(^7\) was tried to assess the teaching aptitude not attitude of secondary schools teachers in Andhra Pradesh relates to their Age, Sex, facility and category and find out that the female respondents performed relatively better in teaching aptitude test, age and faculty did not influence the performance on teaching aptitude test, experience teachers and teacher awarded exhibited a statistically significant superior performance over student teachers.

Shah (1991)\(^8\) attempted to study certain determinants that makes teacher effective with the objective to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, and attitude and school climate on teaching effectiveness among the secondary level teacher. Major findings of the study reveals that teachers’ effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, personality, value pattern, self-concept, and intelligence organisation climate.

Patil and Deshmukh (1993)\(^9\) examined the relationship between teaching aptitude and teaching Efficiency among pupil teacher at B.Ed. level. The study was conducted to examine the relationship between the scores of teaching aptitude and teaching efficiency of 238 B.Ed. Pupil teachers. The tool used in the study includes teaching aptitude test of Jai Prakash and Srivastava, and scores of annual lessons as scores of teaching efficiency. The collected data were treated using mean, SD, Critical ratio and co-efficient of correlation. Findings of the study reveal that (i) the male and female pupil teacher differed
(ii) The graduate and postgraduate pupil teachers also differed significantly on teaching aptitude in favour of the postgraduate pupil teachers. (iii) The experienced and in-experienced pupil teachers also differed significantly on their teaching aptitude in favour of the experienced pupil teachers. (iv) Teaching aptitude of science and art-groups did not differ significantly. (v) Teaching efficiency of art and science pupil teachers, male and female pupil teachers, male and female pupil teacher, experienced and in-experienced pupil teachers did not differ significantly while the graduate and post-graduate pupil teacher different significantly. (vi) It was found that the co-efficient of correlation between the scores of aptitude in teaching and teaching efficiency were positive and significant.

**Mishra (1993)**\(^{10}\) was made an attempt to study prediction of the educational competency using a regression equation. The sample comprised of 119 students of B.A. course. Relevant data were collected using tests on teaching aptitude, language ability, general mental ability and social sensitivity. For educational competency the percentage, scores obtained by the teacher trainees in the B.A. final examination were considered. The collected data were subjected to regression analysis. The major findings of the study reveal that out of four independent variables. (1) Language ability, (2) Teaching aptitude, (3) general mental ability and (4) social sensitivity, the teaching aptitude contributed the most while the language ability; followed by social sensitivity and the general mental ability were found to be the poor predictors of teaching competency of teacher trainees.

**Pandya (1993)**\(^{11}\) studied teaching aptitude of secondary school teachers of Gujarat state in the context of some psychosocial variables with the objective (i) to study teaching aptitude, psycho-social variables including sex, area, vocational aspirations, leadership, emotional stability, radicalism/conservatism and socio-economic status. (ii) to study interaction effects of
psycho-social variables on teaching aptitude of teachers. The study was based
on the assumptions that there is no significant difference between teacher
aptitude scores of male and female teachers of rural and urban areas, low and
high socio-economic status, and low and high vocational aspirations. There is
no significant interaction among independent variables on teachers’ aptitude.
Major finding of the study indicate that female trainees were found to obtain
significantly higher score in teaching in teaching aptitude than their male
counter past and no significant difference was found between teaching aptitude
of urban and rural trainees. The gender groups, SES groups, vocational
aspiration groups, leadership groups, personality groups of the two extreme
polarities were found to differ significantly on their teaching aptitude.

Bhattacharya (1995)\textsuperscript{12} studied teaching aptitude of science and non
science student teachers in relation to their level of anxiety. The study was
aimed to compare the teaching science and non-science graduate student
teachers of B.Ed., on sample of 100 (50 each for science and non-science
stream) Teaching Aptitude Test constructed & standardised by Jai Prakash and
Srivastava was used, and find out that there was no significant difference
between science and non-science graduate student teacher in teaching aptitude.

Khaja Rahamathulla (2003)\textsuperscript{13} studied the teaching profession
perception, teaching aptitude, and personality factors of secondary grade
teachers. The sample consisted of 200 men secondary grade teachers and 200
women secondary grade teachers. The tools used were teaching profession
perception scale, teaching aptitude scale and Cattell’s 16 PF Questionnaire.
There was no significant difference between secondary grade assistant teachers
and secondary grade headmasters in teaching profession perception and all the
areas of teaching aptitude except Interest and Scholarly Taste (TST) and fair-
mindedness and Impartiality (FMI).
Sajan (2010)\textsuperscript{14} studied teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala.

2.2 STUDIES RELATED WITH TEACHER ATTITUDE

Sharma’s (1971)\textsuperscript{15} investigation aimed at studying the relationship between characteristics possessed by teacher and teacher effectiveness with a view to predicting teacher success. Teaching aptitude appeared to be a sound predictor of teacher effectiveness.

Chhaya (1974)\textsuperscript{16} investigated into certain psychological characteristics of an effective school teacher, which was conducted on 80 effective and 100 ineffective higher secondary teachers. The findings were that (i) effective teachers had significantly better personality adjustment and more favourable attitude towards teaching than ineffective teachers (ii) effective teachers did not show significantly more interest in teaching than ineffective teachers, (iii) effective teachers were significantly more emotionally stable than ineffective teachers (iv) effective teachers were not more extrovert than ineffective teachers.

More (1988)\textsuperscript{17} concluded that out of the 16 personality factors, only six were found to be positively correlated with teacher effectiveness of which intelligence was the most important. The total personality of the teacher was found to be affecting his teaching.

Prakasham (1988)\textsuperscript{18} attempted to compare the strength of teacher effectiveness in various types of school organizational climate as well as under different levels of teaching competency across sex differentiation and territorial variation. The sample comprised of 800 teachers along with 92 principals from 120 government local body, private non-Christian and Christian schools. The
findings indicated that teacher of urban schools located in industrial areas significantly excelled over teachers employed either in semi-urban schools or school located in industrial areas on both teaching competency and teacher effectiveness and that there existed a significant relationship between teaching competency and teacher effectiveness.

Gupta (1988) attempted to study the intelligence, adjustment and personality needs of effective teachers in on a sample of 46 science teachers and 298 arts teachers from the 39 intermediate college of Aligarh district and concluded that teacher effectiveness was found to be related to the experience of the teachers. They were found most effective in the 11-15 years experience group after that it began to decline and also that teacher effectiveness was found to be related to the age of teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing afterwards.

Deshpande (1991) determined the effectiveness of teachers through the modified version of Popham’s performance test on a sample of 27 randomly selected science teachers, 638 students in class IX and the heads of the schools of Hubli-Dharwad city. The findings indicated that teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like students' rating, heads' ratings or teacher behaviour indices.

Singh (1991) conducted a study on the relationship of teaching effectiveness and creativity and intelligence and the composite effect of creativity and intelligence on teaching effectiveness in male and female secondary teachers. The sample included 150 male and 150 female secondary school teachers of Punjab. The findings indicated that among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence.
Johnson (1992) attempted to examine the perceptions of 434 secondary school principals from across the United States as they consider the notion of teacher effectiveness. The findings revealed that communication related skills, factors and courses were rated as of greatest importance by principals as they assess candidates for teaching positions and as they consider preparatory course work.

