Chapter 2
Review of the Literature
REVIEW OF THE LITERATURE

2.1 Significance of Related Literature

One of the early activities in the research process is the review of the research literature. After the problem has been identified, information is needed about the problem so that it can be put in the proper context and the research can proceed effectively. In the review of the literature, the researcher attempts to determine what others have learned about similar research problems and to gather information relevant to research problem at hand. Besides providing the context for the research study, the review of the literature may be useful for following purposes.

1. More specifically limiting and identifying the research problem and possible hypotheses.
2. Informing the researcher of what has already been done in the area.
3. Providing possible research design and methodological procedures that may be used in the research study.
4. Providing suggestions for possible modifications in the research to avoid unanticipated difficulties.
5. Identifying possible gaps in the research.
6. Providing a backdrop for interpreting the results of the research study.

As already mentioned in the first chapter the present study aimed at identifying the level of Teaching Aptitude, Need Achievement and Adjustment of Prospective Teachers in Relation to their Academic Background. A brief discussion on the work done so far may be quite interesting in understanding
the present problem. Therefore, the findings of the some previous researches related to present problem are being presented.

2.2 Studies on the Variables under Study

Agrawal, M.S. (1969) conducted a study on the measurement and competence of teachers of primary school. Major objectives of the study were to measure intelligence, teaching abilities and subject knowledge of the primary school teachers. The sample consisted of 770 primary school teachers of M.P. To measure teaching competence, a Teaching Competence Scale was developed on competencies related to classroom teaching. The study revealed that more than 53 percent teachers were not intelligent enough to be teachers. Intelligence was significantly and positively related to subject knowledge. Of the primary teachers 52.6% did not like teaching profession and their attitude was significantly related to the competencies of classroom teaching and of conducting extra classroom activities. About 70% teachers passed in the third division and about 50% did not possess adequate knowledge of the subject to be able to teach competently.

Gupta, B.S. & Singal, W.R. (1971) investigated the personality adjustment pattern of male and female pupil teachers. A group of 123 male and 121 female pupil teachers served as subjects. Saxena’s Personality Adjustment Inventory was used to find out adjustment scores. The study supports the following conclusions. The male and female pupil teachers do not differ in their mean adjustment scores. Both male and female pupil teachers are poorly
adjusted. All the five adjustment fields are interrelated and form a homogeneous group.

Bhatt, K.K. (1971) tried to find out the adjustment problems of over-achievers and under-achievers university school of psychology, education, and philosophy. The sample consisted of 100 over-achievers and 106 under-achievers of both sexes. Revised Desai-Bhatt Group Intelligence Test was used to separate the over-achievers and under-achievers, and then the Gujrati adaptation of 15B was administered. The 't' test was applied to study the differences in the mean 15 B scores of over-achievers and under-achievers. Findings revealed that on the 15 B, the under-achievers showed a relatively better level of adjustment than the over-achievers. This was true for the total sample as well as for the boys and girls.

Verma, M.R. (1972) investigated the job adjustment and its relationship with teacher efficiency. The main objective of the study was to investigate the relationship between the adjustment scores and efficiency scores of the teachers from higher secondary schools. The sample consisted of 205 teachers of ix & xi and included 70 women teachers. Major findings were: (1) there is a close relationship between adjustment of teachers and their efficiency. (2) About one third of the teachers expressed dissatisfaction with their job. (3) Dissatisfaction with individual factor ranged from 0% to 50 %. (4) The factor which were ranked relatively higher but on which relatively less number of teachers
expressed satisfaction include social recognition, salary, opportunity to increase qualification, nearness of house and load of work.

**Pandey, G.S. (1973)** carried out a study on teacher’s adjustment in relation to professional efficiency. The objectives of the study were to construct and standardize an adjustment inventory for secondary school teachers and to find out the underlying factors responsible for the adjustment of male and female teachers in different areas of the adjustment. The sample comprised of teachers drawn from thirty-three higher secondary schools located in eastern districts of U.P. An Adjustment Inventory measuring adjustment in five areas, viz health, home, social, economic, institutional and ethical was constructed. To measure professional efficiency, A Five Point Rating Scale was constructed to rate knowledge of the subject, understanding of pupils, knowledge of the methodology, expression, and class management, use of teaching devices and organization of co-curricular activities. Findings revealed that the correlation studies of male and female teachers indicated positive relationship between all the five elements of adjustment. The strength of the relationship showed that each element contributed something towards others in the process of adjustment.

**Dutta, N.K. & Sabhrawal, V.K. (1973)** conducted a study on achievement motivation in relation to some selected variables. The main purposes of the study were to make a survey of the level of achievement motivation, and to find out relationship between achievement motivation and
school performance. The sample consisted of 480 subjects. The major findings were: the magnitude of correlation between academic achievement and n-achievement is significantly positive. The male subjects do not significantly differ from the female subjects in terms of mean n-achievement scores. In terms of n-achievement and father's educational level, the subjects with fathers having post graduate or professional degree do not significantly differ from those fathers having little lower educational qualifications.

Nair, R.S. (1974) tried to find out the impact of certain sociological factors like family background, caste, religion and sex on the teaching ability of teachers. The sample consisted of 200 secondary school teachers. Particulars regarding their individual socio economic status, age, sex, parental socio-economic status were collected in person. Their headmasters and pupils using an evaluation sheet and a pupil rating scale respectively evaluated the teaching ability of these teachers. The data were analyzed using critical ratio and correlation. The findings revealed that teacher's parental SES had a negative influence on teaching ability. The private school teachers were found to have better teaching ability. A positive relationship existed between age and teaching ability.

Chhaya (1974) investigated into certain psychological characteristics of effective school teachers. The purpose of the study was to investigate certain psychological characteristics of an effective teacher and to compare them with those of ineffective teachers. The
investigator studied the six characteristics: personality adjustment, attitude towards teaching, interest in teaching, emotional stability, extroversion introversion and authoritarianism. Twenty schools of Kanpur selected randomly for data collection. The teachers were categorized as effective and ineffective based on high school U.P. Board examination results for three years (1968, 1969, 1970), principals’ ratings and students’ ratings. The Saxena Personality Adjustment Inventory, a Thurston type scale constructed by the investigator to measure attitude towards teaching, the sub-test III of the test developed by Shah to measure interest in teaching etc tools were used for the purpose of data collection. Major findings were: effective teachers had significantly better personality adjustment and more favourable attitude towards teaching than ineffective teachers. Effective teachers were significantly more emotionally stable than ineffective teachers.

Saran, S.A. (1975) studied the teacher’s attitude towards teaching profession in relation to literary matters, level of adjustment, need achievement and level of education. The sample consisted of 1000 teachers from four western districts of U.P. The Chatterji’s Non-Language Preference Record, Vyaktitva Parakh Prashnavali and Edward Personal Preference Schedule were used for data collection. The data was analyzed with the help of correlation. Major findings were: attitude of teachers towards teaching profession was positive. Adjustment and attitude were not directly related to each other. The need achievement had hardly any influence in the formation of attitude towards
teaching profession. Level of education was positively related to degree of attitude towards teaching profession.

Rao, K.S. (1976) made an attempt to study self-perception, achievement motivation and academic performance of the prospective secondary school teachers. The aims of the study were to measure n-achievement and self-perception of student teachers and to examine their relationship with sex, residence and socio economic status. The sample consisted of 139 male and 271 female B.Ed. students of the academic year 1972-73 from the colleges of education affiliated to University of Madras. McClelland and Friedman’s TAT pictures, the Wylie’s Self Report Inventory, Madhukar Patel’s Intelligence Test and the personal data sheet were adopted for the purpose of data collection. Major findings were: there was a significant difference between the n-achievement scores of rural and urban students. No significant relationship was found between the perception of self and n-achievement. A significant relationship was found between the perception of others and n-achievement.

Patel, A.D. (1977) conducted a study on achievement motive, anxiety, performance at the university examination and socio-economic status of student teachers in the colleges of education in the State of Gujarat. The sample consisted of 876 student teachers. The Thematic Apperception Test (TAT), the SES Scale for rural and urban settings and Anxiety Scale were used as tools in the study. The marks of practice teaching examinations also formed part of the data. Analysis of variance and regression equation were used for the analysis of
The findings were: there was a significant positive relationship between n-achievement and performance, n-achievement and SES, and SES and performance. The mean performance of high and low anxiety group was 47.6 percent and 50.2 percent respectively. The relationship between anxiety and n-achievement was negative but not significant. There was not any effect of interaction of the variables under study on the performance of the student teachers.

