CHAPTER -II

REVIEW OF RELATED LITERATURE

Research took advantage of the knowledge which had accumulated in the past as a result of constant human endeavour. There would have been very little progress without systematic research. A number of research scholars had made a sincere effort to go through the professional literature related to the study. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated was one of the important steps in the planning of any research study. An attempt had been made by the investigator to review some of the literature and studies relating to the present study.

Agarwal(1991) studied the job satisfaction of teachers in relation to their achieved characteristics, job satisfaction of teachers in relation to their ascribed characteristic and also studied the value of teachers having high job satisfaction and poor satisfaction. In the findings, the male teachers had greater job satisfaction than the female teacher and trained postgraduate teachers, single family teachers and the more experienced government school teacher were found to be more satisfied with their job. Economic and political values were significantly related to job satisfaction, caste, place of work and mother tongue influenced job satisfaction whereas age and marital status did not.

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Anilkumar (2004) studied the perceived stress of teachers in relation to job satisfaction and certain personality characteristics. And the study revealed that teachers with less job satisfaction were more prone to perceive stress than those with average or high job satisfaction. A teacher with favourable personality characteristics experiences less stress than those with less favourable personality characteristics.

Begum (1990) examined the impact of different problems that the teachers were facing in teaching new science syllabus on the achievement levels of pupils and this study also meant to reveal the impact of certain curricular problems on pupil’s achievement in teaching the new syllabus. In the study, more than 60% of the teachers found the recent syllabus new as well as overloaded, lack of facilities of science teaching continued to bother teachers a lot. Investigator proposed that the school conditions need to be improved through supply of science kits and handbooks for teachers, so that pupils might be participated in the teaching learning process by practicing processes of science, such as classifying, inquiring and experiment, etcetera.

Bhandarkar (1980) examined the relationship of attitude towards the teaching profession with teachers’ age, qualification, training, job mobility and family problems and he also measured polytechnic teachers’ attitude towards the teaching profession. The studies depicted that the

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attitude towards the teaching profession was not significantly related to the qualification of the teachers. The trained teachers’ mean attitude score was significantly higher than the mean attitude score of the untrained teachers. There was a significant and positive relationship between the age of the teachers and their attitude towards the teaching profession.

Bhandarkar (1983) studied population education including the knowledge about population education and attitudes of secondary school students and teachers. He found that the secondary school teachers had moderate knowledge and a favourable attitude.

Das (1988) investigated into job satisfaction and job motivation of rural and urban teachers; trained and untrained teachers; male and female teachers and government school and privately managed school teachers and teachers from different age groups. It was found that 92% and 24% of the rural and urban teachers, respectively were positively motivated towards teaching and 62% and 46% of the trained and untrained teachers respectively, and 53% each of the male and female teacher were positively motivated towards teaching.

Again, 77.6% and 25.33% of the government and privately managed school teachers, respectively were positively motivated 2.64% and 47% of rural and urban teachers, respectively, 67.33% and 20% of the trained and untrained teachers respectively and 65% and 26% of female and male teachers respectively, were found satisfied with their


profession. And teacher who were motivated were also found highly satisfied in their job.

Desai\(^7\) (1981) studied the outstanding problems of teachers of standards (v) to (vii) of the Marathi language, side of Municipal primary school of Bombay. Major findings were personal, domestic, family and social problems of the municipal primary teachers were relatively fewer. The problems regarding classroom situation teaching aids, the used of class library and educational guidance ranked from fifth to tenth. The problem of transport was ranked second by the teacher. And problems of the teacher, had significant relation with sex, educational background, a tenure of service and the family size.

Ganapathy\(^8\) (1992) measured the attitude of student teachers towards the teaching profession and assessed their self concept and also examined the relationship between the self concept of student-teachers and their attitude towards teaching. He found that both male and female student-teachers had favourable attitude towards the teaching profession and also in his findings both male and female student-teachers had a positive self-concept and it was related to their attitude towards the teaching profession.


Gupta\(^9\)(1986) developed a tool to measure the attitude of teachers towards environmental education and also measured the attitude of teachers towards environmental education. He compared attitudes of teachers teaching at various levels towards environmental education. Major findings were the main attitude score for all the groups of teachers showed a favourable attitude towards environmental education (EE) and the mean attitude score of teachers at college level was found to be less than the mean attitude score at the junior college and secondary level and slightly higher than the mean attitude score at primary level as the college teachers opined differently to the other groups.

Gupta\(^10\)(1979) studied attitudes of teachers of Agra University towards higher education and attitudes were measured on scales based on the method of equal appearing interval. The sample included 300 teachers on the basis of systematic sampling. He found that the majority of the teachers of the university and colleges had a positive view towards higher education. The male and female teachers showed significant difference in their attitudes. Those teachers who had teaching experience had negative attitudes while those who had short experience showed positive attitudes. The political condition of the country, the economic status and the working conditions affected teachers' attitudes.