Ballard (1992) conducted a study to investigate the perceived effectiveness of teaching and non-teaching principals in the seventh day Adventist secondary educational system. The sample comprised of 840 teachers and 66 principals. The findings revealed that both principals and teachers perceived teaching and nonteaching principals to be equally effective in organizational development, organizational environment and educational programme development with regard to years of experience of the teacher or principal, the number of years the teacher had worked for the current principal or the highest degree completed by the teacher or principal.

Brodney (1993) attempted to study the relationship between student achievement, student attitude and student perception of teacher effectiveness and the use of journals as a learning tool in mathematics on a sample of 542 students. The findings revealed that students perceive that they have a greater opportunity to learn and perceive that their teachers are more effective when journal writing is used as a tool for learning mathematics.

Singh.L.C. (1993) conducted a study to examine teacher’s effectiveness in relation to gender, area and adjustment on a sample of 330 teachers (of both sexes) from 22 higher secondary schools (belonging to rural and urban areas), and concluded that there was a significant difference between male and female teachers in adjustment in favour of male teachers. The co-
efficient of correlation between teacher effectiveness scores and adjustment was significant for urban teachers and not significant for rural teachers.

Delso (1993) conducted a study on veteran teachers who were interviewed using McCracken’s (1993) qualitative long interview methods to ascertain what veteran teachers believe effective teacher do. The findings revealed that the teacher effectiveness literature focused more on pacing and increasing students' academic achievement, while good teachers place little importance on standardized testing and look to their students to evaluate themselves and improve their teaching practice. The beliefs of the veteran teachers seemed to align more closely with the teaching culture and teacher thought processes literature than the effective teaching literature.

Seman (1994) examined the effect of a direct instruction programme and connecting math concepts on teacher effectiveness and student performance. Two regular educators, nine main streamed students, and fifty regularly assigned students participated in the study. The results of the study indicated that when teachers achieved mastery in Direct Instruction Technique, the effective teaching behaviour of feedback, questioning and error correction increased.

Chandra and Tinku (1995) examined the effectiveness of secondary teachers in relation to sex of teacher, location of school (rural and urban), management (Government and Private), type (boys, girls and coeducation) and organisational climate of schools. Results reveal that female teachers were more effective; whereas location and management of schools have no significant influence on teacher effectiveness; the teachers of schools with an open climate were most effective while those in schools with a closed climate were least effective.
Rao (1995)\textsuperscript{29} studied relationship between teacher effectiveness, creativity and inter-personal relationship of teachers. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teachers. However, significant relationship was found between teacher effectiveness, creativity and inter-personal relationships of teachers and significant differences existed between rural and urban teachers with reference to inter-personal relationships.

Gupta (1995)\textsuperscript{30} examined the relationship between job satisfaction and teacher effectiveness of secondary schools teachers and their teaching effectiveness on a sample of 560 teachers of Uttar Pradesh and found that the coefficients of correlation between overall dimension of job satisfaction of teacher viz. salary and other benefits; community aspect supervision; family life; policies and practices; growth and practices were significantly related with teacher effectiveness.

Sugiratham and Krishan (1995)\textsuperscript{31} studied the teacher effectiveness of 295 women teachers working in girls higher secondary schools. It was found that there was a significant difference among the different classes handling respondents on teacher effectiveness. As regards mean score, there was significant difference among the medium of instruction of respondents on teacher effectiveness and among different qualifications of respondents on teacher effectiveness.

Tisclale (1996)\textsuperscript{32} determined that self-perceived teacher effectiveness is congruent with teacher effectiveness as measured by three areas; teaching plans and materials, position skills and interpersonal skills. Conclusions from analysis of data indicated that the evaluation of career teachers using the teacher assessment instrument does not discriminate between levels of teacher effectiveness. The majority of teachers were rated at extremely high levels, both by teachers and administrators.
Indira (1997)\textsuperscript{33} tried to find the relationship between teacher effectiveness, work orientation and stress of college teachers on a sample of 220 lecturers working in degree and junior colleges situated in Vizianagaram district and found that the general level of teacher effectiveness prevailing among college teachers was far greater than the mid-point of the scale.

Sikora (1997)\textsuperscript{34} conducted a study to examine relationship between personality types and teacher effectiveness of secondary family and consumer science teachers. The findings indicated that the teacher’s personality may play a significant although limited role in teacher effectiveness.

Treder (1998)\textsuperscript{35} compared the attitude of effectiveness and typical teachers towards inclusion of students with special needs in regular education classroom and found that more effective teacher indicated greater interaction with special needs students and also indicated higher level of promotion of inclusive practice at their schools.

Bakke (1999)\textsuperscript{36} conducted a survey with teacher and administrators in the Blue Valley school district in which they were asked to indicate which of a pair of two traits they considered most critical to teacher effectiveness in the classroom. The traits were grouped into clusters identified as Interpersonal, Interpersonal and extra personal. Other variables considered were gender and number of years of teaching experience. A significant relationship was found between the perceptions of all groups examined with the exception of those disaggregated by years of experience and the secondary teacher and administrators groups.

Pandey and Maikhuri (1999)\textsuperscript{37} in their study attempted to explore the attitude of effective and ineffective teachers towards teaching profession. The major findings included; (i) There was no significant difference between
effective teachers having high or low experience in terms of their profession. (ii) High experienced teachers' attitude was positive towards teaching profession than low experience ineffective teachers (iii) Age of effective teacher was not a differentiating factor in their attitude towards teaching profession. (iv) Young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.

Raj (2000)\(^{38}\) conducted a study on teacher effectiveness of secondary school teachers in relation to motivation to work and job satisfaction. The study was conducted on 100 secondary school teachers from 22 schools (both rural and urban) of Shimla District of Himachal Pradesh. The findings of the study showed that teacher motivation to work has significantly effect upon teacher effectiveness, i.e. those having higher level of motivation to work do effective teaching. The conclusions drawn from the study were that teacher effectiveness was positively correlated with the level of motivation to work and teacher effectiveness was not significantly related to job satisfaction.

Anand (2001)\(^{39}\) reported that while accepting the accountability of Teacher Education, NCTE has proposed a compulsory in-service teacher training programme for every teacher once in five years. It is definitely a right step in the right direction. A step ahead, we should make in-service Teacher Education programme obligatory on the part of Teacher Education institutions as a condition for their recognition. In this context, a serious thought needs to be given to the scheme of things to be carried out in-service programmes to fall in line with the requirements of accountability of Teacher Education.

Quandahl (2001)\(^{40}\) conducted a study to differentiate the instructional practices of Kindergarten teachers who were more effective, effective and less effective in producing high student achievement. The teacher sample consisted of nine Kindergarten teachers and 208 students from four schools with ethnically diverse students. These findings suggested that it was possible to
Discern some common characteristics of teachers who are more effective, effective or less effective producing high kindergarten achievement. Teachers who were identified as effective generally self-reported a more developmental philosophy and practices. Interestingly, the effective teachers' students had high first grade academic achievement. Students of one teacher who was classified more effective and self-reported a developmental approach maintained high achievement in first grade.

Abler (2002) examined the possible relationship of teacher organizational commitment and teacher efficacy to school academic standing and teacher experience. The sample comprised of 30 public school teachers who taught in high schools of the Large Unit District Association (LUDA) in Illinos. Date analysis indicated that teachers organizational commitment components of a positive sense of belonging and a commitment to collaboration demonstrated importance in their number and strength of relationships to teacher efficacy indicators of academic standing, and teaching experience. Results suggest that administrators and policy makers may nurture and retain effective teachers who are committed to the school by fostering a friendly climate and a collaborative environment.