**Lakshmi, S. (1977)** conducted a study on the achievement motivation of teacher trainees and its effects on their performance. Sample consisted of 100 teacher trainees of Sri Sarada Training College for Women. The tools used in the study were the Raven's Standard Progressive Matrices, performance tests for theory paper, performance test in teaching practice, the TAT of Murray modified by Mehta etc. Major findings were: the input programme specially designed for the purpose developed achievement motivation. Students with high anxiety had gained more in achievement motivation than those with low anxiety. Self-concept was meaningfully related to n-achievement. Students with high and low self-concept revealed significant gains in n-achievement.

**Gupta, V.P. (1977)** tried to find out the personality characteristics, adjustment level, academic achievement and professional attitude of successful teachers. Sample consisted of 400 teachers working in higher secondary schools. The Sixteen Personality Factor Inventory, the Bell's Adjustment Inventory and the Minnesota Teaching Attitude Scale were used. Percentage of
marks obtained by the subjects in the first-degree examination provided the academic achievement scores. It was found that success in teaching was significantly related to personality factor A B C F G H I L N O Q3 and Q4, adjustment in various fields of life like home, health, social, emotional and total adjustment and professional attitude but it had no significant relationship with academic achievement.

Jain, R. (1977) conducted a study on proficiency in teaching as a function of creativity, intelligence and interest. The objectives of the investigation were to explore the area of proficiency in teaching as it specially related to personality make-up of the teacher and to assist on the basis of findings in the programme of selection of teachers as well as to provide relevant items of information for the activity programmes in teacher’s guidance. The sample consisted of 160 subjects. The Creativity Test developed by N.S. Chauhan and G.P. Tiwari, General Mental Ability Test developed by M.C. Joshi, Chattergi’s Non-language Preference Record were used for the purpose of data collection. The Teacher Efficiency Scale developed by N.S. Chauhan and Rashmi Jain was used to measure teacher efficiency. Data were analyzed with the help of factorial design, analysis of variance of equal cell size. The findings were: intelligence promoted proficiency in teaching. Creativity components were positive effective correlates of proficiency in teaching. Intelligence, creativity and interest were characteristically interrelated in promotion of proficiency in teaching.
G.C.P.I (1977) compared the effects of micro-teaching under simulated condition and real condition upon general teaching competence and attitude towards teaching. Out of ninety-two student teachers of GCPI, Allahabad, twenty postgraduate teachers were selected. The sample was matched with respect to intelligence, attitude towards teaching and age. The tools used for the purpose of data collection were Teacher Attitude Inventory, Culture Faire Intelligence Test and the Baroda General Teaching Competence Scale (BGTC) and Evaluation Profarmas. The findings of the study were: there was no significant difference between the mean score of SMT (micro teaching under simulated condition) and MMT (Micro teaching under real condition) group upon GTC. There was no significant difference in the relation of GTC by the two groups and the attitude of the two groups did not differ significantly from each other.

Gupta, B.P. (1978) studied the personality adjustment in relation to intelligence, sex, socio-economic background and personality dimension of extroversion and neuroticism. The main purpose of the study was to explore if the personality and environmental variables had any association with the way a person copes with the demands and pressures of day to day living while satisfying his needs and a harmony with himself and with his environment. The sample consisted of 400 undergraduate students from eight colleges of Orrisa. The tools used in the study were Personality Adjustment Inventory, the Cattle’s Culture Fair Intelligence Test. Correlation analysis of variance, percentiles and other statistics were used in the analysis of data. Main findings were: there was
no significant sex difference in regard to personality adjustment among college students. There was no significant relationship between intelligence and adjustment of college students. There was no significant relationship between personality adjustment and parental education, father’s occupation and number of siblings etc.

Sharma, G.R. (1978) analyzed the factors underlying the adjustment problems of professional and non-professional college students. The scope of the study was limited to five-adjustment areas namely home, health, social, emotional and educational. The sample consisted of 520 students of professional and 510 students from non-professional groups. The statistical differences in terms of their academic performance, interest, SES, self-respect and values were studied. Sinha and Singh Adjustment Inventory for College Students, the Singh Interest Record, the Kulshrestha and Day’s Socio Economic Status Scale were used as tools of data collection. The major findings were: the non-professional college students had more problems than the professional college students in the area of home adjustment. The arts students had greater problems in home and health areas than the engineering students. The aesthetic and social interest and SES contributed significantly towards the well adjustment of professional college students.

Mangal, S.K. (1979) analyzed the common factors in teacher adjustment. The objective of the study was to identify the fundamental dimension of teacher adjustment and devise a teacher adjustment inventory
based on the fundamental dimension. Sample consisted of 1217 teachers of high schools in Haryana. It was revealed that teacher's adjustment consisted of five factors: adjustment with academic and general environment of the institution, socio-psycho and physical adjustment, professional relationship adjustment, personal life adjustment and financial adjustment and job satisfaction.

Ramakrishna, D. (1980) inquired into the job satisfaction, attitude towards teaching and job involvement of college teachers. The sample consisted of 400 teachers equally distributed between governments and private, two sexes (male and female) and two levels (seniors and juniors). The sample was selected from college teachers working in S.V. University area. The tools used were Job Satisfaction Inventory, an Inventory to measure Attitude towards Teaching, Job Involvement Inventory etc. Major findings were: college teachers in general were satisfied with their jobs. Female teachers were found to be more satisfied than the male teachers. There was no significant difference between the level of job satisfaction of junior college teachers and of degree college teachers. Teachers who had a low attitude towards teaching exhibited the least satisfaction with their job.

Sharma, M.C. (1981) analyzed the differences with regard to self-concepts, personality adjustment and values of college, secondary school and primary school teachers, urban and rural teachers and male and female teachers. To measure the variables involved Bhatnagar's Self-concept
Inventory, Bhatnagar's Allport-Vernon Value Scale and a self-constructed Adjustment Inventory were used. The study was conducted on a sample of 702 teachers of various categories drawn from the total population of teachers of Agra district. The major findings of the study were: the primary school teachers perceived themselves to be better achievers than the college teachers, while the differences between primary and secondary teachers were not significant. Differences on occupational, health, home, emotional and social adjustment were also significant among these groups of teachers. Differences on self-concept about achievement of rural and urban teachers were not significant.

Passi, B.K. & Sharma, S.K. (1982) investigated the relationship between teaching competency of secondary school teachers and product variables in terms of academic achievement and pupils liking of teaching behaviour of their teachers. Twenty-eight student teachers who had offered Hindi as a teaching subject were selected as sample. The various tools used were the Teacher Attitude Scale, the Interest Inventory for Teachers, Standard Progressive Matrices, Teachers Self Rating Scale, the Classroom Observation Schedule and Achievement Test in Hindi. The data were analyzed by employing principal comment analysis, the 't' test, correlation and analysis of co-variance. Major finding were: the male and female language teachers did not differ in their competency. There was no significant relationship of attitude of the language teachers teaching Hindi/English at the secondary level towards teaching, interest and intelligence with teaching competency respectively. The training of the student teachers through instructional materials in micro
teaching setting improved the cognitive competency, emotional competency and behavioural competency of loud reading and competency of loud reading as a whole among student teachers.

**Vyas, R.P. (1982)** examined the relationship of academic achievement, personality adjustment, attitude towards teaching and teaching aptitude of the prospective teachers with their teaching success criterion such as university theory marks and university total marks. The sample consisted of 300 prospective teachers. The data were collected with the help of the Ahluwalia’s Teacher Attitude Inventory, the Jai Prakash and Srivastava Teaching Aptitude Test, the Kulshrestha Socio Economic Status Scale, university records for university practical and theory marks. The findings of the study were: personality adjustment was significantly related with university practical marks and total practical assessment in the case of total and female sample. Teaching aptitude had a significant relationship with self-rating and university total marks in the case of female sample only. It had significant relationship with university theory marks in the case of total and female samples, teaching aptitude made a significant contribution in predicting supervisor’s ratings in the case of female samples. Attitude towards teaching contributed to self rating in the case of male samples while academic achievement, attitude towards teaching and SES contributed to the criteria of self-rating in the case of female teachers.
Nayak (1982) investigated into the adjustment and job satisfaction of married and unmarried lady teachers. The sample comprised of 735 female teachers from different higher secondary schools of Jabalpur district. Of these 375 teachers were married and 410 were unmarried. Tools employed were Teacher’s Job Satisfaction Questionnaire, Adjustment Inventory for College Students and Teaching Aptitude Test. The statistical techniques used for data analysis were frequency distribution, ‘t’ test and coefficient of correlation. The findings of the research were: (1) No significant difference in the job satisfaction of married and unmarried female teachers working in rural and urban areas was found. (2) Teaching aptitude was found to have a significantly positive relationship with job satisfaction of female teachers.

