CHAPTER II

REVIEW OF RELATED RESEARCHES
"A brief summary of previous researches and writings of recognized experts provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research must be based upon past knowledge this step is to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestion for significant investigation".


Examination of the strengths and weaknesses of many research reports prevent the investigator from plunging into procedural pitfalls. It promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. Good (1959) summarised the value of related literature as follows.

"The key to the past store book published literature may open doors to sources of significant problem and explanatory hypotheses and provides helpful orientation for understanding the problem, background for selection of procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus of thinking".
Any research requires review of previous studies. It stands as an evidence to consolidate the related studies also serve as a guide for the investigator. The following reviews substantiate this.

**Morsh and Wilder (1954)** after reviewing quantitative studies on teacher effectiveness, published during 1900-1952 concluded that no single, specific observable teacher act has yet been found whose frequency of occurrence is invariably and significantly correlated with student achievement. Tied Man (1950), Barr (1955, 1961), Howsam (1960), Mitzel (1960), Fattu (1962), Anderson and Hunka (1963), Medley and Mitzel (1963), Biddle (1964; 1967) and Soar (1964) are among a large number of reviews on the subject, wherein dissatisfaction of one kind or the other has been echoed.

**DEBNATH, H.N. (1971)** ascertained that the important correlates of teaching efficiency as found in the study were knowledge of the subject matter, sincerity in teaching, mastery of the method of teaching, academic qualifications, mode of exposition, sympathetic attitude towards students, discipline, students' participation, proper use of aids and appliances in teaching and the art of questioning. The professional training, intelligence, interest in teaching, friendliness, democratic behaviour, ability to judge reactions of others and possession of all round information were related to teaching efficiency.
The findings through actual classroom observations revealed that age, experience, academic achievement and professional training were significantly related to teaching efficiency. It was finally concluded that age, experience, academic achievement and professional training were the significant determinants of teaching efficiency.

SAMANTA ROY, G.K. (1971) reported that there was positive relationship between teacher adjustment and teaching efficiency, thereby showing that superior efficiency goes with favourable adjustment and vice versa.

* SHARMA, R. (1971) found that teaching aptitude, academic grades, socio-economic status, teaching experience and age, in order of their arrangement, appeared to be sound predictor of teaching effectiveness.

* LULLA, T.P. (1974) reported that indirect teacher behaviour may raise the interaction potential of the classroom climate resulting in free communication and open interaction between the teacher and the group of pupils.

CHHAYA (1974) stated that effective teachers had significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teachers. Effective teachers did not show significantly more interest in teaching than ineffective teachers. Effective teachers were significantly more emotionally stable than ineffective teachers. Effective teachers were not more extrovert than ineffective teachers. Ineffective teachers
were more authoritarian than effective teacher. Age and sex of a teacher had a significant relationship with the effectiveness of teaching and rurality and urbanity and marital status of a teacher had no significant relationship with the effectiveness of teaching.

**Grewal, S.S. (1976)** found that predictors of teacher effectiveness vary home, health, social, emotional and total adjustments, dominance, submission and verbal and nonverbal intelligence.

**Gupta, R.C. (1976)** reported that the high effective teachers differed significantly from the general population with respect to nine personality factors out of sixteen.

**Singh, S.K. (1976)** stated that the needs of superior, average and inferior teachers were clearly distinct from each other and superior teachers were distinct from the other two in the needs viz cognition, dominance autonomy and construction. The inferior teachers were distinguishable from the other two by their need of acquisition. The inferior teachers were distinguishable in not possessing the need of exhibition which was most prominent in the average teachers. Other most prominent needs of the average teachers were exposition and play. Prominent needs of inferior teachers were succourance, deference and play. The organisation pattern of superior teachers was generally logical and that of inferior teachers was emotional. The superior teachers used more literacy language than average and inferior teachers.
ARORA, K. (1976) reported that the present work, the working conditions and others, the distance between the school and home, the time spent on daily travelling, the additional non teaching duties, the nature and satisfaction with them, utilization of free periods, satisfaction with syllabus and incentives for good work were the differentiating characteristics.

The groups effective and ineffective teachers differed on the attitude to teaching, teacher-pupil relationship, discipline and punishment, teaching aids, home work and curriculum.

CHAKRABORTY, M. (1978) stated that Lecturing and questioning - answering by using behavioural objectives are found to be more effective than lecturing and questioning - answering for knowledge, comprehension, application and total achievement at post test level and for knowledge, application and total achievement at retention level. Lecturing and questioning - answering with behavioural objectives was found to be more effective than discussion by using instructional materials for knowledge, comprehension, application and total achievement at retention level.

SOFAT, S.L. (1977) reported that the correlation coefficient between the scores of teachers' self evaluation and external evaluation by students and head masters was positive significant. The women teachers were more effective
than men teachers. The teachers working in government and private schools were equally effective. Teachers working in urban schools were more effective than those in rural schools. Teachers working in girls schools were more effective than those working in boys or co-educational schools. Teachers working in boys and co-educational schools were equally effective. More experienced and less experienced teachers were equally effective. Science and non-science teachers were equally effective. Socio-economic status of teachers effected their teaching effectiveness.