Kagathala (2002) studied teacher effectiveness of teachers of secondary schools in Gujarat in relation to area of their schools, sex, educational qualifications, experience of teaching, type of school personality and caste. Teacher effectiveness scale (Developed by the investigator), creative personality inventory were administered upon 1800 teachers (1290 male and 510 female) of secondary schools of different parts of Gujarat. Result of the study show that: Teacher effectiveness of teachers of secondary schools in Gujarat was found to be of average; The teachers of urban area are superior than rural area in teacher effectiveness; Sex of the teacher does not affect the teacher effectiveness; The teachers with masters degree possess more teacher effectiveness than bachelor degrees holders; The effect of experience of
teaching on the teacher effectiveness is found increasing up to the experience of 19 years but it found decreasing after that level of experience; The teachers of boys schools are found to be effective than girls and coeducational school; The teacher having high creative personality are found superior to the teacher having how creative personality in their teacher effectiveness; No effect of caste of teacher on the teacher effectiveness was found.

Singh.L.C. (2002)\textsuperscript{43} conducted a comparative study of job satisfaction of teacher educators in relation to their values, attitude towards teaching and teacher effectiveness. Results, of the present study show that job satisfaction is positively correlated with social value, hedonistic value, power value. Attitude towards teaching is positively correlated with job satisfaction. Teacher effectiveness is found to be positively and significantly correlated with job satisfaction.

Castle (2003)\textsuperscript{44} attempted a study to develop a transformative critical pedagogy for work with current state standards and skills that teachers are currently required to teach. The multisens serial component is designed to assist teachers in developing the experimental learning is part of effective learning and pedagogy. The findings revealed that a rigorous academic programme combined with a critical socially constructed teaching/learning environment based on interaction, discovery and problem solving contributes to teacher effectiveness and student learning was effective.

Vandana and Punia (2004)\textsuperscript{45} attempted to study intuitive abilities and human resource effectiveness of educational managers. The findings indicated that educational managers are well aware of the need to find problems and setting the objectives before reaching at the solution through their effective implementation. Here in the entire process of goal setting the intuitive abilities of the administrators have a great role to play. In fact in a situation when everything seems to be going out of control, intuitive abilities come alive in the
reactions and decisions of those capable of crisis management leading to human resource effectiveness. Thus, the ability to diagnose problems created by rapid, complexity and conflict may require an intuitive frame of mind to achieve the best results meaning thereby that the term intuition does not denote something contrary to reason, but something outside the province of reasons.

Vijaylakshmi and Mythill (2004)\(^\text{46}\) studied the influence of personal variables (Age, Martial Status, sex) and professional variables (Experience, qualification, subject of teaching, designation, level of college type of college management) on the teacher effectiveness and work orientation of 220 teachers working in junior colleges, degree colleges, and professional colleges of Viziangaram district of Andhra Pradesh. Results showed that there was significant difference between the teachers upto 35 years and above 35 years of age, married and unmarried, teachers with different designation and working in junior and degree colleges with regard to their teaching effectiveness. Regarding their work orientation, significant difference existed between married and unmarried, male and female teachers, teachers of different caders, between junior and degree college staff and government and private college teachers. Positive and moderate relationship was present between teacher effectiveness and their work orientation. Teachers of above 35 years age, married teachers, female teachers, assistant professors and degree college teacher are more effective than their counterparts.

Amandeep and Gurpreet (2005)\(^\text{47}\) concluded that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers.

Bansibihari Pandit and Lata Surwade (2006)\(^\text{48}\) in their study on effect of emotional maturity on teacher effectiveness found that female teachers were
emotionally more mature/stable than male teachers, and emotionally more mature/stable teachers were more effective.

Douglas Rutledge (2007)\textsuperscript{49} compared research on the theoretical models and predictors of teacher effectiveness with those of other occupations, focusing on three specific predictors of worker effectiveness: cognitive ability, personality, and education. The comparison of the teachers and other workers studies yields a variety of ways in which research on teacher effectiveness might be improved and expanded: First, the worker literature illustrates specific theoretical models, such as job organization fit, that complement existing models regarding the work of teachers. The potential value of extending worker models to teaching in this way is reinforced by the fact that the three teacher characteristics mentioned above predict effectiveness in similar ways among teachers and other workers. Second, by outlining multiple models of effectiveness, it is possible to identify the important dimensions on which they vary, such as the unit of analysis and the assumed roles of the individual worker in relation to the organization. Third, research on other workers highlights some ways to improve the measurement of the three predictors and teacher effectiveness, going beyond the use of test scores.

Kaur (2008)\textsuperscript{50} studied job satisfaction, occupational, stress and value dimensions as correlates of teacher effectiveness. A sample of 1000 teachers was selected from Government secondary school teachers of four districts of Punjab, namely, Ludhiana, Patiala, Mukatsar and Moga. Data was collected by different scales like teacher effectiveness scale by Kumar and Mutha, Job satisfaction scale by Sharma and Singh, study of value scale by Ojha and self constructed occupational stress scale. The result of present study reflects that: The government secondary school teachers are average in their effectiveness; highly effective teachers were more satisfied with their jobs than less effective teaches. Further the study has shown that job satisfaction is a positive correlate of teacher effectiveness; Occupational stress is a negative correlate of teacher
effectiveness. Also the teachers who are under high occupational stress are less effective; Theoretical, aesthetical and social values are found to be positive correlate and economic and political values are found as negative correlates of teacher effectiveness.

Sridhar and Baidei (2008)\textsuperscript{51} compared the teacher efficacy in India and Iran. Statistically no significant difference in general teaching efficacy scores were found between two countries. A statistically difference was found between male teachers in two countries in terms of personal teaching efficacy. Iranian male teachers had high personal efficacy than their Indian counterparts. However, female teachers did not report statistically difference in teacher efficacy. Also, no significant difference was found in teacher efficacy for number of years of teaching experience.

Verma (2010)\textsuperscript{52} while discussing inclusive education lacks stress on teacher development, by building competencies of all ‘regular teacher’ to deal with diverse population of students and to learn pedagogical strategies that facilitate the learning of all students in their classroom. These include certain specific competencies i.e. foundational, practical and reflective competencies.

Diwan (2010)\textsuperscript{53} too, lays stress on increasing teaching efficacy in order to strengthen under-resourced schools to serve the cause of educability of young learners in the disadvantaged groups of society such as urban slums, SCs/Sts and in remote forest and hilly areas. It is a gigantic task that can be accomplished with the support of competent teachers showing a feeling of empathy and compassion along with being knowledgeable and with good communication skills.

\textbf{2.3 STUDIES RELATED WITH TEACHERS ASPIRATION}

Shelat (1975)\textsuperscript{54} in his study of organizational climate, teacher morale and pupil motivation towards institution in secondary schools, found that the
organizational climate in rural schools was autonomous and paternal while in urban schools closed and open type were predominant. Closed climate schools had low teacher morale while schools of open climate had higher teacher morale. The findings revealed that there was no relationship between the age of the teachers and school climate.

Gandhi (1977) conducted a study of school climate a function of personality of school personnel of pupil control ideology. The findings were: significant differences were found to exist among open, intermediate and closed climate school: teachers serving in relatively open school were significantly more humanistic in their pupil control ideology than their counterparts. Belief systems of teachers in open and closed climate differed significantly. The category of students did not bear any relationship with organizational climate.

Khera (1979) made a study of organizational climate and educational environment of Sainik Schools. One major findings was that, no two schools had a similar type of organizational climate which can be attributed to the differences in the personality traits of the principals and the members of staff.