Pachauri, G.K. (1983) investigated the proficiency in teaching as a function of personality factors, frustration and sex. The main objectives of the investigation were to study the individual as well as the collective impact of personality factors and sex and two modes of frustration on proficiency in teaching and to study the interaction among personality factors, modes of frustration, and sex in influencing proficiency in teaching. The sample consisted of 160 teachers teaching in different intermediate colleges of Agra city. The Frustration Scale, the 16 P.F Questionnaire and the Teacher Efficiency Scale were used as tools for data collection. Data were analyzed with the help of factorial designs, analysis of variance followed by ‘t’ test. The major findings were; female teachers were more proficient in teaching than male teachers. Reserved, relaxed, adjusted and controlled teachers were more
proficient in teaching than those who were outgoing, tense, relaxed and who possess more anxiety. Less intelligent, imaginative trusted teachers with high aggression were better in teaching.

**Rai, G. (1983)** studied the self-concept of the prospective teachers. The aim of the study was to determine the relationship of self-concept with their intelligence and adjustment and to predict self-concept on the basis of intelligence and adjustment scores. The sample comprised of 603 prospective teachers. The data were collected with the help of Saxena’s Adjustment Inventory and a Teacher Self-concept Scale constructed and standardized by the investigator. Mean, SD, ‘t’ test, analysis of variance, coefficient of correlation and multiple regression statistical techniques were used for analyzing the data. Major findings were; relationship between self-concept, adjustment and intelligence were positive and significant and self-concept could be very well predicted from an individual’s intelligence and adjustment scores.

**Dutt, R. (1983)** conducted a study on social cohesion in the elementary teacher training institution and its relationship with attitude and adjustment of student teachers. The purposes of the investigation were to study the relationship of summated social cohesion and its components with the student teachers adjustment to teaching, peers, teachers, institution and summated adjustment and to study the student teacher attitude towards teaching profession, classroom teaching, and child centered practices. Out of 185
elementary teachers training institutions 45 institutions were selected as the sample of the study. The tools used in the study were Student Teacher Adjustment Inventory and Attitude of Student Teacher Towards Institution both developed by the investigator. The 't' test was employed to test the significance of difference between the means of two extreme groups of institutions. Findings revealed that the social cohesion scores on inter-personal attraction, closeness with the group and perception of leadership and decision making process and the student teachers attitude score on the teaching profession had negative correlation. Correlation between adjustment components and attitude components were significant.

Som, P. (1984) inquired about the teacher’s personality patterns and their attitude towards teaching and related areas. The objectives of the study were to find out structure pattern which is likely to suggest better attitudes towards teaching and related areas, to find out descriptive attitude pattern of teachers with reference to teaching profession and pupils and to observe the relative importance of extraversion variables in the determination of teacher’s attitude towards teaching. The sample consisted of 250 prospective teachers. The tools used were a modified version of Eysenck’s and Wilson’s Personality Inventory. The statistical techniques used were correlation, factor analysis and multivariate regression analysis. Major findings were; female teachers tended to be higher than males in their attitude towards teaching. Teaching attitude as well as attitude towards profession correlated significantly with patience, initiative, carefulness, stoicism, retrospection and responsibility. Extraversion
had no significant association with the attitude but it was moderately negatively correlated with the teacher attitude other than that towards classroom teaching. Introverts tended to have favourable attitude towards pupils.

**Singh, S.N. (1984)** tried to investigate the effects of training in teaching skills using micro-class peers and real pupils on the general teaching competence of student teachers at elementary level. The tools used were the General Teaching Competency Rating Scale, Evaluation Proforma for rating teaching skills, Reaction Towards Micro-teaching Rating Scale developed by NCERT. Major findings were; student teachers trained using micro-teaching under the simulated condition acquired better teaching competency than those trained under the traditional training method. The student teachers trained using micro teaching under real class-room condition acquired better teaching competency than those trained under the traditional training method and the micro teaching training technique made a significant impact in developing a positive attitude in the student teachers towards micro teaching.

**Radha, K.V. (1984)** compared the personality characteristics of high and low success science teachers in teacher training. The sample consisted of 537 student teachers. The tools used were the Kerala Socio-Personal Adjustment Scale, the Kerala Introversion Extroversion Scale, and the Kerala Manifest Anxiety Scale etc. The statistical procedure adopted were the product moment coefficient of correlation, multiple and partial correlations, multiple regression equation and factor analysis. The main conclusions were; scientific
attitude and personal adjustment differentiated significantly between the unselected contrasted teaching success group. Three variables introversion, extroversion, scientific attitude and personal adjustment differentiated significantly between the contrasted teaching success group when equated for personal adjustment and attitude towards academic work.

Zubery, I.A. (1984) analyzed the relationship between personal values, needs, job adjustment, temperament, and academic careers of secondary school teachers with their teaching behaviours. Sample consisted of 200 male teachers. Tools used were a modified version of Flander’s Interaction Analysis Category System, Occupational Adjustment Inventory developed by investigator; the Thurston Temperament Schedule and academic achievement were obtained from a sample of 104 teachers chosen randomly. The data were analyzed with the help of product moment coefficient of correlation and ‘t’ test for the significance of difference between means. Major findings of the study were; the teachers high on need achievement talked less and encouraged pupils talk. Those high on need exhibition were more responsive, praised their pupils. Well-adjusted teachers exhibited characteristics of indirect teachers on almost all the dimensions of teacher behaviour. Academic career was not found to affect the teacher behaviour.

Wangoo, M.L. (1984) conducted a study on teacher personality correlates and scholastic competence as related to teacher effectiveness. The sample consisted of 500 teachers drawn from higher secondary school of Sri
Nagar district. The tools used were 16 P.F. Questionnaire, Raven’s Advanced Progressive Matrices, Principal Comments Checklist by the investigator. The major findings were; personality adjustment, democratic leadership, a high degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness.

Sharma, R.C. (1984) examined the teaching aptitude, intelligence and morality of prospective teachers. The objectives of the study were to find out aptitude, intellectual level and morality of prospective teachers, to compare these factors between male and female teachers and to compare teachers of different disciplines in relation to these factors. The sample of the study consisted of 412 student teachers from universities of Rajasthan. The Teaching Aptitude Test, Group Mental Ability Test and self made Teacher’s Morality Test were used for data collection. Major findings were; about 75 percent of student teachers were below average in aptitude and intelligent ability. An insignificant difference was found in teaching aptitude ability in sex-wise and discipline-wise comparison and a positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers.

Upadhyay, B. (1984) compared the attitude, value and motivation of the pupil teachers of Sampuranand Sanskrit Vishawavidyalay and other universities of U.P. The sample consisted of 200 teacher trainees. The data were collected with the help of Ahluwalia’s Teacher Attitude Inventory and Tripathi’s Personality Test. Mean, SD and t-test were used for drawing
conclusions. The findings were; the teacher trainees of Sanskrit University had a significantly higher positive attitude towards teaching profession than the teacher trainees of other universities. The teacher trainees of Sanskrit University were significantly lower on the motivational dimension of brotherhood, insight and aggression. Teacher trainees of Sanskrit University did not differ significantly from teacher trainees of other universities in value.

Khanna, p. (1985) attempted to study the personality patterns of successful high school teachers of Aligarh district. The main objectives of the study were to identify the successful teachers and to find out personality patterns of successful teachers. A sample of 500 teachers was taken for study. The tools used were the Teachers Rating Scale, the Student Perception of their Teachers Scale and Sixteen P.F. Scale. The ‘t’ test, critical ratio and coefficient of contingency were calculated to determine the consistency between the teachers’ level of success and level of performance of their students. Major findings were; the successful teachers had traits, which were positively helpful, and valuable for the mental health of the individual whereas, unsuccessful teachers had traits, which tended to lead the person to a kind of maladjustment. There was a close relationship between the level of effectiveness of teachers and the level of achievement of their students. Successful teachers were very helpful in raising the level of achievement of their students and also their overall educational standard.
Prasad, P. (1985) conducted a study on aspirations, adjustment and role conflict in primary and secondary school teachers. The purpose of the research was to study the aspiration, adjustment and role conflict of school teachers and also to analyze the effects of gender differences and level of schools on these dimensions. Four hundred school teachers working in different schools of Bhagalpur town were selected. Three scales measuring the educational, vocational and financial aspiration and role conflict inventories were developed, Saxena’s Adjustment Inventory was used. Major conclusions were; mean educational aspiration levels of the four groups of teachers were quite high. Adjustment of teachers was related to their sex and not with the levels of their schools. Males adjusted better than females.