Hans\textsuperscript{11}(1992) provided a comparison of teachers’ perceptions of problem behaviour in a European and an Asian culture. A total of 246 female and male junior high school teachers in Munich (Germany) and in Seoul (South Korea) rated 106 items concerning possible problem behaviour of boys and girls. Principal component analysis identified three patterns of perceived problem behaviour and these were dissocial aggressive behaviour; withdrawal behaviour and non conformist behaviour. Dissocial aggressive behaviour is rated as serious in both cultures but in Germany more than in South Korea. Withdrawal behaviour is perceived as less serious in both cultures. A remarkable differences were noted in the ratings of non-conformist behaviour. German teachers does not have problem, while Korean teachers rated these behaviours as problematic. Gender influences of either the sexes of teacher or of student could not be identified.

Jaleel\textsuperscript{12}(1979) analyzed the attitudes of the college teachers towards teaching with respect to age and professional experience and also compared the relationship between the attitude of college teachers towards teaching and their bureaucratism. He found that the age and experience of college teachers appeared to have definite positive relationship with their attitude towards the teaching profession. As the teacher grew in age and experience their attitude towards the teaching profession grew more favourable.

\textsuperscript{11} Hans Peter Langfeldt, “Teachers’ Perception of Problem Behaviour: A Cross Cultural Study Between Germany and South Korea”, Institute of Educational Psychology, University of Frankfurt, vol.62, part 2, June, 1992.

Lalsangliani\(^{13}\) (1991) conducted a survey of the socio-economic and academic problems faced by high school teachers in Champhai subdivision, Mizoram state. Investigator tried to find out the socio-economic and academic problems faced by high school teachers in the Champhai sub-division of Mizoram to identify factors responsible for the socio-economic and academic problems of high school teachers and tried to find suggestions for minimizing the socio-economic and academic problems of high school teachers. In the studies the working conditions, including salary benefits and terminal service benefit, available to private deficit and ad-hoc high schools were different from those enjoyed by government school teaching. The private school teachers felt more insecure as a result. The training facilities available to teachers were reported inadequate. Headmaster of high school faced problems of finance and shortage of teachers, besides several facilities.

Malhotra\(^{14}\) (1988) constructed and standardized evaluation instruments for various studies e.g., existing facility, supervisory, practices, process and organization of faculty meetings, various growth efforts of the principles, supervisory practices and also studied the existing condition of teaching of science in different types of schools with special reference to supervisory practices. It was observed that the three types of schools differed significantly in the following cases: existing facilities in science based co-curricular activities; existing human facilities; the supervision of the theory classes; the supervision of the


practical classes; the supervision of science-based co-curricular activities; supervisory practices of the faculty meetings; related facilities for the supervisory practices; welfare of the students; the public school scored high uniformly.

Maheswar¹⁵(2004) established multiple regression equation for predicting teaching competency of teacher-trainees from creativity, intelligence and teacher attitude as predictors. He studied multiple correlation of teaching competency scores with creativity, intelligence and teacher attitude of teacher trainees. The major findings were that the predictors that is, creativity, intelligence and teacher attitude did not influence teaching competency with similar effect as their regression coefficient were not equal in value rather having different magnitude. Again creativity was found to affect teaching competency adversely whereas intelligence and teacher attitude were found to increase teaching competency, although the amount of contribution of teacher attitude was low. Above all, relation between teaching competency and a combination of the variable of creativity, intelligence and teacher attitude of teacher trainees was significant.

Malviya,¹⁶(1991) developed an instrument to measure students’ and teachers’ attitudes towards science and also studied the relationship of attitudes towards science and interest in science and compared the attitudes towards science teachers and students. The major findings were that no significant difference between male and female teachers’ attitude

towards science revealed that sex had no effect on the attitude towards science. No significant difference between experienced and new teacher revealed that an increase in age had no effect on attitude towards teaching science.

Mary\(^{(7)}\) (2003) studied attitudes towards teaching profession and job satisfaction of woman teachers in Coimbatore and found that women teachers had positive attitude towards teaching profession and high level of job satisfaction. Especially women teachers working in aided and private unaided schools had better attitude towards teaching profession and high level of job satisfaction than teachers working in other type of management.

Mathur\(^{(8)}\) (1987) revealed the attitudes of teachers of the higher secondary school stage towards creative learning and teaching and also compared the attitudes of teachers towards creative learning and teaching on the basis of age, sex, teaching experience and academic disciplines. In this study major findings were that the teachers at the post higher secondary stage tended to have a more favourable attitude towards creative learning and teaching than teachers at other stages. By and large, educational stages tended to affect the attitudes of teachers of various groups formed on the basis of sex, age, teaching experience and academic disciplines towards creative learning and teaching.