Hummelke (1980) found that there was no significant relationship between teachers’ belief and perceptions of organizational climate in high and low change oriented elementary schools. It was concluded that teachers were not academically prepared to deal with personal philosophy about education theory and practices nor human relations and collaborative decision-making processes.

Hilliand (1981) designed a study to examine the relationship between the origin, length of tenure and the authoritarianism of elementary school principals with the organizational climate and adaptability of their schools he found that (i) schools with more open organizational climates were more
adaptable than schools with less open organizational climates, (ii) younger teachers perceived significantly more organizational openers in their schools than did the older teacher; (iii) female teachers perceived their school’s climate as being significantly more open than the male teachers; (iv) teachers who had attained higher academic degrees perceived a significantly lower degree of organizational openers in their schools; (v) principals of inside origin and those of outside origin as well as those of short-tenure and long-tenure could be differentiated by the difference in their level of disengagement, hindrance, esprit, intimacy, consideration and aloofness; (vi) out side-origin, short-tenure and non-authoritarian elementary school principals had more open organizational climate and more adaptable schools than inside-origin long-tenure and authoritarian elementary school principals.

**Puranik (1985)** found autonomous climate, private management, unaided schools and urban location of schools to be the most conducive factors in the development of social maturity. Further, the controlled climate, government management and urban locality were found to be conducive to the development of morale of teachers. No single dimension of organizational climate was found to be effective for the development of social maturity of students.

**Samad (1986)** found that female teachers perceive their schools’ climate as being significantly more open than did the male teachers. He also found that female teachers’ perception of esprit was higher than that of the male teachers.

**Veeraraghwan (1986)** conducted a comparative study of organizational climate, leadership adaptability and teacher effectiveness in high, average and low performing schools. The major objectives of the study were (i) to find out whether there was any variation in the organizational climate that existed in the high, average and low performing schools (ii)
whether teacher effectiveness varied amongst the high, average and low performing schools (iii) whether there were typical factors underlying teacher effectiveness (iv) whether job satisfaction amongst teachers and leadership adaptability in schools varied in terms of high, average and low performing schools. No significant results were reported to explain the phenomenon of high performance.

**Solanki (1992)** studied the relationship between educational management and organizational climate of secondary schools of Saurashtra region. He found that the organizational climate of secondary schools appeared to be independent of organizational management, place of school and sex of the student population. There was a relationship between resource management and the organizational climate of the secondary schools.

**Patel (1994)** studied organizational climate of schools in Tamil Nadu and impact of headmaster’s power behaviour. The sample included schools and three districts. The study concluded that coercion and influence were inversely related i.e. coercion was positively related to conflict and negatively related to open school climate, whereas influence was positively related to open climate while authority was related only marginally either to open or close climate.

**Taylor and Tashakkori (1994)** examined the relationship of teacher decisional participation and school climate to teachers' sense of efficacy and job satisfaction. Climate was found to be composed of three elements: principal leadership in faculty collegiality and management of student discipline. Each climate component has a relatively strong association with teachers’ feelings of efficacy resulting in job satisfaction. Each component was as important to teacher effectiveness and job satisfaction as each other component.

**Naseema (1997)** studied secondary schools climate in Kerala. The sample of the study included fifty schools. The study revealed that school
climate in Kerala varied from school to school. No significant difference was found to exist with regard to percentage of school climate between rural urban and private government schools.

Krishnan (1997)\(^{66}\) conducted a study on organizational climate of schools. The findings of the study revealed that teachers working in high controlled climate schools affected the organizational climate more than those who were working in low controlled climate teachers working in different types of schools i.e. boys, girls and co-educational differed significantly in their organizational climate score.

Mukherjee (1998)\(^{67}\) has presented a modified strategy for skill practice of student-teachers which was tried out in 1992-93 session and designated it as simulated Macro Practice (SMP). Findings revealed that SMP has been proved to be an effective strategy which must lay its impact on field practice it as a booster capsule for effective student teaching.

Pandey (1998)\(^{68}\) suggested that there is need to put greater stress on the functional aspect training. The duration of practice teaching should be increased to six months of rigorous internship in some allotted schools. During this period the trainee should be in full supervision of practicing school’s principal and do all the work right from taking attendance to conduct of examination, and organization of co-curricular activities. She suggested that all the trainees should teach at least five lessons using sophisticated educational technology available in training college in simulated situations.

Gyanain (1998)\(^{69}\) in her study indicated that the teachers who were working in closed or controlled type of organizational climate remained tense and developed some physiological as well as psychological deformities in their body, while the teachers working in autonomous or open type of organizational climate were mentally happy and healthy.
Kaisnath (2000)\textsuperscript{70} conducted a study on organizational climate in relation to adjustment of students in Jawahar Navodya Vidyalayas. The findings of the study concluded that organizational climate of Jawahar Navodya Vidyalayas and emotional adjustment, social adjustment, and educational and total adjustment were dependent on each other. Students studying in JNVs with open climate were emotionally, socially, educationally and totally better adjusted than students studying in JNVs with controlled climate.

Park (2001)\textsuperscript{71} studied the relationship between ministry satisfaction and organizational climate among sundry school teachers in the Korean Evangelical Holiners Church. In his study he employed a causal comparative and correlation research design to explore the relationship between job satisfaction and organizational climate, selected socio-demographic variables, volunteer history variables. While significant differences were found in several job satisfaction sub-scales, there was no significant differences in overall job satisfaction. Also, it was found that there were significant correlations between job satisfaction and organizational climate but these correlations were weak.

Brown (2001)\textsuperscript{72} in his study which purposed to determine the relationship between organizational climate and job satisfaction. It was found that there was a significant relationship between organizational climate and teacher job satisfaction. There were significant correlations found between the characteristics of job satisfaction and the characteristics of organizational climate. He further ascertained that, no significant relationship was observed of the variables of gender, years of teaching experience, educational level, ethnicity with climate and job satisfaction. The study revealed that open climate and higher job satisfaction are positively with each other related.
Natarajan and Dhandapani (2002) conducted a study on organizational climate and job satisfaction of teachers in schools. The findings were 1) the higher secondary schools were found to have all the six types of climates viz. open, autonomous, familiar, controlled, paternal and closed (ii) open climate was found in more number of private schools and familiar climate was found in government school (iii) there exist a significant difference in the job satisfaction between male and female teachers. The female teachers are enjoying more job satisfaction (iv) the married and unmarried teachers do not differ in their job satisfaction and also no significant difference was found among rural and urban teachers in their job satisfaction (v) there exist no significant relationship among the teachers in respect of their location of work, and type of school in marital status, location of work which they work with job satisfaction (vi) the teachers working in the open climate are enjoying very high level of job satisfaction.

Sumanlata (2005) conducted a study on educational attainment as a function of school organizational climate. The findings revealed that a perusal of the differentials between the means on the educational attainment of pupils of different school climates, namely open, autonomous, familiar, controlled paternal and closed indicates that relative significant difference have been obtained except between autonomous and closed type of school climate between familiar type of climate and controlled type of school climate which is not having significant difference between the mean and the highest difference has been found between educational attainment of pupils of the open type of school climate and educational attainment of pupils in closed type of school climate. The difference between the means of educational attainment of pupils in paternal type of school climate and closed type of school climate and between paternal type of school climate and autonomous type of school climate have been found significant. The other means of educational attainment of different school climate lie in between these two extremes.
Bandhu (2006)\textsuperscript{75} analyzed effect of institutional climate on burnout among college teachers and reported that better climate (having openness and autonomy) is promoting job satisfaction by keeping burnout at low levels, whereas poor climate (paternal and closed) leads to higher levels of burnout and thus low levels of effectiveness.