Mistry, T.C. (1985) conducted a study on need achievement, job satisfaction, job involvement as a function of role stress, locus of control and participation in academic climate. In the study six different research tools were employed to collect the data. Multiple regression analysis was carried out to estimate the contribution of various independent variables to three dependent variables- job-satisfaction, job-involvement and n-achievement. Findings were: the climate of academic motivation was found to be significantly associated with such dimension as job-satisfaction involvement as well as over-all satisfaction. Female’s primary and secondary teachers were almost similar in their total adjustment. Mean adjustment of four groups was quite high.
Singh, N. (1985) compared the teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance. The sample consisted of 120 teachers trained in regular colleges of education at Bhopal and Ajmer and serving in schools in different places. Ahluwalia’s Teacher Attitude Scale and Passi and Lalita’s General Teaching Competency Scale were used for data collection. Major findings of the study were: (1) there was no difference in the attitude of the group under the two modes. (2) There were differences in teaching competence and role performance, the integrated group scoring higher than the traditional group. (3) In teaching competence, those with low experience from urban areas trained in integrated mode had higher teaching competency.

Padmanabhaiah, S. (1986) investigated into the job satisfaction and teaching effectiveness of secondary school teachers. The sample consisted of 960 secondary school teachers. The tools used included Job Satisfaction Scale, Job Discrimination Index, Family and Life Satisfaction Scale and a Rating Scale to measure teaching effectiveness. The data were analyzed with the help of chi-square, critical ratio and ‘t’ ratio and multiple R. The major findings were; the teachers in general were dissatisfied with their job. The teachers in general were satisfied with the factors of job dissatisfaction. Male and female teachers were not significantly different in the level of their overall job satisfaction. There was significant difference between the teachers working in rural and urban areas in their level of satisfaction/dissatisfaction. Married and
unmarried teachers were significantly different in their level of satisfaction with only three job factors—policy matters, suitability, and students.

Rao, R.B. (1986) studied the inter-relationship of values, adjustment, and teaching attitude of pupil teachers at various levels of socio-economic status. The sample consisted of 500 pupil teachers of the B.Ed. classes of Avadh University. The tools of the study were Adjustment Inventory for College Students by Sinha and Singh, The Teacher Attitude Inventory by Ahluwalia etc. The major findings of the study were: adequate adjustment in home, health, social, emotional and educational areas, adequate knowledge value along with a positive attitude towards teaching profession and the educational process played the key role in promoting amicable attitude towards child centered practices. In home adjustment, the female personality traits of the total SES group were significantly better than male personality traits.

Singh, V.P. (1987) tried to find out professional adjustment of secondary school teachers and the relationship between frustration and adjustment. The sample consisted of 600 teachers randomly selected from four tehsils of Ghazipur district of U.P. The tools used were Frustration Study Tool, an Adjustment Inventory and a Personal Information Blank. Statistical techniques used were ‘t’ test, chi-square test, point biserial correlation and coefficient of correlation. Major findings of the study were: the occurrence of frustration in the sample was normal while that of adjustment was not normal. Male teachers were more aggressive than female teachers.
experiences also contributed towards aggressiveness of the teachers but its effect was not significant. No significant effect was found on the aggressive pattern due to age, status, and location of residence.

Singh, R.S. (1987) conducted an investigation into the teacher’s effectiveness and its correlates at higher secondary stage in Eastern U.P. The objectives of the study were to compare teacher effectiveness of male and female teachers of urban and rural areas and to compare their intelligence, socio economic status, attitude towards teaching and adjustment. The sample consisted of 330 teachers of urban and rural areas. The tools used were Teacher’s Attitude Inventory, Teacher’s Adjustment Inventory and Teacher Effectiveness Rating Scale etc. Major findings were; no significant difference was found in the mean scores of male and female teachers in their effectiveness. There was no significant difference in the mean scores of the adjustment of male and female teachers. The teacher effectiveness score of rural male and female teachers appeared to be significantly related with intelligence, SES and adjustment. Intelligence showed a moderate and significant relationship with SES and adjustment of the urban teachers irrespective of sex.

Mahapatra, P.L. (1987) tried to examine the comparative role of intelligence, attitude and vocational interest towards success in teaching. The sample of the study comprised of 420 B.Ed. students. The tools used were Patel’s Teacher Efficiency Inventory, Teaching Success Scale developed by the
investigator, Ahluwalia’s Teacher Attitude Inventory and Samal’s Social Service Scale of the Vocational Interest Inventory. The critical ratio and multiple coefficients of correlation were applied for statistical analysis. The major findings of the study were; regional background did not have a significant effect on all the four variables studied. Sex had a significant effect on these variables, namely teaching success, intelligence, attitude towards teaching and vocational interest. The coefficients of correlation between teaching success and intelligence, attitude, interest were 0.38, 0.27 and 0.25 respectively and were significant at 0.01 level of significance. Among all the three predictors, the contribution of intelligence was 13 per cent, intelligence was considered to be the most influential predictor.

Raja M.P.K. (1988) tried to find out the factors affecting teaching competency of B.Ed. trainees in teaching physical science. The sample consisted of 610 students of colleges of education in Tamil Nadu. The data were obtained with the help of Questionnaire, Self-Evaluation Scale and Pupil’s Evaluation Scale for measuring teaching competence of B.Ed. students. The data were analyzed with the help of mean, SD, t-test- and correlation. Major findings were; training in the skills of demonstration and micro-teaching significantly increased the teaching competence. Female teacher trainees who taught in girls’ school, teacher trainees who got first class in degree examination and teacher trainees with higher socio economic background scored significantly higher in teaching competency than others.
More, R.T. (1988) examined the relationship between personality, aptitude for teaching and effectiveness of secondary teachers. The objectives of the study were to find out the standard of in-service teachers by evaluating the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers and to find out the reliability of the statement that there is a dearth of qualified teachers. The sample consisted of 500 male and female teachers taken through purposive sampling. Tools used were Cattle’s 16 P.F. (Hindi Version of S.D. Kapoor), the Teaching Aptitude Test of Jai Parkash and Srivastva and the Teacher Effectiveness Scale of Pramod Kumar and Mutha. Major findings were; out of 16 P.F. only six factors were found to be positively correlated with teaching effectiveness of which intelligence was the most important. The total personality of a teacher was found to be affecting his teaching.

Bhatnagar, T.N.S. (1988) examined cognitive and motivational factors of the student teachers, medical students and engineering students in a comparative manner. The sample comprised of 281 professional students, of which 68 were final year B.Tech. students from the Indian Institute of Technology, New Delhi, 167 B.Ed students of Delhi University, and 46 final year MBBS students from the All India Institute of Medical Science, New Delhi. The tools used were Abstract Reasoning Ability Test, General Intelligence Test and Motivational Analysis Test. The data were treated with correlation and multiple regressions. Engineering group was found to be superior to all groups except in abstract reasoning. On the cognitive and
motivational factors, similarities and differences were found among the medical students, student teachers and engineering students. It was found that abstract reasoning ability turned out to be best predictor of achievement in the case of student teachers and medical students.

Chanchal, B. (1988) tried to investigate the teaching aptitude and its relationship with teaching effectiveness of higher secondary school teachers. Sample consisted of 300 male and 300 female teachers drawn from government and non-government schools of urban and rural areas. They were administered the Teaching Aptitude Test of Prakash and Srivastva and the Teachers Effectiveness Scale of Kumar and Mutha. It was found that teaching aptitude had a significant positive correlation with teaching effectiveness. A significant difference was found between science and human science teachers in relation to teaching aptitude. No significant difference was found between rural and urban, government and non-government, and male and female teachers with regard to their aptitude and effectiveness.