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Mathur\textsuperscript{19}(1988) examined the category-wise attitude of teachers of pre-higher secondary and post-higher secondary stages, towards creative learning and creative teaching. The investigator compared the attitudes of teachers up to the age of 30 years and after 30 years of pre-higher secondary, higher secondary and post-higher secondary stages towards creative learning and teaching and also compared the attitudes of teachers up to the age of 30 years and over 30 years towards creative learning and teaching. The main findings were that teachers at different stages had a favourable attitude, towards creative learning and unfavourable attitude towards creative learning. And also found that age, sex, teaching experience and academic discipline did not tend to affect the attitude of different levels of teachers towards creative learning and creative teaching.

Maurya\textsuperscript{20}(1990) examined the attitudes, teaching efficiency and adjustment of University and Pre-University teachers and their interrelationship and also compared the sex difference in teaching efficiency and adjustment of University and Pre-University students. The main findings of the study were that indiscipline and violence on the campus caused problems of adjustment, attitude and academic achievement were not significantly related. Sex differences existed both in teaching proficiency and adjustment and pre-university teachers were better in teaching efficiency.


Mehta\textsuperscript{21}(1985) studied the relationship of extraversion (E), psychosis (P), neuroticism(N) with a change in attitude towards teaching as a profession (ATP); change in attitude towards child control (Acc); change in attitude towards classroom discipline (ACD); change in attitude towards classroom instruction (ACI); change in attitude towards teacher-pupil relations (ATPR) and he found that the impact of the teacher training programme in CIR, (Department of Education), was such that a significant positive change in attitude towards teaching took place in all the sub-groups of subjects and maximum positive changes took place in the sub-group of high extraversion with low psychosis and neuroticism.

Mishra\textsuperscript{22}(1977) studied the attitudes of the teachers working in conventional Sankskrit Vidyalaya towards the teaching profession and its components, namely, classroom teaching, child centered practices, teaching process, attitudes towards students and teachers and also the impact of religion, caste, age, sex, status of Institution, teaching experience, training, designation and responsibilities on the attitude towards teaching. He found that the political party affiliation had significant influence on the attitude towards the teaching profession. There were sex difference in the attitude towards teaching, male teachers scoring significantly higher than female teachers, the designation of the teachers did not influence the attitude towards the teaching profession. And teachers’ training favourably influenced the attitude towards the

\textsuperscript{21} Mehta, R.D., “An Investigation into the change in the attitudes and values of teachers trainees with respect to some of their personality variables, Ph.D. Edu., Del. U., 1985, Abst. No.:1104, 4\textsuperscript{th} Survey Research in Edn. Vol.11, p.960.

teaching profession, similarly teachers training favourably affected the attitude towards classroom teaching and teaching process.

Mohanty\textsuperscript{23}(1988) assessed the existing position of teaching science in the high schools of Cuttack City and also recommended appropriate remedial measures for improving the quality of instruction to increase the efficiency of students in science. He found that as regards the equipment and laboratory, all the schools were deficient. All the teachers followed the Demonstration-cum-discussion method for teaching science which was suitable for their condition. The schools were found deficient in audio visual aids like projectors, overhead projectors, television sets, etcetera. And also the science funds available to the schools were very meager, so the schools could, not do a lot for the development of science education by organizing science fairs and science exhibitions in the schools.

Mohanty\textsuperscript{24}(1990) investigated the problems of staff relations in the higher secondary schools of Orissa. The teachers’ personality and mental health were analyzed together with their sociometric structure. He concluded that when analyzed school-wise, the staff relationship was not found to be very congenial and that the sociometric structure of the teachers varied from school to school. Again sociograms and bar diagram were found to indicate poor relationship between teachers and heads of the institution both male and female. The analysis also indicated some teachers to be disturbed, expedient suspicions and undisciplined. Nearly


half of the teachers in the same studied were found to be mentally unhealthy.

Mohapatra\(^{25}\) (1991) investigated the problems of secondary school teachers in the comparative perspective of Government and private school teachers in the Cuttack District of Orissa. It is on the lines of a case study. In his study, teachers both male and female came from all classes of society, but the majorities of them were from the lower and lower middle class income groups. The private school teachers were found more qualified than the government school teachers. In private schools, teachers having higher qualification were found working in a lower cadre due to lack of vacancies in the higher cadres. A majority of teachers did not bother about cordial relationship with their colleges. As regards the text books of secondary schools most teachers expressed dissatisfaction with the existing process of selection of writers and of topics of the text.