Roul Sushanta (2007)\textsuperscript{76} in his study on teachers of autonomous and non-autonomous colleges found that teachers of autonomous colleges were more effective than the teachers of non-autonomous colleges and the organizational climate of autonomous colleges was more effective than that of non-autonomous colleges. He found that teachers in autonomous colleges got more freedom in all respects including curriculum framing, flexibility in the academic reforms. On the other hand, teachers of non-autonomous colleges were burdened with more work: they faced interfaces from principals and management in their work and so on.

Saikia and Goswami (2010)\textsuperscript{77} in a study on teacher freezingness have found school organizational climate to be its significant correlate at secondary stage, thereby meaning that school climate has a very strong bearing to make teachers more effective.

Similarly Ghanti and Reddy (2010)\textsuperscript{78} have reported that principals’ leadership characteristics have a positive effect on organizational climate make it more conducive for teacher effectiveness and student achievement.

2.4 STUDIES RELATED WITH TEACHER EFFECTIVENESS AND ORGANIZATIONAL CLIMATE

Bhatnagar (1979)\textsuperscript{79} conducted a study to investigate organizational climate of the teacher training institutions of Uttar Pradesh and its relationship with their effectiveness. The findings were that the organizational climate of teacher training institutions in U.P. was characterized by higher level of
hindrance factor, authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities. The overall picture emerging was not impressive and good, the colleges differed among themselves significantly with regard to each dimension of organizational school climate; the stereotype of non-government teacher training colleges' organizational climate indicated higher hindrance, high democracy and freedom and high lack of facilities. The stereotype of organizational climate of government teacher training colleges, on the other hand, meant high social support, high authoritarianism, high trust, high academic emphasis, and high discipline and control. It was found that significant differences existed between them on all the nine dimensions of organizational climate; in large institutions, the climate was dominated by high authoritarianism high trust, high academic emphasis and high degree of discipline and control as compared to small institutions climate was characterized by high hindrance, high democracy and freedom and lack of facilities. The rural institutions had high level of discipline and control and high academic emphasis as compared to the urban institutions. On the other hand the urban institution were high on democracy, freedom and lack of facilities; the men’s training colleges had better social support, greater trust, more academic emphasis and better discipline and control than the women’s training colleges; the trust and academic emphasis were more predominant in the climate of university departments of education than in the climate of the college departments. But on the whole, the climates of the two groups of teacher training colleges were similar; (viii) the organizational climate affected the effectiveness of the institution.

Varshneya (1981) conducted a study to investigate relationship between organizational environment and teacher effectiveness. The findings of the study were: (i) The percentage of the schools coming under the closed range was slightly higher than that of the open climate range. About ten out of fifty schools had autonomous climate, nine controlled climate, three familiar climate and five paternal climate (ii) there was no sex difference as far as the
school climate was concerned (iii) open school environment produced very favourable attitude towards the teacher whereas familiar environment produced the least favourable attitude towards the teachers (iv) different organizational environment did not produce significant difference in the pupils attitude towards their schools but they produce significant difference in the pupils scholastic achievement. The scholastic achievement was the maximum where the environment was open and familiar and the least where the environment was controlled and paternal. Closed and autonomous environments were moderately and equally suitable for scholastic achievement (iv) out of 10 personal values, only social values differed significantly in the six different organizational environments (vi) open, autonomous and controlled environments were more favourable for the teacher’s effectiveness than the other categories of environment (vii) organizational environment was significantly and positively related to the pupils, attitude towards the teachers (viii) organizational environment was significantly and positively related to scholastic achievement but its relationship with pupils attitude towards the school was not significant. However, it was positively and significantly related to social environment and composite teacher effectiveness.

Bojar (1982) attempted a study to replicate, refine and extend previous investigations of management style and its relationship to organizational effectiveness and effective teacher behaviour. The findings indicated that when teachers' mean score on management style was correlated by school with the mean student scores in teacher effectiveness, no significant relationship was found. There was also no significant relationship between congruence of student perception and teachers effectiveness.

Singh.L.C. (1982) conducted a study of school climate, leadership behaviour and moral development of the heads of elementary and secondary schools. The objective was to determine the patterns of organizational climate, leadership behaviour and moral development in the elementary and secondary
schools, and to examine school to school differences. The findings revealed that elementary and secondary schools were found to be similar in teacher’s behaviour in task oriented situation, teacher’s thinking with regard to their principals and principal’s efforts to move the organization. The leadership behaviour of the two types of schools didn’t differ.

Srivastava (1982) conducted a study on Effectiveness of the Teacher Education Program. The main objectives of study were: (1) To study the actual position of resources, (2) Existing conditions, (3) Working condition of teacher education program, (4) To study the qualitative and quantitative characteristics of the programs end-product, (5) To study opinions regarding quality and sufficiency of existing conditions, (6) Working of the program from the point of view of organization of professional education of secondary teachers and (7) To ascertain the most desirable changes needed for making the program effective. The study was a normative survey. All Teacher Education Departments of 10 affiliated colleges of Avadh University were included in the study. Data was collected with the help of questionnaire. The major findings were: The ten colleges, having a teacher education department were unequal in size and facilities and none was initially opened with the intentions of providing facilities of Teacher Education.

Hemabujan (1983) conducted a critical study of Teacher Education at secondary level in Tamil Nadu. The objectives of the study were: (1) To conduct a survey of teacher education at secondary level to make a critical appraisal of the B. Ed. program in Tamil Nadu, at its operational set-up, (2) To report briefly on the historical background, (3) To report a comparative study of the contemporary Teacher Education program at secondary level in advanced countries abroad, with reference to that in India and in Tamil Nadu, (4) To locate the differences in the system here, if any and suggest remedies. all the colleges of education in Tamil Nadu through a comprehensive questionnaire, which collected data regarding the functional aspects of teacher education. The
opinions of teacher-educators on various aspects and their suggestion for improvement and remedies for the defects or shortcomings in the program were collected. An interview schedule was also used for collecting data. The Findings of the study were: The state government controlled the recruitment of all teacher-educators. Selection was done on the reservation basis. The service of teacher-educators was secure and their salaries were paid. The comprehensive B. Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc. The revised B. Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in the content knowledge of the academic subjects.

Kakkad (1983) studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program. The objectives of the study were: (1) to analyze existing B. Ed. curriculum of various representative universities of four different regions of the nation, (2) to study the common and uncommon aspects of secondary teacher education program analytically, (3) to know the changes that were expected in STEP, and (4) to develop a Secondary Teacher Education Program (STEP). The tools used were an interview schedule and a comprehensive questionnaire prepared by the researcher. Main findings were: The duration of the STEP should be two academic sessions. The aspects of STEP should be (a) Educational Theory, (b) Practice Teaching, (c) Community Work, (d) Work Experience, (e) Sessional Work, (f) Co-curricular Activities. There should be two subjects for methodology of teaching and number of lessons should be 15 in each subject. Internship in teaching should be introduced for a period of three months. There should be a provision for urban and rural STEP. There should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grades.
Deo (1985) studied the Practical Program other than Practice Teaching in Teacher Education Institutions. The objectives of the study were: (1) to study the role of practical work (beside practice teaching) in a secondary teacher education program, (2) to survey the nature and type of practical work (other than practice teaching) in secondary teaching education institutions in Delhi, (3) to study how these programs of practical work were actually implemented, (4) to survey the perception of student-teachers about the objectives to be achieved and (5) the reasons for non-fulfillment to the desirable extent and (6) to suggest effective schemes of practical work. The findings of the study were: Most of the student-teachers felt that „lack of time was a major factor which was not able to achieve the objectives of the practical program. For work experience and socially useful productive work, sufficient time and guidance were not provided to the students by the teachers and also there was no provision for them in the time table. Physical education and participation in games & sports were taken casually by student-teachers. Co-curricular activities were not organized according to interests and needs of the students. There was no provision for psychology practical which would give student-teacher opportunities for application of theories of learning.