MANN, S.S. (1980) reported that the personality factor of successful and unsuccessful teachers differed with respect to eleven factors. The successful teachers were significantly more expressive, ready to co-operate, attentive to people, generous in personal relations, and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life, effective in adjustment, dependable conscientious, persevering responsible and dominated by sense of duty, socially aware, polished, experienced and analytical and less tense than unsuccessful teachers. Teaching experience was not related to success in teaching.

Personality characteristics attitude towards the teaching profession and allied aspects, academic achievement and achievement in professional courses were determinants of success in teaching.
MUTHA, D.N. (1980) stated that sex, professional training, nature of schooling and income level were significantly associated with the teachers' effectiveness. The effective teachers had significantly higher scores on intelligence than the ineffective teachers. The effective teachers had significantly higher scores on neuroticism than the ineffective.

Personality variables ascendance - submission, anxiety marital adjustment, extroversion neuroticism, job satisfaction, teaching aptitude - significantly predicted the teacher's effectiveness.

BALACHANDRAN, E.S. (1981) stated that the evaluative feed back based on students' rating helped teachers significantly improve their teaching effectiveness irrespective of sex or subject of teachers. Students rating and self rating of teaching effectiveness were positively and significantly related but the self rating was significantly higher than the students rating.

The factors of teaching effectiveness identified were subject mastery intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating concern for the students progress and informal academic help.

The lowest performance of teachers, on an average, was with respect to encouraging discussion in the class and the best was with respect to punctuality.
SHARMA (1981) reported that there was no significant difference in the competency of male and female Hindi teachers at the higher secondary level. There was a significant positive relationship between the teaching competency of teachers at the Higher Secondary level and the academic achievement of their pupils of grade IX in Hindi.

The identified competencies were giving assignment, loud reading, asking questions, introducing a lesson pacing, managing the classroom, presenting verbal mode, clarification using the Black-board, using appropriate reinforcement, achieving closure, probing questioning, creating interest and improving pupils reading behaviour.

KAUR, BALBIR (1983) reported that the number of factors varied between 14 and 20 for different subjects at different levels. These factors pertained to different cognitive and affective characteristics of teachers, styles of teaching, designing of teaching materials interaction with students.

MALIK, J.S. (1984) stated that successful science teachers had clarity of goals and their students found less difficulty with class work than the students of unsuccessful science teachers. Teaching success was positively correlated with dimensions of formality, goal direction, satisfaction, democracy, diversity and cliqueness. The classroom atmosphere of unsuccessful science teachers was full of tension,
quarreling among students, confusion in class activities, lack of affinity with class work, and there was favouritism.

SHUKLA, P.C. (1984) reported that urban teachers were more innovative than rural teachers. Male urban teachers were more innovative than male rural teachers. Similarly, female urban teachers were more innovative than female rural teachers.

Sex differences were not observed to be significant causative factors as regards innovativeness of teachers. Teachers having less teaching experience were found to be more innovative. Only a partial relationship was discerned between the age of the teacher and his innovativeness. Non-innovative teachers were found to be reserved, detached critical, cool, less intelligent, dull, tending towards trauma and tension, frustrated, excitable and restless.

Innovative teachers were found to be emotionally stable, calm and mature, assertive independent, self assured, happy-go-lucky-impulsive, lively, gay, enthusiastic, more venturesome, socially bold, spontaneous, trusting, imaginative, shrewd calculating, placid, experimenting analytical, free thinking, inclined towards relaxation and composure.

WANGOO, M.L. (1984) stated that personality adjustment, democratic leadership, a high degree of intelligence, and emotional control were the main characteristics that went with teacher effectiveness.
KHANNA, P. (1985) stated that 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.

CHOUDHARI, K. (1985) reported that the pedagogical domain of teaching competency in English consisted of 12 competencies which were independent of each other. The demographic variables of teacher, sex and educational qualifications had been found to have an impact on almost half the number of the competencies. Teachers intelligence and attitude were found to be associated with some of the competencies.

WALI, M.N. (1985) identified the correlation coefficients for educational qualification, salary, experience, family education and sources of income were significant. Correlation coefficients for attitude to educational process, identity with the job, democratic value, family prestige value, and a few needs were significant.

CHITKARA (1985) stated that all the strategies namely, lecture discussion, auto inductive drill and auto instruction group discussion were found to be equally effective in terms of achievement in mathematics disregarding levels of intelligence, sex and personality type.

PADMANABHIAH (1986) found that among the personal and demographic variables studied, only five - region, designation, age, experience and size of the family of the
teachers could significantly influence the level of teaching effectiveness. Out of 35 variables studied only a few possessed significant co-efficients of correlation with teaching effectiveness.