Muddu\(^{26}\) (1973) studied the problems of secondary school teachers of Nalgonda District in Teaching Biological science. In the study, most of the teachers were teaching other subjects besides biological sciences. A majority of the teachers had studied other subjects besides biological science. A majority of the teacher stated that they did not have adequate classroom facilities. 90% of the teachers stated that they did not have separate periods for practical in biology. Most of the teachers were overburdened with workload. In most of the schools, teachers were


experiencing inadequate laboratory facilities. Film strips, insect cages, microscopes and physiological apparatus were not adequately available for Biology teaching, several teachers were of the opinion that the present text books were not effective for transmitting scientific knowledge.

Murugesan\textsuperscript{27}(1988) designed to find out the answers to questions whether the schools have adequate infrastructure to impart practical skills to students under the life oriented education programme (LOE) and whether the headmaster (LOE) teachers and students have favourable attitude towards the LOE scheme. In the study, only 40% of the schools had the facilities of workshop, work shed, etcetera, for imparting practical skills to LOE students. The LOE teachers salary was low. And it also found that the attitude of the headmaster, the LOE teachers and students were highly favourable towards the LOE programme.

Nongrum\textsuperscript{28}(1992) assessed the job satisfaction of secondary school teachers in Shillong and to find the relationship of job satisfaction to factors like gender differences, level of education, religious affiliation and work experiences. He studied the leadership characteristics of principals or the needs of schools as perceived by teachers and also investigated if there was any association between job satisfaction of teachers and their perception of leadership characteristics of heads and principals of school. In the study, the type of management appeared to be associated with teachers' job satisfaction, the government school teachers showing significantly more satisfaction.

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Padmanabhaiah\(^29\) (1986) studied job satisfaction and teaching effectiveness of secondary school teachers. In the study, the teachers in general (72%) were dissatisfied with their job. Male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction. It also found that there were no significant different between the teachers working in rural and urban areas in their level of satisfaction/dissatisfaction with their job as a whole.

Pathan\(^30\) (1988) studied the attitudes of children from boys (single sex) school, from girls (single sex) school and from mixed schools and of male teachers from single sex and mixed schools of female teachers from single sex and mixed schools, towards self, education, the management, each other and parents. The investigator found that 74% of teachers were in favour of co-education and 26% against. Female teachers from single sex school had favourable attitude and male teachers from single sex school had an unfavourable attitude towards pupils. Teachers from single sex English medium schools and teachers from mixed schools with English medium had respectively, a favourable and an unfavourable attitude towards pupils. Male teachers from single sex schools with English medium had a favourable attitude towards pupils, as compared to male teachers from single sex schools with Marathi medium.


Rama\(^3\) (1992) examined the level of job satisfaction (J.S.), attitude towards teaching (ATT) and job involvement (JI) of secondary school teachers to find out whether teachers of Residential (R) and non-residential (NR) schools differed with regard to the level of their JS, (a) attitude towards teaching (ATT), (b) Job involvement (JI), (c) efficiency of teaching (TE), (iii) to find out whether men and women teachers differed with regards to variables (a) to (c) cited above (iv) to find out the relationship between different personal and demographic aspects of teachers like (a) Cadres of teachers (b) experience (c) qualification (d) workload (e) marital status (f) general status of health and (g) life satisfaction. Major findings of the study were that the teachers had a favourable attitude towards teaching; teachers working in residential (R) schools had a significantly more favourable attitude and more efficiency compared to those working in non-residential (NR) schools.

Ramachandran\(^3\) (1991) compared the attitudes of teachers-trainees doing a regular college course with those, who were undergoing a correspondence course and also tried to find out whether the training had any influence on the attitude of the teacher trainees towards teaching. He studied the attitudes of teacher-trainees towards teaching. Major findings were that regular college teacher trainees had more favourable attitude towards teaching than the correspondence course teacher trainees. Female teacher trainees had more favourable attitude towards teaching than male

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teacher trainees. The nature of the course did not influence the attitude of teacher-trainees towards teaching.

Rao\(^{33}\)(1989) attempted to identify the nature and quality of scientific attitudes possessed by in service and pre-service teachers. The main findings in the study were the distribution of scientific attitudes, namely freedom from superstition, ability to identify the cause and effect relationship and open mindedness was not normal. There was not much difference in the attitude between in service and pre-service science teachers. 34.43\% in service and 32.65\% of the sample were open-minded. None of the variables were associated with the attitude except the medium of instruction. Scientific attitude were distributed independently in the sample and were independent of each other.

Rao\(^{34}\)(1990) identified the deficiencies and inadequacies in the existing laboratory facilities and also assessed the required number of teacher demonstration and student practical. He and his associates examined the laboratory regarding the separate laboratory in the schools equipments in the laboratory and also revealed if there was any provision for improvisation of science equipment. It was observed that in Maharashtra out of 111 secondary schools, 105 were reported to have science laboratories. Almost rural areas had science laboratories.