The National Policy on Education (1986) expects a lot from teachers by putting tremendous faith and responsibility on them, since it boldly opined, “No people can rise above the level of its teachers.” It further stated, “Status of the teacher reflects the socio-cultural ethos of a society.”

Seethramu (1986) conducted a survey of Secondary Teacher Education of ISEC, Bangalore. This was a status study of institutions of teacher training at secondary level and the status of teacher-educators working there in the „institutional status in terms of physical facilities, admission procedure and finance „individual status of teacher-educators in terms of personal, social, economic and professional status were investigated. The study covered teacher training institutions and staff working there which came under the
purview of Bangalore University. The survey canvassed two schedules—one for institutions and the other for teacher-educators in these institutions. The major findings were: Most of the institutions were located in Bangalore city and majority of them were non-residential in nature, with strength of 100 or less students. The criteria of admission of candidates varied from institution to institution. Most of the institutions were run in their university buildings and had adequate facilities of demonstration-cum-practice teaching schools attached to them or cooperating schools nearby. Library facilities were better in aided institutions as compared to those in unaided institutions. The output (out-turn) of students from aided institutions was better from unaided institutions. The unaided institutions mostly attracted unmarried women which was not so in aided institutions which had mostly married male members in the staff list. This indicated that unaided institutions had unmarried women working on a consolidated salary. The work load of staff was greater in unaided institutions. The work-load of staff members varied from 3 periods to 18 periods per week. Supervision of lessons ranged from 200-500 lessons per year. Salary status of teachers in aided colleges was better than those in unaided colleges. Only a few staff members had attended seminars/conferences at state level.

**Smart (1986)**\(^{89}\) reported that Fiscal problems facing Australian higher education, the trend toward private ownership of institutions and participation in institutional matters, and political and financial consequences are discussed. Private sector assistance and influence, policy problems in the push for foreign student enrolments, and the changes occurring within institution structures are examined.

**Horio (1986)**\(^{90}\) debated on educational reform in Japan, the government's version of free choice would lead to commercialism and privatisation of education and an even more competitive system creating technocratic elites. In contrast, the Japan Teachers' Union has proposed reforms based on the people's right to justice in education.
Bhatia (1987)\textsuperscript{91} evaluated new B.Ed. Curriculum in the colleges of education affiliated to the University of Bombay. The main objectives were: (1) to study the relevance of the topics in the revised B.Ed. curriculum, (2) to study the relevance of practice teaching program, (3) to study the effectiveness of the evaluation scheme in the new B. Ed. Curriculum, (4) to suggest improvements. The study employed the normative and descriptive survey method. The main conclusions of the study were:- There were some important changes in the new B. Ed. syllabus on one hand; while on the other hand; quite a few topics were repeated. Implementations of new curriculum were found to be difficult. Teacher-educators unanimously agreed that the area of practice teaching was the most important part of B. Ed. program. A large majority found the B. Ed. curriculum mechanical and book-oriented. The study indicated that the theory load should be brought down and the ratio of the theory and practice should be fifty: fifty.

Devi (1988)\textsuperscript{92} attempted to evaluate the teacher-education programme of Agra University. The objectives of the study were: (1) to measure attitudes, values and adjustment of B.Ed. students in the beginning of the points against the attitude of student-teachers towards teaching profession in the beginning of the session, and (ii) to investigate into the nature of change in the professional attitude, teachers' values and personality adjustment of the students during the training period. The sample comprised 1,000 student-teachers studying in all teacher education departments of Agra University. The study followed the field experiment method with the pre-test and post-test approach. The concurrent correlation-cum-concurrent comparison of contrasting groups design was chosen. Admission Merit Scores, The findings of the study were: (1) there was low and significant correlation between the selection points and the teacher attitude scores of the student-teachers in the beginning of the session, (2) there was a positive trend of inter correlations between attitude, adjustment and values, (3) The correlation between teacher attitude and adjustment and teacher
adjustment and teacher values was very low and not significant. (4) The teacher education programme did not contribute towards the teacher attitude of the student-teachers, (5) The overall trend of teacher values was positive but not significant, (6) There was significant gain in the case of aesthetic values but there was significant reduction in theoretical and social values.

Nayak (1988) studied the quality of prospective teachers and the selection procedure in practice for admission to the B.Ed. course in Orissa. The objectives of the study were: (1) To study the quality of prospective teachers in terms of their attitudes towards the teaching profession and towards children, and their value pattern, mental health and socio-economic background, and (2) to study the selection procedures in practice for admission to the B.Ed. course in Orissa. The finding of the study were: (1) It was found that there were 70% quality recruits as per the first three variables, i.e. motivation to join B.Ed. course, attitude towards the school teaching profession and attitude towards children, (2) there were approximately 50% quality recruits as per the next two variables of personality, namely, social values and mental health, and 57% of quality recruits according to the socio-economic status variable, (3) there was a tendency of a larger number of quality recruits being admitted by the private colleges as compared to government colleges, (4) the selection procedures of admission to the B.Ed. course adopted by all the teacher training colleges have not made it possible to recruit a significantly high number of quality recruits.

Shah (1988) made an attempt to develop a tool for evaluating the teacher-educators teaching M.Ed class at the Department of Education in Gujarat University so as to improve the functioning of the department as a whole. The objectives of the study were to evolve an original evaluation tool for teacher-educators, especially those who teach and guide dissertations at the M.Ed level. The findings of the study were: (1) So far as the Education Department of Gujarat University, Ahmadabad, was concerned, the highest mean score (in order of merit) of the first-rank teacher belonging to the
department was 15.32, the second rank-order teacher's mean score was 25.16, and the last mean score securing the 14th rank was 76.25, (2) it was found that the statement (May God save us from such a professor!) 'Guess Who' had the lowest frequency of 3, while the statement (Has a good command over the subject) had the highest frequency, that is, 46. (3) good qualities that were repeatedly mentioned were: 'methodical presentation', 'punctual', 'a skillful teacher, 'always comes well-prepared', 'up-to-date information provided'; while the bad qualities narrated often were: 'loses temper now and then', 'speaks fast and repeats the same point frequently', 'many a time dictates notes only', 'has nothing new to offer' (if previous notes in his subject were secured, there was no need to attend his lectures), (4) in dissertation guidance work, the grading was as follows: excellent 38.46%, good-26.92%, very fair-15.38%, fair-3.84%, poor- nil. (5) about 30.43% of the respondents considered the whole dissertation work useless, (6) the test - retest reliability (original crude form and refined form) was found to be 0.74 (one month's interval), (7) the order of merit (part a— rating scale) and the mean score (part b—guess who) were correlated and the coefficient of correlation was 0.68, It, therefore, seems that this evaluation tool can now be used in other faculties of different universities by translating it into the required medium of instruction.