PRAKASHAM (1986) found that teachers working in an open school climate were better in teaching competency and teacher effectiveness than those employed in schools with autonomous, familiar, controlled climates. No students difference was found in the teaching competency and teacher effectiveness of teachers working in government and non-government schools in global terms. However, teachers working in schools run by local bodies were found better in teacher effectiveness and teaching competency than those working in government schools.

HANS (1986) reported that the teachers with a normal teaching style had been found to have an average position in respect to the personality traits. Intellectually superior teachers tended to adopt indirect teaching style and less superior teachers adopted direct teaching style. Young teachers used to teach through indirect style of teaching and elder teachers adopted direct teaching style. Teachers teaching through an indirect teaching style were able to develop greater learning gains among their pupils than teachers teaching through a direct teaching style. The indirect teaching style teachers in general were characterized by higher scholastic mental capacity, higher ego, strength less dominance, weaker super ego, alaxia and a higher self concept.
RAO, P.T. (1987) found that among the content-processes employed by the effective science teachers to process the components of content, irrespective of the topics and subject, analysis and assumption content processes were found common with all the teachers. Explaining skills like providing information and clarification were seen consistently with all effective science teachers without any particular sequence or pattern.

Some of the effective science teachers were found to be using certain new component teaching activities like drawing and derivation which could be considered as component teaching skills.

SINGH, R.S. (1987) reported that there was no significant difference in the mean scores of male and female teachers in their effectiveness was observed. The rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness. The scores of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with only two variables - intelligence and attitude towards the teaching profession. The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence socio-economic status and adjustment.
BEATY CAROL, A. (1989) found that all five self-evaluation strategies were considered "somewhat effective" in the improvement of instruction by principals and teachers. The teachers and principals who have experienced with a self-evaluation strategy perceive it as more effective than teachers and principals who don't have such experience.

SMITH, HOWARD RAY (1989) stated that there was a statistical significant relationship between school effectiveness and school achievement, between scores on the subtests of the school effectiveness scale and the total school effectiveness scale score.

Significant difference was observed in achievement between students in schools which are classified as high, moderate and low effective schools based on ratings by teachers in those schools on the school effectiveness scale.

SUSHILA SINGHAL (1990) stated that effective and ineffective teachers were compared by using their mean scores on different dimensions of effectiveness as well as on overall effectiveness. Effective teachers differed significantly from ineffective teachers on dimensions of creativity, involvement confidence and intellectual efficiency. They also had a higher score overall effectiveness mean score. The effective teachers indulged in creative and diverse way of organising their curriculum contents more often than the ineffective teachers. They also valued novel ways of students questioning and responding.
SUNDARAJAN, S. and SRINIVASAN, K.J. (1993) reported that the sex of the teachers, the nature Boys/Girls/Co-educational of the schools and the types of schools (Government/Municipal/Private) and the discipline of their studies seem to cause difference in the perception of teacher effectiveness and no such differences in the perceptions of teacher effectiveness and no such differences is found in teachers with varied length of teaching experience and educational status.

BABU, R. and SELVARAJ GNANAGURU, A. (1997) stated that teacher effectiveness in teaching commerce is found to be good. The traits directly related to teacher effectiveness have more impact upon the effectiveness of teaching in commerce than the traits indirectly related to teacher effectiveness.

Sex and locality of the commerce teachers have no effect upon the teacher effectiveness. The commerce teachers with the research degree have been found with greater effectiveness in teaching commerce than their counterparts. The involvement of teachers in teaching commerce and their effectiveness of teaching are found to be correlated significantly.

RADHA MOHAN (1998) found that the determinant factors of effective teaching. This study has implications for educational planners, administrators and teacher educators involved in planning and executing pre-service teacher education programme.
In the screening and selection of candidates for admission into the undergraduate education course, the faculty of education administers an aptitude test for prospective education students.

AJOY KUMAR BISWAS (1998) reported that there is a significant relationship between pupil's learning and teacher effectiveness.

The above review reveals that there is potential to conduct research on the unutilized areas such as Teacher Effectiveness Dimensions Index (TEI), Personality Dimension Index (PDI), Teacher Effectiveness Score (TES) and Teachers Level (TELE). This has motivated the researcher to undertake the study on "TEACHER EFFECTIVENESS AND PERSONALITY DIMENSIONS OF HIGH AND HIGHER SECONDARY SCHOOL TEACHERS OF V.O.C. DISTRICT IN RELATION TO PUPIL ACHIEVEMENT" with the following objectives.

1. To measure the teacher effectiveness of high and higher secondary school teachers.

2. To assess the personality dimensions of high and higher secondary school teachers.

3. To study the demographic variables on teacher effectiveness and personality dimensions of high and higher secondary school teachers.
4. To identify the variables which affect teacher effectiveness and personality dimensions of high and higher secondary school teachers.

5. To discriminate the factors responsible for effective teaching of high and higher secondary school teachers.

The next chapter deals with the plan and procedure.