Agrawal, S. (1988) studied the adjustment problems and their related factors of more effective and less effective teachers with reference to primary level female teachers. Sample consisted of 400 female teachers from 44 schools of Bareilly city. Teacher Attitude Inventory by Singh, Adjustment Inventory by Sinha and Singh, Educational Achievement Scores of teachers and a Rating Scale for measuring teacher effectiveness were used for the purpose of data collection. Findings revealed that; there was a significant difference between
the adjustment problems of more effective and less effective female teachers at primary level. The more effective teachers were better adjusted than their less effective counterparts. Social factors were found more prominent in the adjustment problems of more effective teachers, while in the case of less effective female teachers, the emotional factors were found more influential.

**Meera, S. (1988)** studied the relationship between teacher behaviour and teaching aptitude of teacher trainees. Sample consisted of 60 student teachers undergoing the B.Ed. course at the Avinashilingam Institute for Home Science and Higher Education, Coimbatore. Tools used were Falnder's Ten Category System of Interaction Analysis and the Teaching Aptitude Test of Thilagam. Major findings were; there was a significant correlation between teaching aptitude score and content cross ratio. Two of the teaching aptitude factors namely mental ability and general information were significantly correlated with content cross ratio. The high aptitude group and low aptitude group differed significantly in four behaviour components.

**Shashi, K. (1989)** compared the personality, intelligence, adjustment, creativity and values with the attitude towards teaching of model and traditional school teachers. Sample consisted of 75 model and 85 traditional school teachers. The tools used were Bell's Adjustment Inventory, Teacher Attitude towards Teaching Scale by the investigator, Group Test of General Mental Ability etc. Coefficients of correlation, factor analysis, and multiple regression equation were worked out while treating the data. Findings revealed
that intelligence and values did not correlate significantly with attitude towards teaching in the case of model and traditional school teachers. Adjustment did not correlate significantly with attitude towards teaching in the case of traditional school teachers, whereas, model school teachers with high scores on teacher attitude towards teaching had good health adjustment and emotional and occupational adjustment.

Atreya, J.S. (1989) studied the teachers’ values and job satisfaction in relation to their teaching effectiveness at degree college level. Sample consisted of 600 teachers from 11 colleges of Meerut University. Tools used were a new Test for Study of Values by Gilani, the Teacher’s Job Satisfaction Questionnaire of Kumar and the Teacher’s Effectiveness Scale by Kumar and Mutha. It was found that at degree level teaching effectiveness was significantly related to values and job satisfaction. The effective teachers markedly differed from ineffective teachers on job satisfaction scale and they were endowed with a value pattern, which accounted for their effective teaching.

Kahton, S.P. and Saini, S.K (1989) tried to investigate the impact of teacher education on teaching aptitude of Punjab Agricultural University education graduates and find out the relationship between academic achievement and teaching aptitude. All the 20 students of the B.Ed. class from the Punjab Agricultural University were the respondents. The Srivastva and Parkash Teaching Aptitude Test was applied at the start and at the end of the
academic session. Pearson's product moment correlation and the 't' test were applied for the analysis of the data. Teaching of education courses affected the development of teaching aptitude. Academic achievement was significantly related to teaching aptitude.

Sexena, N. (1990) tried to determine the relationship between attitude and job satisfaction of persons serving in teaching profession, and analyzed that to what extent aptitude for teaching profession yields job satisfaction. Sample consisted of 600 teachers from different levels. The tools used were the Job Satisfaction Test of Kumar and Mutha, the TATB of R.P. Singh and S.N. Sharma, and the Teacher's Attitude Inventory of S.P. Ahluwalia. Positive correlates were found between aptitude and job satisfaction. Positive but not significant correlation was found between attitude and job satisfaction.

Maurya, H.C. (1990) designed a study to know attitude, teaching efficiency and adjustment of university and pre-university teachers. In the descriptive survey, a sample of 100 university and 100 pre-university teachers was taken from both the sexes. The tools used for the study were the Teachers' Proficiency Test of Mithlesh Varma, The Adjustment Inventory of Asthana and the T.A.I. of Ahluwalia. The data were treated with mean, SD, 't' test and correlation. Major findings were; attitude and academic achievement was not significantly related. Sex differences existed both in teaching proficiency and adjustment.
Ramachandran, G. (1991) inquired into the attitude of student teachers towards teaching. Sample consisted of 100 teacher trainees from Lakshami College of Education Gandhigram and 100 candidates from the Institute of Correspondence Education, University of Madras at the Gandhigram Centre. A scale for ascertaining the attitude towards teaching was constructed and used. The ‘t’ test was employed for statistical analysis. Major findings were; regular college teacher trainees had a more favourable attitude towards teaching than that of correspondence teacher trainees. Female teacher trainees had a more favourable attitude towards teaching than male counterparts. The sons and daughters of teachers had a highly favourable attitude towards teaching.

Tapodhan, H.N. (1991) studied the professional attitudes of secondary school teachers of Gujrat State. Sample consisted of 1644 male teachers and 942 female teachers from all the three faculties (Arts, Commerce and Science graduate teachers). A Likert type Attitude Scale was constructed and standardized by the investigator. It was concluded that sex and area had a main effect on professional attitude, while qualification had no effect. Area, caste and sex, had significant interaction effect, while sex and qualification had interaction effect at 0.05 level

Shah, B. (1991) conducted a study on the effects of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality attitude and school climate on teaching effectiveness among the secondary level teachers. 2000 teachers were selected of the Garhwal region by multistage
random sampling technique. Tools used were Teacher Efficiency Scale of Chauhan and Jain, Teaching Aptitude Test Battery of Singh and Sharma, the Teachers Attitude Scale of Uniyal, the Job Motivation Analysis Form of Uniyal etc. Correlation and regression were computed while treating the data. The researcher reached to the conclusion that teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude and job motivation. Level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent. Positive attitude towards children and the job, adaptability, mental ability, professional information and some job motivation factors were assessed as the paramount determinants of teacher effectiveness.

Budhisagar, D.N. Meena and Sansanwal (1991) conducted a study on the effects of treatment, intelligence, attitude towards teaching profession and their interaction on the overall achievement of the B.Ed students. Sample consisted of 109 and 139 arts and science graduates admitted in B.Ed College. The tools used included Raven’s Advanced Progressive Matrices and the Attitude Scale of Katti and Bannar. The data were analysed using ANOVA of unequal cell size. Intelligence was found to affect significantly the overall achievement of the students whereas the attitude towards teaching profession did not.

Reddy, N.B. (1991) examined the teaching aptitude and attitude of secondary school teachers in Andhra Pradesh. The objective of the study was to
test whether sex, age, faculty and category of teachers have any influence on their teaching aptitude and attitude. Sample comprised of 332 student teachers in the colleges of education affiliated to Kakatiya University. A sub sample of 80 experienced secondary school teachers were selected from government, private and Zila Parishd secondary schools of V zone of A.P. The tools used were the Thematic Apperception Test and the Teaching Aptitude Inventory. Coefficient of correlation and chi-square test were computed to analyse the data. Major findings were; the female respondents performed relatively better in the teaching aptitude test. Experienced teachers and teacher awardees exhibited a superior performance over student teachers.

Mittal, J.P. (1991) carried out a study on factors associated with high and low work motivation of teachers in Delhi. The objectives of the study were to identify teachers possessing high and low work motivation and to compare the work motivation level of teachers with regard to their background variables such as sex, age, experience, qualifications, status and income. The sample consisted of 400 teachers (TGTs/PGTs) selected randomly from 20 senior secondary schools of the Union Territory of Delhi. The data were analyzed with the help of Pearson product moment correlation, point biserial correlation, multiple correlation and multiple regression. Findings revealed that most of the teachers possessed average and above average level of motivation to work. Teacher's age, sex, teaching experience were found to be significantly related with their motivation to work, but their status, qualifications and family income were found to be independent of their motivation to work. Most of the high
work motivated teachers were noticed to possess low anxiety (better adjustment), extroversion (uninhibited personality), tender minded emotionality and independence (daring).

Ganapaty, S. (1992) measured the self-concept of student teachers and their attitude towards teaching profession. The sample consisted of 723 student teachers from nine selected colleges of education in Tamil Nadu. The Tamil version of the Teacher Attitude Inventory by Ahluwalia and the Self-concept Scale by Mukta Ravi Rastogi were used. The statistical techniques used included ‘t’ test and the Pearson product moment correlation. Both male and female student teachers were found to have a favourable attitude towards teaching profession. Both male and female student teachers had a positive self-concept, and it was related to their attitude towards teaching profession.