In his study it was found that out of 70 higher secondary schools which responded, 59 had science laboratories. In the urban areas, 94.7\%

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were having science laboratories as against 71.9% in the rural areas. Out of the 105 secondary school which had science laboratories, only 26 had separate laboratories that was hardly 25%. In the urban areas, the position was better than rural areas.

In Rajasthan secondary school 92.10% rural school had laboratories as compared to 83.3% urban schools. In the case of higher secondary schools, 94.60% rural school had these facilities as compared to 90.90% in urban schools. The facility of separate laboratories was available in 91.9% urban schools as compared to 85.7% rural schools. For performing science practicals in case private aided and private unaided schools, only 80% and 66.7% schools respectively allotted adequate time for performing science practicals. 7.5% of Govt. school charged 6 to 10 rupees as science fees and 75.3% in case of higher secondary schools.

Rastogi\textsuperscript{35}(1989) studied the verbal interaction pattern of public school biology teachers, government school biology teachers and compared the verbal interaction behaviour of biology teachers of public schools and government schools. The main findings were that the teachers spoke mostly and used the lecture method. Teachers of both the groups were found to be more authoritative and did not encourage the students to participate much in the teaching learning process.

Ray\textsuperscript{36}(1990) studied the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience and mental health and also compared male and female teachers with regard to


their attitude towards pupils, their health and professional satisfaction. The major findings of the study were the mental health of teachers bore a significant and positive correlation with their job satisfaction and attitude towards children. Teaching experience, mental health, job satisfaction and teachers’ attitude towards children were significant and positively correlated with their age.

Ray\(^{37}\)(1992) studied the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience, and mental health. And compared male and female teachers with regard to their attitude towards pupils, their mental health and professional satisfaction. The main findings were that the mental health of teachers bore a significant and positive correlation with their job satisfaction and attitude towards pupils. Teachers’ teaching experience, mental health, job satisfaction and their attitude towards pupil were positively and significantly correlated with their age. Professionally satisfied teachers had a favourable attitude towards pupils. Women teachers, on an average, cherished a favourable attitude towards pupils, had better mental health and were satisfied in their profession as compared to men.

Reddy\(^{38}\)(1978) analyzed the verbal classroom behaviour patterns of high school science teachers and compared these behaviour patterns with respect to the variables, sex, experience, social extraversion-introversion, thinking extraversion – introversion and attitudes of teachers towards pupils and certain classroom practices. The main findings were


that most of the male and female teachers having less than 10 years of teaching experience used the direct style of teaching rather than the indirect style. Female teachers having more than ten years of teaching experience used the indirect style of teaching. The teachers resorted to positive criticism which indirectly encouraged the students to learn better. The teachers should have a positive attitude towards teaching and towards students to make his teaching successful in the classroom. The teacher must devote much of his time in involving the students to participate in classroom discussions and in thinking of new ways of resolving problems.

Reddy\textsuperscript{39}(1990) identified verbal classroom behaviour pattern of high school teachers and compared the verbal classroom behaviour pattern identified. The investigator also conducted an in depth study of interaction variables (teaching behavior) in relation to certain demographic and teaching variables and personality factors. The main findings were that there was a significant difference between the total teaching behaviour patterns of male and female teachers. Similarly the chi-square value for the difference between the matrices of teachers of different subjects was significant. The F-values were significant for five out of the sixteen categories, six out of the 13 ratios and one out of the seven areas of teaching behaviour. A similar analysis was carried out for the effect of subject of teaching, age, teaching experience, job satisfaction, classroom communication (scale 1, scale 11) and 16 personality factors, and the results were reported in the same manner.

Reddy\textsuperscript{40}(1991) examined whether sex, age, faculty and category of teachers had any influence on their teaching aptitude and attitude. The major findings were that the female respondents performed relatively better in the teaching aptitude test. Age and faculty did not influence the performance on Thematic Apperception Test (TAT). Experienced teachers and teachers towards teaching, exhibited a statistically significant superior performance over student teachers.

Roy\textsuperscript{41}(1992) examined the teaching behaviour pattern of experienced science teachers and major findings were; some of the behaviour such as lecturing, asking questions, accepting feeling were more commonly used by almost all the teachers. Praise and reward, acceptance and classification and arising questions were used more by indirect teachers. Lecturing was used more by direct teachers. Accepting feeling, giving directions, criticizing or justifying authority, pupils' initiation and silence or confusion were equally used by both indirect and direct teachers. The direct female teachers were also in number as compared to the male teachers.