Ifaeera (1988) explored the relationship between factors of teaching aptitude and teacher behavior components which may bring to light observations helpful to teacher-educators. The objectives of the study were: (i) To explore the classroom verbal behavior of student-teachers through Flanders technique, (ii) to find out if there is any relationship between teacher behaviour and teaching aptitude, (iii) to study the relationship between various aptitude factors and different components of classroom behaviour, (iv) to study if there is a significant difference among teacher behaviour of teacher-trainees in different disciplines, (v) to compare the behaviour of student-teachers who have secured high scores in the aptitude test with those who have low aptitude scores, and (vi) to estimate the statistical significance of relation and draw
inferences. The findings of the study were: (1) The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders. (2) Large variations occurred in TOR, TRR and PIR. TQR and PIR were much less than the norm, (3) Teacher Talk Ratio was significantly correlated with three of the teaching aptitude factors and the total Teaching Aptitude Score. (4) There was a significant negative correlation between Silence, Confusion Ratio and the three aptitude factors and the total aptitude score. (5) There was a significant correlation between Teaching Aptitude Score and Content Cross Ratio. (6) Two of the aptitude factors, namely, Mental Ability and General Information, were significantly correlated with CCR. (7) The English teacher talked less and responded less than the mathematics teacher. (8) The English teacher's instantaneous response and content emphasis also were less compared to the mathematics teacher's. (9) A comparison of history and biological science teachers showed that there was more pupil talk in the biological science class than in the history class. (10) The teacher-pupil interaction was rather slow in the science class, as compared to history. (11) The physical science teacher also responded less than the history teacher and the pupil-talk percentage was higher in the physical science class than the history class. (12) The high-aptitude group and the low-aptitude group differed significantly in four behaviour components. (13) Teacher Talk, Teacher Response and Content Emphasis were significantly higher in the high-aptitude group.

Taneja (1988) attempted to study the relationship between creativity, sense of humor and self-concept among secure and insecure female teacher-trainees. The objectives of the study were: (1) to find out the relationship between the creativity of teacher-trainees with selected variables like sense of humor, self-concept, and feeling of security, and (2) to study the interactions among all these variables. The findings of study were: (1) Creativity was positively related to sense of humour and self-concept, but not related to feeling of security of the teacher-trainees; (2) self-concept was positively
related to feeling of security of the teacher-trainees. There was an interaction among all selected variables.

Sultana (1988) attempted to study the effect of micro-teaching approach on the behavior modification of pupil teachers of Gorakhpur University. The objectives of the study were: (i) To assess the modification of behaviour of pupil-teachers of science through the micro-teaching approach, and (ii) to study the attitude of pupil-teachers towards the micro-teaching approach. The findings of study were: (1) The skills of introducing a lesson and questioning, probing-questions and experimentation, -each skill having 10 pupil-teachers, were significant, which meant that after getting feedback these teachers changed their behaviours towards teaching during micro-teaching, (2) the skill of reinforcement and increasing pupils' participation, however, was not significant at any level, (3) there was a remarkable change in the behaviour of pupil-teachers of science on the skill of experimentation, (4) only 41 out of 60 teachers significantly changed their behaviour during the micro-teaching approach, (5) a significant change in behaviour occurred for the female rather than the male pupil-teachers of science and (6) modification of behaviour occurred for all pupil-teachers of physics, chemistry, biology and mathematics.

Srivastava (1989) attempted to study the impact of teacher education programme of Lucknow university on pupil-teachers attitude and teaching efficiency. The objectives of the study were: (1) to find out the change in teacher attitudes, teacher aptitude and teaching efficiency of B.Ed. students after the completion of training, (2) to compare the teacher attitude, teacher aptitude and teaching efficiency of B.Ed. students in respect of sex difference, different teaching subjects, different academic qualifications and different teaching experiences, and (iii) to find out the correlation between teaching efficiency and achievement in the theory papers of the training programme. The findings of study were: (1) Most of the trainee groups changed their teacher attitude positively and significantly after training, (2) the experienced
male trainees did not show any change in their teacher attitude, (3) there was no significant change in the teacher-aptitude of the male postgraduate student-teachers and the experienced female trainees as a result of the training, (4) all the trainees showed significant and appreciable improvement in their classroom teaching performance, (5) after the completion of the training, the females showed better teacher-attitude and aptitude than the male trainees. Male trainees showed better teaching efficiency than female trainees, and the trainees teaching social sciences showed better teaching efficiency than those teaching science and mathematics and (6) except the fourth paper 'Secondary school organization', all other theory papers had positive and significant correlation with teaching efficiency.

Somneuk (1989) studied teacher education programme for rural development in Thailand. This study was designed to evaluate the project Teacher Education Programme for Rural Development' launched by the Ministry of Education, Thailand, under its Five Year National Development Plans. The objectives of the study were: To study the Teacher Education Programme for Rural Development (TERD) project in terms of (a) its historical evolution, (b) its course content, planning, organization and implementation, and (c) its impact and limitations through the perception of functionaries and beneficiaries. The major findings of study were: (1) The majority (61.5%) of the respondents found the content-matter of TERD quite relevant; various personnel possessed the required educational qualifications, but lacked orientation, experience and skill in carrying out the activities; lack of physical facilities also hindered implementation, (2) the TERD project was instrumental in bringing about rural development as the concerned schools became known as community centers, (3) villagers gained confidence, social awareness and a desire for change, (4) the teacher trainees gained the required knowledge and skills not only in teaching but also in social service.
Bahera (1989)\textsuperscript{100} investigated the problems of teacher education programmes undertaken by private agencies in Orissa at the college level, and made suggestions to the authorities regarding qualitative improvements with regard to curricular as well as co-curricular activities and other facilities. The objectives of the study were: (1) To investigate the basic problems of private teachers' training colleges, (2) to analyse the problem from the organisational and administrative points of view, (3) to make suggestions to the authorities and educationists for the improvement of the institutions with regard to curricular and co-curricular programmes and facilities, and (4) to provide a humble guideline to future researchers for further study in the area. The final sample consisted of 150 male and 50 female pupil-teachers from 14 randomly selected training colleges of Orissa. A questionnaire, a check-list, interview, and observations were the tools used in the study. Percentages were calculated to arrive at meaningful conclusions. Major Findings of the study were: (1) a high positive correlation between the average number of problems of male and female pupil-teachers of Orissa. (2) the most crucial problems of teacher-educators (trainees) were health and physical development, future employment and living conditions.

Mohanty (1990)\textsuperscript{101} studied critically the reactions of pupil-teachers towards the teaching profession. The objectives of the study were: (1) To critically analyze the reaction of pupil-teachers towards the teaching profession by getting information about the socio-economic background of the pupil-teachers, (2) gaining some understanding of their decision to teach, (3) finding out what types of jobs they have aspired for and the conditions they are likely to seek in their work. Findings of the study were: (1) A majority of pupil-teachers, both male and female, came from rural areas, (2) the parents of the pupil-teachers belonged to the occupation of farming, (3) seventy-four per cent of the male and 86% of the female pupil-teachers were interested in the field of education, (4) the income of the fathers was more than that of the mothers, (5) the majority of the pupil-teachers were Hindus, (6) the representation of
Scheduled Castes and Backward classes was poor, (7) a high percentage of both males and females, i.e. 90% and 62%, respectively, had decided on teaching, (8) in the responses of both male and female pupil-teachers, 'earning' had the first rank and 'prestige' had the second rank, (9) for male and female pupil-teachers, 'way of life' had the third place, (10) the person whom the pupil-teachers would like to emulate were in the most cases their family members or teachers; next came friends.