Friedman & Farber (1992) conducted a study to find out the relationship of teacher burnout to the various ways that the teacher views themselves professionally and to the ways in which they sense that others within the educational system view them. A total sample of 1017 both male and female teachers from 40 Israeli elementary schools was randomly selected. Measuring tools employed were questionnaire, a modified form of the Maslach Burnout Inventory and a composite measure of professional self-concept. Data were analyzed with the help of SD, factor analysis and Cronbach’s alpha coefficient. Results revealed that the gratification which teachers receive from teaching bore the strongest negative correlation to burn out and teachers’ views
of themselves as professionally competent and professionally satisfied bore the strongest correlation to burnout.

**Pandaya, R.K. (1993)** conducted a study on teaching aptitude of secondary school teachers of Gujrat State in context to some psycho-social variables. The sample consisted of 200, 400 and 600 trainees from three teacher’s training institutions for pre-pilot, pilot and final study. The tools used were Teacher’s Aptitude Test by the investigator, Vocational Aspiration Questionnaire, Personality Inventory etc. The data were treated with the help of ‘t’ test and multiway analysis of variance. Findings revealed that the gender groups, SES, vocational aspiration groups, leadership groups, personality groups of the two extreme polarities were found to differ significantly on their teaching aptitude.

**Patel, G.G. and Deshmukh, D.V. (1993)** examined the relationship between teaching aptitude and teaching efficiency among pupil teachers. The sample consisted of 238 pupil teachers enrolled in 3 training colleges affiliated to Amravati University. The sample covered male and female, experienced and inexperienced, graduate and post graduate, and science and arts pupil teachers. Tools used were Teaching Aptitude Test of Jai Parkash and Srivastva, and scores of annual lessons as score of teaching efficiency. The data were treated using mean, SD, critical ratio, and coefficient of correlation. Findings revealed that coefficient of correlation between aptitude scores and teaching efficacy scores were positive and significant. It was found that pupil teachers of arts and

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science groups did not differ significantly in their teaching aptitude. Male and female were differed significantly in their teaching aptitude.

**Sharma, R. and Gupta, A. (1993)** studied the adjustment and burn out of teachers teaching in high and higher secondary schools of Chandigarh. Sample consisted of 292 female and 108 male teachers. Tools used were Bell’s Adjustment Inventory and Maslach Burn out Inventory. The data were analysed with the help of mean, SD and ‘t’ test. It was found that teachers who were adjusted in all its aspects – home, emotional, social, occupational and educational were likely to be less burn out than other teachers whose adjustment was poor.

**Singh, R.S. (1993)** tried to investigate the teacher’s effectiveness in relation to their sex, area and adjustment. Sample consisted of 330 teachers from 22 higher secondary schools. Teacher’s Effectiveness Rating Scale and Teacher Adjustment Inventory were used as tools for the purpose of data collection and data were analysed with the help of mean, critical ratio and correlation. Major findings were: there was significant difference between male and female teachers in their adjustment. The coefficient of correlation between teacher’s effectiveness score and adjustment of rural teachers was not significant.

**Fontana & Abouserie (1993)** conducted a study to find out the stress levels, gender and personality factors in teachers. The Professional Life Stress Scale was used to assess teachers’ stress levels and the Eysenck Personality
Questionnaire was used to define their personality dimensions. The majority was experiencing moderate level of stress, and 23.2% serious levels. Correlation analysis revealed positive correlation between stress and psychoticism. A negative correlation emerged between stress and extroversion, and a positive correlation between stress and neuroticism. Extroversion and neuroticism were the best predictors of stress.

Lalitha, Y.R. (1994) investigated the creativity in relation to teaching competence of B.Ed. teacher trainees studying in the colleges of education of Bangalore University. Sample consisted of 206 B.Ed. trainees studying in various colleges of Bangalore University. The instruments used were Baquer Mehdi’s Creatively Test, and Broda General Teaching Competency Scale. Statistical techniques used were coefficient of correlation and step-wise regression analysis. Major findings were; for the total teaching competence of B.Ed. arts trainees verbal creativity and non-verbal creativity were found to be significant predictors. As regards the total teaching competence of science B.Ed. trainees, fluency, flexibility, verbal originality and non-verbal originality were found to be significant predictors.

Gupta, A. & Kaur, S. (1994) carried out a study on job satisfaction and burn out correlates of teaching competency. The objectives of the study were to investigate the job satisfaction and burn out variables of teachers, and to find out how far the two criteria agree between themselves. The study was conducted on 440 teachers from Punjab. A Rating Scale of Teachers and pupils
ratings of teachers were used to find teaching competency. The findings were; there is no good agreement between different methods of identifying teaching competency. More competent group on the basis of TSSRST measure is less burn out and more satisfied with the job as compared to less competent group. More competent teachers and less competent teachers as rated by the pupils TTR don’t differ in burn out dimension. However, they are more satisfied with the job comparatively.

Kukreti, B.R. (1994) tried to determine a relationship between job motivation and teacher competency. Leading objectives of the investigation were to find out the motivational factors of a teaching job, which are correlates of competent teaching, and to ascertain the motivational factors, which differentiate competent and incompetent teachers. The sample comprised of 589 secondary school teachers from Bareily in U.P. Tools used were the Teacher Efficiency Scale by Chauhan and Jain and Job Motivation Analysis Form of Uniyal. The collected data were treated by applying mean SD and ‘t’ value. It was found that the competent teacher has joined the teaching profession because they regarded teaching as a prestigious job. They believed that the teaching profession provided them reasonable salary, security, opportunity for social service and to enhance their knowledge. They had chosen the teaching profession because they had interest in teaching. Incompetent teachers entered the teaching profession because they thought that through this profession they would get fame, personal freedom, influencing opportunity and enough leisure with little burden of work.
Uniyal, B.P. (1995) investigated into the relationship of intelligence and n-achievement of student activities. Sample comprised of 276 graduate and post graduates students of Hemwati Nandan Bahuguna Garhwal University. The tools used were Activism Scale of the investigator, Intelligence Test of Prayag Mehta and Achievement Scale of Bhargava. Major findings were; student activism seemed to be insignificantly related with n-achievement of students. Student activism had a nearest correlation with general mental ability of the students.

Saxena, J. (1995) attempted to study the teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession. Sample comprised of 545 teachers from 33 secondary schools covering both rural and urban areas from Garhwal region. Teacher’s Effectiveness Scale, Teacher Adjustment Inventory by Mangal and Attitude towards Teaching Profession Scale by Katti and Vanmal etc tools were used for the purpose of data collection. It was found that both effective and non-effective teachers were found to be well adjusted and had favourable attitude towards teaching profession. Postgraduate teachers were found more adjusted than graduate teachers.

Bhattacharya, G.C. (1995) analysed the teaching aptitude of science and non-science student teachers in relation to their level of anxiety. One hundred student teachers (50 from science and 50 from non science stream) were selected as sample. Tools used were Teaching Aptitude Test by Jai
Parkash and Srivastava and Sinha’s Anxiety Scale. Percentage analysis, critical ratio, product moment coefficient of correlation statistical techniques were applied for analyzing the data. It was found that, there was no significant difference between science and non-science graduate student teachers in both teaching aptitude and level of anxiety. Relationship between teaching aptitude and level of anxiety were found negative but not significant in both science and non-science graduate student teachers.

Chopra, R. (1996) explored the psychological profile of male and female elementary school teachers. The objective of the study was to compare the psychological profile with respect to attitude towards teaching profession, job satisfaction and various personality characteristics on the basis of sex, area, and educationally backward and advanced States. The study was conducted on 450 teachers selected from two educationally backward (Bihar and Madhya Pradesh) and two advanced (Haryana and Tamilnadu) States. Findings revealed that the entire male and female sample showed higher positive attitude towards teaching profession. Total sample of female teachers as well as those working in urban areas and in advanced States had higher self-confidence than the total sample of male teachers and those working in rural areas. Male teachers as well as those working in rural and urban areas had more dominating characteristics and had more desire for power prestige and material gains than their female counterparts.
Rao, S.S. & Rao, B.G. (1997) investigated the differences between professional and non professional college students with regard to their achievement motivation, and also observed the relation between achievement motivation, and academic achievement. The sample consisted of 30 engineering college students and 30 arts & science college students of S.V. University Tirupati. The data were treated with 't' test and Pearson’s product moment correlation. Findings revealed that achievement motivation was high among professional college students. There was a positive correlation between academic achievement and achievement motivation.