Santanu\textsuperscript{42}(1996) studied levels of attitude towards physical education of the secondary school students, variation if any between rural school and urban school students' attitude towards physical education, variation if any in attitude physical education between boys and girls. In the findings, it indicated that the students studying in Govt. schools had


better attitude towards physical education compare to their private school counterparts. And it also revealed that none of the sub-groups of subjects had higher positive attitude towards physical education.

Saran\textsuperscript{43}(1975) studied teachers' attitude towards teaching profession basing on sample of 1000 teachers from four western districts of U.P. Out of 1000 sample teachers, 510 were male and 490 female. The study employed Chatterjee's non-language preference record, Vyakitva Parakh Prashnavali and the Edward Personal Preference Schedule was used for collecting data. The data were analyzed with the help of correlations. It was found that the attitude of teachers towards the teaching profession was positive, attitude towards profession was not positively related to experience in the teaching profession as well as age. Level of education was positively related degree of attitude towards the teaching profession.

Saraswat\textsuperscript{44}(1976) compared the attitudes of teachers with reference to differences in sex, academic achievement, intelligence and teaching experience and also tried to find out the attitudes of teachers, trained by various universities and serving in the Aligarh district, towards their professional training. There were significant differences between the male and the female and the science and the arts teachers. High academic achiever did not like teacher training while the low achiever did. Teaching experience was not related to attitude towards teacher training. The teachers' attitude towards teachers training influenced their


behaviour in the classroom which was inferred by the students’ perception.

Sharma⁴⁵(1988) constructed and standardized a test to measure the degree of high school teachers’ responsibility and also identified the factors predictive of high school teachers’ responsibility with the help of the above test. He found that attitude, interest and mental ability were factors contributing to teacher’s responsibility towards the teaching profession. There was a positive and significant correlation between teacher’s responsibilities. Also there was a positive and significant relationship between attitude towards and interest in the teaching profession. Ability was positively related to attitude towards and interest in the teaching profession.

Sharma⁴⁶(1988) compared the attitudes and frustration of primary and secondary teachers in relation to caste, sex and residential area. Major finding were that the caste had no effect on attitudes, sex did not affect attitudes and frustration level. Residential area had no effect on attitude and frustration. There was no effect of caste, sex and residential area on the attitudes and frustration of primary school and secondary school teachers.

Sharma⁴⁷(1990) highlighted the problems of using blackboard, in classroom teaching. In the findings, use of blackboard in classroom teaching guided by visual dominance, redundancy gain and mental

model. They also suggested that the written matter shown neither be too big nor too small and should be legible to the back bencher. They (teachers) should enjoy writing on the blackboards. It should be retrieve what was written on the blackboard. The blackboard might be proved very effective in micro teaching and might be used with minor modifications for the teaching of subjects like Biology.

Sekar 48 (1988) studied the problem of job satisfaction of graduate teachers and its relationship with sociological factors. In the study, salary, nature of the work, personal policies, personal achievement in the profession, relationship with supervisors, subordinates and colleges, job security, recognition and appreciation and working conditions were identified as factors for job satisfaction. Out of 75 teachers, 12 were highly satisfied, 27 satisfied, 29 less satisfied and the remaining seven were least satisfied with their job. And the relationship between types of school and levels of job satisfaction was found to be significant.

Shandilya 49 (1990) studied the nature and extent of frustration in the teachers of higher secondary schools of Kanpur city that was teachers of central schools, state government schools and state government aided privately managed schools. And also examined the relationship between frustration and age work load, service conditions and emoluments of secondary school teachers. In the findings, the distribution of frustration scorers was platy-kurtei. Male teachers of central schools showed a

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relationship between frustration, age, service conditions and work load. Emoluments did not show any relationship with frustration.

In his study it was that, female teachers of central schools indicated no relationship between frustration and emoluments, age, service conditions and work load. Male and female teachers of state government schools indicated a relationship between work load and frustration. Emoluments age and service conditions showed no relationship between frustration and service conditions while no relation existed between frustration and other variables i.e. emoluments, aged and work load. No relationship existed between frustration age, and frustration work load.

Sharma\textsuperscript{50}(1990) studied the level of scientific literacy of different groups of students and teachers and also examined the attitudes to science of different groups of students and teachers and personality traits of students and teachers. In the findings, the total sample had higher level of scientific literacy than the theoretical man. There was significant difference between the general group and the SC/ST group. The total sample had favourable attitude towards science. There was effect of type of school and sex on attitude towards science. And there was no significant difference between students and teachers on personality factors.

Shashi\textsuperscript{51}(1984) finalized and compared the relationship of personality, intelligence, adjustment, creativity and values with attitudes

\textsuperscript{50} Sharma, Munishiwar Kumar, 1990, “A study of scientific literacy, attitudes towards science and personalities traits of students and teachers, 5\textsuperscript{th} Survey of Research in Edn., vol. II., p. 1263..

towards teaching of model and traditional school teachers and also tried to identify the factor structure underlying the selected psychological variables and the attitude towards teaching of model and traditional school teachers.