Bordoloi (1990) critically evaluated teacher-education in Assam at the primary level during the post-independence period with special reference to the curriculum and in-service training. The objectives of the study were: (i) To trace the historical development of primary teacher education in Assam, (ii) to find out the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it, (iii) to find out the major drawbacks of the present curriculum, (iv) to analyze the problems which are faced by the trainees and teacher-educators and (v) to make suitable recommendations for solving the same. The major findings of the study showed that (1) despite the existence of 22 training centers to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality of entrants in these institutes was not up to the mark. (2) They also suffered from lack of adequate physical and educational facilities. (3) Organization and evaluation of practice-teaching were not scientific. Supervision of practice-teaching was not satisfactory. (4) The B.Ed. curriculum was found to be too heavy for one academic year. The curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. (5) Trained teachers did not get the chance to apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses.
Ray (1990)\textsuperscript{103} attempted to study the attitude of teachers towards pupils and their job satisfaction. The objectives of the study were: To find out the relation between attitude of teachers towards students, their job satisfaction and mental health. The findings of study were: (1) the mental health of teachers bore a significant and positive correlation with their job satisfaction and their attitude towards children, (2) teaching experience, mental health, job satisfaction and teachers' attitude towards children were significant and positively correlated with their age.

Raina (1990)\textsuperscript{104} attempted to assess the personality factors of graduate students, and to see if there were any differences in the personality factors of student-teachers belonging to different teaching fields. The objectives of the study were: (i) to study the pertinent personality factors of graduate student-teachers, and (ii) to ascertain whether there is any significant personality factor of student-teachers belonging to different teaching fields, viz. science, arts and commerce. The findings of study were: (1) Student-teachers, by and large, differed considerably on the 16 PF test. (2) the factor pattern for the science student-teachers suggested a picture of marked creativity. (3) the arts student-teachers were found to be warm-hearted, ready to cooperate, and prepared to go along with the current. (4) they enjoyed social recognition. (4) the commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree.

Tapodhan (1991)\textsuperscript{105} conducted a study to assess the professional attitudes of secondary school teachers of Gujarat State. The objectives of the study were: (i) To construct and standardize an Attitude Scale for Secondary School Teachers (ASSST) of Gujarat State, and (ii) to study the professional attitudes of teachers in relation to various variables like sex, area, caste, qualification, type of school, marital status, various faculties of education, age and experience. The findings of study were: (1) Sex, area (urban/rural) and caste (BC/non-BC) had a main effect on professional attitudes, while
qualification had no effect, (2) area, sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level and (3) area and caste; area and qualification; caste and qualification as well as sex, area, and caste; sex, area, and qualification had no significant interaction effect on professional attitudes.

Sharnia (1991)\textsuperscript{106} studied to find out the factors responsible for selecting teaching as a career. The objectives of the study were: (i) To find out the reasons for seeking admission to the B.Ed. course, (ii) to explore the relationship between sex and reasons, (iii) to find out the effect of marital status on the attitude of male and female students vis-a-vis the teaching profession, (iv) to examine the impact of economic status on the choice of teaching profession, (v) to study the relationship between age and reasons, and (vi) to study the impact of area (rural and urban) on the choice of the teaching profession. Major Finding were found that the two main factors- immediate solution to the employment problem, and to pass spare time, were responsible for motivating student-teachers.

Shah (1991)\textsuperscript{107} attempted to study certain determinants that make teachers effective. The objectives of the study were to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among 10 secondary-level teachers. The findings of study were: (1) teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate, (2) the variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent, (3) teachers' satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job
motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure, were assessed as the paramount determinants of teacher effectiveness.

*Sabharwal (1991)* attempted to study and predict student-teacher’s performance as related to selected variables. The objectives of the study were to study and predict student-teacher’s performance in the theory course, in practical teaching and in the aggregate as related to selected context variables. The findings of study were: (1) Context variables GMAT and previous academic achievement emerged as significant predictors of student-teacher performance in total assessment of theory, (2) Context variables TAI, ST and AS emerged as significant predictors of student-teacher performance in the total assessment of practice theory. (3) Context variables GMAT and PAA were found to be significant predictors of student-teacher performance in TA. (4) None of the non-cognitive variables emerged as significant predictors of performance in the total assessment of theory and total assessment.

*Ramachandran (1991)* attempted to conduct an enquiry into the attitude of student-teachers towards teaching. The objectives of the study were: (i) To compare the attitude of teacher-trainees doing a regular college course with those doing a correspondence course, (ii) to find out whether the training has any influence on the attitude of the teacher-trainees towards teaching, and (iii) to find out whether there is any relationship between sex, level of education, nature of the course, occupation of parents and the attitude of teacher-trainees towards teaching. The findings of study were: (1) Regular college teacher-trainees had a more favorable attitude towards teaching than the correspondence course teacher-trainees, (2) female teacher-trainees had a more favorable attitude towards teaching than male teacher-trainees, (3) the sons and daughters of teachers had a highly favorable attitude towards teaching (4) PG teacher-trainees had a more favorable attitude towards teaching than
undergraduate teacher-trainees, (5) The nature of the course did not influence the attitude of teacher-trainees towards teaching.

Joshi (1991) studied the concept of professional accountability of teacher-educators at secondary level with a view to evaluate their performance. The objectives of the study were: (i) To study the origin, nature and concept of accountability, (ii) to study the nature and concept of professional accountability, (iii) to review critically the view of various committees and commissions on accountability, (iv) to study in depth the concept of professionalism in education, (v) to examine critically the concept of teaching, (vi) to study professional requirements of teacher-educators, (vii) to study various performance appraisal techniques and procedures and impediments to measure teacher effectiveness, and (viii) to study the concept of professional accountability of teacher-educators. Analytical study of available literature was done wherein documents like books, journals, etc. were studied, and the available information was analyzed and evaluated. Thereafter inferences were drawn. The findings were: (1) Accountability mean holding people responsible or answerable for the expected work or role, and it holds responsible both the employee and the system, (2) Accountability can be applied to varied fields, e.g. business industry, management, education, (3) Accountability is a means and not an end in itself and requires various tools, techniques and methods and provides data for decision-making. (4) In education, professional accountability seeks causes of failure in the system, and teachers could be held responsible only for those results which they affect or control. (5) The professional responsibility of a teacher-educator includes his instructional and non-instructional responsibilities. It was concluded that no one technique/method should be used for appraisal; rather, students' ratings, self-ratings, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract plan using student gain, and performance tests should be used.
Budhisagar (1991) studied the influence of attitude towards the teaching profession on the achievement of students studying through Programmed Learning Material (PLM), Advance - Organiser Material (AOM) and the Traditional Method (TM). Objective of the study was to find the effect of treatment, intelligence, attitude towards the teaching profession and their interaction on the overall achievements of the students. The findings were: (1) the mean achievement scores of the students belonging to the three treatment groups differed significantly. (2) AOM was found to be superior to PLM in terms of achievements of the students. (3) The PLM group was found to be significantly more effective as compared to the TM group. (4) The AOM group was found to be significantly more effective as compared to the TM group. (5) The instructional material based on AOM was found to be significantly superior to that based on the Operant Conditioning Model and the Traditional Method. (6) Intelligence was found to affect significantly the overall achievement of the students whereas attitude towards the teaching profession did not.
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