Vasanthi, R. and Anandhi, E. (1997) examined some factors affecting teaching effectiveness of B.Ed. students. Objective of the study was to examine the role of intelligence, anxiety, self-concept, attitude towards teaching and achievement motivation on teaching effectiveness of B.Ed. students. Sample consisted of 417 B.Ed. student teachers both male and female. The tools used were Attitude towards Teaching Scale by P. Ponnambalem and H. Visvesaran, Achievement Motivation by Shantamani and Hafeez, Standard Progressive Matrices by J.C. Raven etc. The data were treated with multiple regression analysis and F- ratio. It was found that intelligence had high positive relation with teacher effectiveness. Among the male student teachers the inter-correlation matrix showed a significant correlation between teacher effectiveness, intelligence and achievement-motivation. Teacher effectiveness is 40% attributed by intelligence while achievement motivation, self-concept, attitude towards teaching and anxiety contributed negligibly.
Bhattacharya, G.C. (1998) tried to investigate teaching competence of girls student teachers teaching science and their level of adjustment. Sample consisted of 50 girls student teachers from faculty of education, B.H.U. Data were collected through B.P. Prashnawali by Saxena and Baroda Teaching Competence Scale by Lalita. Findings revealed that there was a significant correlation between the teaching competence and level of adjustment among the girls student teachers who were teaching science subjects and non-science subjects. Girls students possessed good level of adjustment, average level of teaching competence.

Shakuntala, K.S. & Sabapathy, T. (1999) inquired into the relationship between adjustment of secondary school teachers and their interest in teaching and relationship between adjustment and attitude towards teaching. The sample consisted of 240 secondary school teachers. The tools used were Teacher Adjustment Inventory by Mangal, Interest in Teaching by Kakkar and Teacher Attitude Scale. The data were analysed using Pearson’s product moment coefficient of correlation. It was found that there was a positive and significant correlation between adjustment and their interest in teaching among secondary school teachers. Differences in interest in teaching, attitude towards teaching, sex, type of management, marital status, age and experience of secondary school teachers accounted for significant difference in their adjustment.
Sad, A. and Malik (1999) examined the job stress, social support and trait anxiety in school teachers. Public and government, primary and secondary school teachers in Haryana were administered the authors Teachers Stress Survey, Social Support Questionnaire, Social Provision Scale and the Hindi version of the State Trait Anxiety Inventory. Results show that less qualified experienced more problems with students and that unmarried experienced more problems with parents. Job related stress was not related to anxiety.

Jayne, G. Andrew, S. and Moark, C. (1999) investigated the coping strategies associated with job stress in teachers. The objectives of the study were to assess the association between teacher stress, psychological coping responses and social support taking into account the plaintive set endangered by negative affectively. 780 primary and secondary school teachers were selected for the sample. It was found that high job stress was associated with low social support at work and greater use of coping by disengagement and suppression of competing activities. In stepwise multiple regression, social support at work and the coping responses behavioural disengagement and suppression of competing activities predicted job stress independently of age, gender, class size, occupational grade and negative affectively.

Van, H. et al. (1999) conducted a study on teacher burn out and lack of reciprocity. Results are presented of a study on burn out among 249 Dutch elementary and secondary school teachers. The current study considers burn out in terms of the exchange of investment and outcomes at interpersonal
(teacher-student) and organizational (teacher-school) levels. In addition, demographic (age and gender) and work related factors (school type, teaching experience, and number of hours employed) are included. Findings show that when teachers invest more than they get back from their schools, they report higher level of emotional exhaustion. At the inter-personal level, low outcome from students are related to higher burn out level.

Shafiq, N.Y. (2000) investigated the correlation between job satisfaction and adjustment of teachers teaching visually impaired children. Main objective of the study was to find out whether there is any significant difference between the mean scores of teachers on adjustment with low and high job satisfactions. A sample consisted of 37 teachers from Ahmadi School for blinds and from Shri Ajranandji Maharaj Anandh Vidyalaya. Teachers Adjustment Inventory by Mangal, Job Satisfaction Scale by Dixit tools were employed for the collection of the data. Correlation and ‘t’ test were computed for data analysis. Findings revealed that highly adjusted teachers had low job satisfaction and vice versa. Adjustment did not play any significant role in job satisfaction of teachers teaching visually impaired at secondary level.

Kedmer, J.E. (2000) conducted a study on the teacher characteristics and the quality of child teacher relationship. Investigator in this study tried to examine certain characteristics of teachers e.g. ethnicity, gender, relationship history and children, e.g. gender, ethnicity, that are unique to the child-teacher relationship. 138 pre-service teachers reported on this relationship with 903
students. Results indicated that the pre-service teacher's perceived attachment history was a significant predictor of the quality of teacher-child relationship as reported by the teacher. Gender and ethnic differences found in teachers reports of the quality of relationship with students.

Friedman, I.A. (2000) conducted a study on burn out in teachers shattered dreams of impeccable professional performance. The objective of the study was to examine burnt out perception as a discrepancy between expected and observed level of individual's professional self-efficacy. The teaching profession and its service provider teachers serve as a model to illustrate and support this examination. Self-reports of novice teachers experiences in their first year of teaching are given reflecting a world of shattered dreams of idealistic performance.

Miller, J.L. (2001) conducted a study on teaching effectiveness in the United States, China, and South Africa. Instructors and students from universities in the United States, South Africa and China completed a survey concerning effective teaching. A high degree of similarity in views of teaching effectiveness was found between instructors and students on items concerning preparation, evaluation, presentation and opportunities for students' inquiry, suggesting that instructors and students use the same criteria for rating teaching effectiveness. However, differences among respondents from the 3 countries were found, suggesting the need for cross-cultural research in the definition and evaluation of effective teaching.
Schutz, P. A. (2001) conducted a study on the development of a goal to become a teacher. The purpose of this project was to investigate how the goal of becoming a teacher encourages. The study used interviews to develop goal histories for 8 prospective teachers. There tended to be 4 sources of influence for their goal to become a teacher (a) family influences (b) teacher influences (c) peer influences (d) teaching experiences. The categories developed from the interviews to describe the type of influences those sources provided were (a) suggesting that a person become a teacher, encouraging the person to become a teacher (b) modeling teaching behaviour, (d) exposing the person to teaching experiences, and (e) discouraging the person from becoming a teacher. In addition, influences such as critical incidents, emotions and social historical factors such as the status, pay of teachers were prominent in the goal histories of the participants.

Bazmi, F.D. (2001) conducted a study on job satisfaction in relation to teaching aptitude and personal values of teachers in the school of visually disabled. Major objective of the study was to find out the relationship between job satisfaction and teaching aptitude. Sample consisted of 219 teachers teaching in the schools for blind from all four zones of Delhi and Uttar Pradesh. Job Satisfaction Scale by Dixit, Teaching Aptitude Test Battery by Dr.R. P.Singh and Dr.S.N.Sharma, Personal Values Questionnaire by Dr.Mrs J.P.Sherry and Dr.R.P.Verma, Socio Economic Status Scale etc tools were used for the purpose of data collection. Statistical techniques applied were mean, median, Pearson product moment correlation and partial correlation. It was
found that job satisfaction is highly correlated with teaching aptitude, religious values and etc.

**Panda, B.B. (2001)** conducted a study on the attitude towards teaching profession and job satisfaction of college teachers of Assam and Orrisa. The study aimed at assess and compare the attitude towards teaching profession and job satisfaction of college teachers of two educationally backward States viz-Assam and Orrisa. The sample consisted of 400 college teachers (200 each from Assam and Orrisa) from 62 general colleges of arts, science and commerce. Tools used were Attitude towards Teaching Scale and Job Satisfaction Scale. Major findings were: majority of college teachers in both States were having favourable attitude towards teaching profession. There was positive and significant relationship between attitude towards teaching profession and job satisfaction among college teachers of both the States.

**Singh, B. (2001)** tried to develop an admission eligibility criterion for pre-school teachers. The main objectives of the study were to identify minimum academic qualification and age range for admission in pre-school teacher training institutions, to identify the components of admission in the pre-school teachers’ training course. The sample consisted of 75 distinguished persons from twelve States and a Union Territory. The data was collected using questionnaire and interview schedule. Chi-square test was used to analyze the data. Majority of the experts suggested that minimum academic qualification for admission should be intermediate with 50 percent marks. The admission
should be based on academic records, entrance test and interview; the weightage should be academic record (40%), entrance test (30%), and interview (30%) at the time of admission. The entrance test should include the items related to the knowledge of mother tongue (20%), knowledge of child development (25%), teaching aptitude (25%), general knowledge (20%), and personality assessment (10%).