The study also revealed that the overall profile of the personality of model school teachers with favorable attitude towards teaching characterized the teacher as good natured, easy going emotionally expressive, ready to cooperate, soft heaped, adoptable, accommodating, highly conscientious and with a practical bent of mind independent, self sufficient, resourceful and whose behaviour is mature, unanxious and confident. Personality was found to be a better predictor of teacher’s total attitude towards teaching in both the samples. Traditionally school teachers with favourable attitudes towards teaching were characterised as emotionally expressive, ready to cooperate, adoptable, accommodating, conscientious, imaginative, self-supporting resourceful, controlled, socially precise and emotionally stable.

Singh\textsuperscript{52}(1988) developed a category system for the systematic observation of teachers and for determining the relationship between observed behaviour and measures of teacher’s attitude. Major findings were; indirect influence, pupil talk, indirect to direct ratio, pupil initiation ratio, teacher response and question ratio appeared to be significantly related to attitude towards teaching in male and female groups teaching subject groups and teaching classes. There was a significant relationship

between attitude towards teaching and classroom verbal interaction of student teachers of the secondary level.

The study also revealed that teachers' talk was found to be independent of attitude towards teaching at any level. Lecturing criticizing and justifying authority direct influence and restrictiveness were found to be negatively correlated with attitude towards, teaching in male and female groups and in language, social studies, science and mathematics groups.

Singh53(1989) studied the attitudes of teachers of pre and post higher secondary stages towards creative learning and teaching in order to ascertain their attitude towards creative learning and teaching. It was found that 90% of the pre-higher secondary and 84% of the higher secondary teachers tended to have unfavourable attitude towards creative learning. Pre-higher secondary and higher secondary teachers tended to have unfavourable attitudes towards creative teaching. But this was not so in the case of post higher secondary teachers.

Singh54(1985) revealed the effectiveness of the different modes of graduate teacher training prevalent in India, such as the four year integrated B.Ed. and the traditional one year B.Ed. course was sought to be compared up in the study, were attitude, teaching competence and role performance of the teachers trained through these two modes. Major findings were; while there was no difference in the attitude of the groups

under the two modes, there were differences in teaching competence and role performance, the integrated group scoring higher than the traditional group. In teaching, competence those with low experience, from urban areas trained in integrated mode had higher teaching competence.

Singh, Prabhakar\(^5\text{5}(1988)\) studied the problems of teaching effectiveness through factor analyzing the teaching behaviour. In his study the 10 skills of science teachers, blackboard writing, questioning, introduction, reinforcement, summarization, using teaching aids, exploration, illustration with examples, attending difficulties and guiding students and maintaining classroom discipline were identified as 82.3% of the total variance. And teaching skills like demonstration of experiments and stimulus variation especially useful in science teaching did not emerge due to lack of representation of related component teaching behaviours in TBOS.

Singh, Triveni\(^5\text{6}(1988)\) studied the relationship between teachers efficiency and job satisfaction of secondary school teachers and also compared two teaching efficiencies of secondary school teachers working in rural and urban areas; teaching efficiencies in between high experienced and low experienced teachers and in between male and female teachers. In the study a positive relationship existed between teaching efficiency and job satisfaction and teaching efficiency and socio-economic ratios of secondary school teachers. A positive relationship existed between job satisfaction and the socio economic status of

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secondary school teachers. And the teaching efficiency of rural and urban teachers does not differ significantly.

Som\textsuperscript{57}(1984) tried to find out the structure pattern which was likely to suggest better attitude, towards teaching and related areas and studied the descriptive attitude pattern of teachers with reference to the teaching profession and pupils. In the results, the teachers were normal in respect of teacher attitudes towards pupils. Female teacher tended to be higher than male in their attitude towards teaching, the teaching profession and pupils. Experienced female teachers were significantly higher than experienced male teachers on the first two attitudes but moderately high on the third. Male teachers were found to be more initiating expressive, careful, introspective mentally exertive and concentrated than female teachers. But there was no difference between them on extroversion and experience had a positive effect on stoicism for either sex.

Srinivasan\textsuperscript{58}(1992) measured attitudes and personality of primary school teachers of different categories based on sex, community, experience and the type of management of the institution and also tried to find out the differences in attitudes of primary school teachers towards teaching based in sex, experience, community and type of management. In the findings Age, Sex, teaching experience and community did not significantly affect the attitude of the teachers towards teaching. Govt. school teachers differed significantly from aided school teachers with


regard to their attitude towards teaching, women teachers differed significantly from men teachers with respect to lack of empathy, neuroticism and introversion. While the attitude of male teachers was positively correlated with empathy, ego ideal and neurotic traits of personality, it was negatively correlated with other personality traits.