Pelletier et al. (2002) examined the pressure from above and pressure from below as determinants of teacher’s motivation and teaching behaviour. The purpose of this study was to examine social-contextual conditions that lead teachers who taught classes from grade 1 to 12 to be more autonomy supportive verses controlling with their students using structural equation modeling. The authors observed that the more teachers perceive pressure from above and pressure from below the less they are self determined towards teaching, the more they become controlling with students.

Convington et al. (2002) conducted a study on the developmental course of achievement motivation. The objective of the study was to examine the development of achievement motivation from a protracted perspective, overtime and focuses in particular on the positive affective elements of motivation- namely the enjoyment of intellectual discovery, pride in a job well done and an appreciation for what is being learned. The authors ask which factor singly and in combination influence the willingness to learn for its own sake, and whether these factors change in numbers and saliency as individual
move from one level of schooling to another throughout their educational careers. To achieve this developmental viewpoint, the authors employed a retrospective methodology. Students recalled the events and experiences that, in hindsight, they judged to have significantly influenced their love of learning, beginning in elementary years and progressing through high school.

Yoon, J.S. (2002) conducted a study on teacher characteristics as predictors of teacher-student relationship. The purpose of this study was to investigate whether or not teacher stress, negative-affect, and self-efficacy predict the quality of student-teacher relationship. Participants included 113 elementary teachers in the U.S.A. A survey method was used to measure teacher perceptions in working with difficult students and their relationship with students. Negative teacher-student relationship was predicted by teacher stress. Significant correlations were found among negative affect, teacher stress, and negative relationship.

Hassan, M. (2002) examined the academic satisfaction and approaches to learning among UAE University students. The main objective of the study was to examine the relationship between student’s academic satisfaction and approaches to learning. A total of 351 undergraduate students participated in this study. Study requirements and instructor treatment as two constructs of satisfaction predicted surface approach, instructor treatment and attitude towards study predicted deep approach and attitude towards study predicted achieving approach. In general, academic satisfaction directly affected students
approach to learning as examined by structural equation analysis, particularly for deep approach.

Verma, B.P. & Mishra, R.K. (2002) conducted a study on cognitive and meta-cognitive aspects of learning styles of prospective secondary school teachers in relation to teaching aptitude and self-esteem. The purpose of the study was to ascertain the main and interactive effects of teaching aptitude and self-esteem on cognitive and meta-cognitive strategies of learning of prospective secondary school teachers. A sample of 387 subjects was selected randomly from the four-teacher education institution of Himachal Pradesh. Statistical technique ANOVA was used to analyze the data. The result revealed that teaching aptitude and self-esteem do influence some cognitive and meta-cognitive strategies of learning of prospective secondary teachers in an independent manner. However, no interaction effect of the two variables was found on any cognitive and meta-cognitive strategy of learning.

Rao, M.P. (2002) carried out a study on teacher competencies and learners' achievement in tribal areas of Karnataka. Two hundred and sixty one students and thirty-one teachers were involved in the study. The teacher competency and learners achievement were studied in different school subjects by administering competency test to teachers and the achievement test to the students. The teacher's classroom practices were also observed to study their competence in subject matter as well as in the pedagogical skills. The findings revealed that the teachers do not possess required competencies neither in the
subjects nor in pedagogical skills, except for an average performance in language and mathematics. Similarly the student’s achievement was found to be low except in language and mathematics, which was only on borderline of average performance.

Kagathala, A.B. (2002) made an effort to study the effectiveness of teachers of secondary schools in Gujarat. The main purpose of the study was to determine the effectiveness of teachers in relation to their educational qualification and personality characteristics. The sample comprised of 1800 teachers from secondary schools. Data were analyzed with the help of mean, SD and t-ratio. Findings revealed that the effectiveness of teachers of secondary schools in Gujrat found to be of average. The sex of teachers does not affect the teacher effectiveness. Significant effect of qualification was found on the teacher effectiveness, the teachers with the master degree possess more teacher effectiveness than the teachers with the bachelor degree.

Lynn C. Minor, A.J. Onwuegbuzie, and Ann, E. W. (2002) tried to investigate the pre-service teachers’ educational beliefs and their perception of characteristics of effective teachers. Data for this study was collected from 134 pre-service teachers enrolled in several sections of an introductory level education class in Southern Georgia. During the first week of classes, the authors gave students (a) a questionnaire asking them to identify, rank, and define characteristics that they believed excellent teachers possessed or demonstrate and (b) a published survey that identified participant’s educational
beliefs as either progressive or transmissive. A phenomenological analysis of responses revealed several characteristics that many of the pre-service teachers considered to reflect effective teaching. In order of endorsement level, the following 7 themes emerged from these characteristics: (a) student centered (55.2), (b) effective classroom and behaviour manager (33.6 %), (c) competent instructor (33.6%), (d) ethical (29.9 %), (e) enthusiastic about teaching (23.9 %), (f) knowledgeable about subject (19.4 %), and (g) professional (15.7%).

With the Boneferroni adjustment, a series of chi-square analysis revealed no relationship between the seven perception categories of effective teachers and pre service teachers’ year of study, preferred grade level for teaching, and educational belief.

Doss, S.A. and Muthiah (2002) investigated the types of teaching approaches among the college teachers. The main objective of the investigator was to study the influence of age, gender, subject of teaching, and academic qualifications and institutional background on the teaching approaches of college teachers. The sample consisted of 275 college teachers selected randomly from 25 arts and science colleges affiliated to Madurai Kamraj University in Tamil Nadu. Questionnaire on approaches to teaching by Ramsden (1992) and Personal Information Schedule were used for data collection. ANOVA and ‘t’ test were used for data analysis. Findings revealed that the age, type of subjects teaching and the background of the colleges in which they were working had a significant influence on their teaching approaches. The reproducing approach was found to be higher among
government and non-autonomous college teachers. Teachers involved in teaching courses above the P.G. level were found to be higher in academic approaches.

**Gakhar, S.C. & Kaur, M. (2003)** investigated into the job-satisfaction, interest, creativity and attitude towards teaching of teacher educators. The study was conducted on the sample of 215 teacher educators selected from teacher education institutions situated in Punjab State. Mean, SD and ‘t’ ratio calculated to find the differences between different groups. No significant difference was obtained in the job satisfaction of B.Ed. & NTT as well as ETT and NTT teacher educators. Significant difference was obtained in the professional and educational interest of B.Ed. and ETT teacher educators and also between the B.Ed. and NTT teacher educators. In case of attitude towards teaching, significant difference was found between B.Ed. and NTT as well as between ETT and NTT teacher educators. Male and female were differed significantly on job satisfaction, but no difference was found on the measure of professional and educational interest.

**Ahmet, S. (2003)** studied a Turkish profile of prospective elementary school teachers and their views of teaching. The objective of the study was to explore the characteristics and perception of those currently entering in elementary teacher education. A questionnaire consisting of fixed response, Likert-style and open ended questions were administered to all entry level elementary teacher education student (n=381) enrolled in faculty of education.
of Selcuk University to seek information about their background, characteristics, past and preferred elementary schooling experiences, reasons for choosing elementary teaching as career, and perception of elementary level teaching as profession. Result indicates that significant difference exists between male and female prospective teachers perception of teaching profession.

Vishwanathappa, G. (2005) carried out a study on attitude towards teaching and teaching competency. The main objective of the study was to measure the attitude towards teaching and teaching competency of student teachers at secondary level. Sample consisted of 200 student teachers drawn randomly from the colleges of education affiliated to Sri Krishnadevaraya University Anantapur. The tools used were the Scale of Attitude towards Teaching developed by B.N.Panda and Teaching Competency Scale by the investigator. Findings revealed that attitude of student teachers towards teaching profession predict their teaching competency. Admission test rank, age, father’s occupation and father’s education of student teachers do not predict their teaching competence.

Devi, N. S. (2005) conducted a study on assessment of attitude towards teaching. Purpose of the study was to assess the attitude of B.Ed trainees towards teaching profession, and find out the relationship between attitude towards teaching and performance in entrance examination of B.Ed. trainees. The sample comprised of 76 student teachers in the institute of advanced study
in education. Chennai. Major findings were; there exists a positive and significant relationship between attitude towards teaching and performance in B.Ed. examinations. There was no significant difference in the attitude of student teachers with graduation, post graduation qualification towards teaching.