Srivastava\textsuperscript{59}(1982) tried to find out the attitude of secondary school teachers in Lucknow district towards the teaching of population education. The sample consisted of six hundred secondary school teachers randomly selected from the secondary schools of Lucknow district. A Likert type attitude scale was used to measure the attitude of teachers towards population education. Its main findings were: in general the attitude of the secondary school teachers towards the teaching of population education was favourable. The rural teachers had more favourable attitude towards teaching population education than the urban teachers. There was no marked difference in the attitude of the male and the female teachers towards teaching population. And also there was no marked difference in the attitude of the science and the arts teachers towards teaching population education.

Sundarayan\textsuperscript{60}(1988) examined the teaching strategic employed, identified the teaching model used and also examine the problems faced by them in their teaching of Biology. He also evaluated the physical facilities available in school for the teaching of Biology and identified the


weakness interest in the present system of external examination in Biology at +2 stage both written and practical.

It was found that generally teachers were found following only the expository type of teaching strategies in their teaching of Biology. They did not encourage discussion among the students and other student centered teaching techniques. The higher secondary biology syllabus was related only to the students’ abilities and to their real logic. The Biology text book too was found to be defective in many respects. It did not include a glossary of technical terms, an index, list of local fauna and flora. There were many printing mistakes. The technical terms were not fully described and some of the diagrams were not fully tabled. The laboratories were in a bad shape. A full complement of chemicals and equipment was not found in many schools and they did not have essential teaching aids too.

Thomas61(1985) identified those factors which serve as the best predictors of teachers’ attitude to integrating the intellectually handicapped. The factors that were investigated were selected on the basis of a review of the relevant research literature, a consideration of psychological and sociological theories of attitude formation and interviews with teachers and educational psychologists.

Teachers’ attitude to integration was assessed by a Q.sort, the content of which was derived from a review of the integration literature and discussion with teachers. The sample consisted of 550 primary and secondary teachers, special class and special school teachers’ withdrawal

teachers, special education advisors and school principals in Devon, Tucson, Arizona. The identification of interaction among the independent variable was the main teachers of data analysis. The attitude of the contact special educator, type of teaching, the tradition of special educational organization in the area and the teachers perception of the competence in selecting appropriate methods were shown to be significant factors in teachers’ support for or opposition to integration.

Tapodhan\textsuperscript{62}(1991) constructed and standardized an attitude scale for secondary school teachers (ASSST) of Gujarat state and also studied the professional attitudes of teachers in relation to various variable like sex, area, caste, qualification type of school, marital status, various faculties of education, age and experiences. In the results, sex, area (urban/rural) and caste (BC/non BC) had a main effect on professional attitudes, while qualification had no effect. Area sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level. 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 attitude.

Tassew\textsuperscript{63}(1992) investigated the extent of the impact of the presage variables of intelligence, self concept and attitude towards teaching upon classroom verbal behaviour. In this study, the science teacher trainees were found to be very talkative. Most of the classroom verbal interactions were limited to the question response pattern and


silence and confusion. The feasibility in communication was observed to be higher in the classes of female teacher-trainees. The interaction between levels of intelligence and types of attitudes towards teaching was non significant. And the interaction effect of intelligence, self concept and attitude was found to be significant upon indirect teacher talk to direct teacher talk (ID), indirect teacher talk (ITT), pupil talk (PT) and silence and confusion (SC).

Thakur\textsuperscript{64}(1988) examined whether teacher's personality was the source of teaching behaviour and find out the relationship between the personality of teachers and their teaching behaviour. In the findings, the rotated and unrotated factor matrices for each group indicated that the factor structure for 'direct' and 'indirect' teachers was unique. And the study concluded that the personality of the teachers could account for the assessment of teaching behaviour.

Vasudev\textsuperscript{65}(1990) studied the effect of personality and democratic attitude and the interactive effect of the two on the following behaviour: Total Teacher Talk behaviour ratio (TTB), Indirect Teacher Talk (ITT); Direct Teacher Talk (DTT), pupils talk (PT), silence and confusion (SC). Indirect Teacher Talk to Direct Teacher Talk Ratio (DTT); Pupil Initiative Ratio (PIR), Teacher Response Ratio (TRR): steady state Ratio (SSR), sustain Acceptance, Question, Restrictiveness setback, Negative, Authority and praise. In the study, indirect teacher talk, pupil talk ratio, Indirect/Direct Teacher Talk Ratio and Instantaneous Teacher Question


Ratio, the high group on democratic attitude was higher than the low group on democratic attitude. With respect to the remaining behavioural ratios, there was no significant difference between the high and the low groups. In direct Teacher talk, the low democratic attitude group was higher than the high democratic.