CHAPTER II

REVIEW OF RELATED LITERATURE
2.1 The ‘Why’ of the Review:

The review of related literature is an important aspect in any research. Knowledge acquired through generation is well displayed in books, which are arranged in libraries. Each new generation of human beings makes use of accumulated knowledge as a foundation for building up further knowledge. Hence, the study of literature is necessary in any field of enquiry.

Review of literature gives us the relevant material published in the problem area under study. The studies conducted during the last few decades in the field of the teacher education that are more relevant and pertain to the present investigation are discussed in this chapter.

In the field of education as in other fields too, the researcher needs to acquire up-to-date information about the area of research. Availability of adequate information and possession of sufficient familiarity with it, are unavoidable to a researcher. It helps the investigator to decide whether the evidence already available solves the problem adequately without further investigation, and thus to avoid risk of duplication.

The literature provides ideas, theories explanation etc., valuable in formulating the problems and methods of research appropriate to it. The advantage of knowledge, which has accumulated in the past, is a result of human endeavour. A careful review of the research journals, books, dissertations and other sources of information on the problems to be investigated are one of the important steps in planning of any research work. In other words, research work begins in vacuum. The related literature is worthwhile for an effective research.
In the field of education as in the other fields too, the research worker needs to acquire up to date information about what has been thought and done in the particular area from which the investigator intends to take up a problem for research. But it is found that generally the extent of important, up to date information regarding educational research and ideas possessed by educational workers is very limited.

Availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by the researcher. The researcher must apply himself keenly to the task. On the other hand a research worker may be very keen to possess up to date information regarding his field and may try hard to be posted up-to-date and yet fail to get enough information due to the non-existence of sources of such information.

Study of the related literature allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct research serves the following purposes:

- The study of related literature enables the researcher to define the limits of his/her field.
- The researcher can select those areas in which positive findings are very likely to result and his/her endeavours would be likely to add to the knowledge in a meaningful way.
- It gives the researcher an understanding of the research methodology, which refers to the way the study, is to be conducted.
- It locates comparative data and findings useful in the interpretation and discussion of results.
- It helps in developing expertise and general scholarship of the investigator in the area investigated.
Keeping in view these purposes the investigator makes a study of the related literature in the following pages:

2.2 Need to know about the related literature:

According to Best (1959) “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon accumulated and recorded knowledge of the past”. Review of related literature widens knowledge, deepens understanding and builds up ideas and insights for better perspective and therefore is an essential aspect of research. The availability and utilization of adequate sources of related information are essential for a proper research activity. It gives adequate information about different researches related to the present study. It also guides and directs the researcher to collect useful material for the purpose of study.

Survey of related literature besides forming one of the early chapters in research report for orienting the researches, surveys some other purposes. Good, Barr and Scates (1941) analysed these purposes as given under:

- To show whether the available evidence material solves the problem adequately without further investigation.
- To provide ideas, theories, explanations or hypotheses valuable in formulating the present study.
- To suggest the research methods to the problem.
- To locate comparative data useful in the interpretation of the results.
- To contribute the general scholarship of the investigator.
2.3 Reports of Educational Committees and Commissions:

Proposals of educational committees and commissions in black and white will not be much beneficial. The implementation of the same with much care and attention will make education purposeful and meaningful. After all, if any commission or committee is drafted, if any action plan implemented, if any major technological or technical achievement has taken place, any activity which makes or marks the vision for future, any ray of hope to educate in general, society in particular and country at large, it is in the hands of a qualified and potential teacher. Hence, the quality in teacher education is aimed at improving the professional quality of teacher educators.

Many committees and commissions appointed by the government of India from time to time, have examined the various aspects of teachers and forwarded recommendations regarding teacher's status, salaries, conditions of service, facilities etc. the opinions given by some commissions are worth mentioning.

(a) The University Education Commission (1948)

The University Education Commission, under the chairmanship of Dr. S. Radhakrishnan, examined various aspects of the teaching staff and emphasized the importance of the teacher and teaching profession. The commission says that the success of educational process depends so much on the character, attitude and ability of the teacher. It was categorical about the need improving his status, salaries, service conditions and about providing facilities for performing his duties satisfactorily.
The commission emphasized the need for providing the necessary facilities such as books and journals and laboratories without which the teacher cannot keep pace with the advancement of knowledge and carry out significant investigations. It also said that the salaries on par with central services should be paid to all teaching staff at all levels. It also pointed out the conditions regarding provident fund, leave benefits and hours to work should be definitely laid down.

It stressed on the need for refresher courses for the teachers to help them up-to-date knowledge. The commission also pointed out that participation in political campaigns for electing members to the different bodies is one of the causes for the deterioration of the standards of education.

(b) *The Secondary Education Commission (1956):*

The secondary Education Commission under the chairmanship of Dr. A. Lakshmana Swamy Mudaliar, also stressed on the need for improving the general conditions of teachers. It emphasized the educational reconstruction of the teacher- his professional training and his economic status in the school as well as in the community. It laid more emphasis on paying the necessary salaries keeping in view to price index.

The commission suggested that other aspects, such as working conditions, service, job security, leave benefits, work load, retirement benefits etc., should be given for the teacher so that he can do his job more successfully with more favourable attitude towards his profession. It also further recommended that amenities like education for children, housing loan schemes, railway travel concessions, medical facilities etc., should be provided.
(c) **The Education Commission (1966)**

The Education Commission, under the chairmanship of Dr. D.S.Kothari, discussed various aspects of teachers. "The future of India is now being shaped in her classrooms". The commission observed the quality, competence and character of the teachers were the most important aspects. It emphasized the principle of parity in remuneration to all the teachers with the same qualification doing similar work. There is difference between the pay scales of the teachers in the affiliated schools and central schools. This should be reduced to a minimum. The school teachers in the government, local bodies and private organizations have to be paid the same scale of pay. In the opinion of the commission the teachers should be free to exercise all civic rights and should be eligible for any public office.

The commission said that provision should be made for promotional chances within the profession and facilities for accommodation and such other benefits for the teachers to attract and retain men of talent in the profession. It also recommended that awards should be given at the state level and national level to motivate the teachers to do their job most efficiently.

(d) **The National Commission on Teachers (1985)**

The National Commission on teachers, under the chairmanship of Prof. D. P. Chattopadhyaya, examined various aspects related to teachers and made the following recommendations:
(i) The teacher should provide inspiration, motivation and support in effecting government in the quality of education.

(ii) There should be a National Pay Scales for all teachers.

(iii) Professional benefits, family welfare measures, facilities for medical care, retirement benefits etc., should be available to all the teachers.

(iv) The recruitment may be made on high proficiency in the teaching subject and communication skills.

(e) The National Policy of Education (1986)

The NPE was discussed during the budget session 1986 in the Parliament of India and adopted. It has rightly observed that the status of the teachers reflects the socio-economic ethos of a society. It examined various aspects related to teachers.

(i) Substantial improvement is needed in the conditions of work and quality of teacher education.

(ii) Methods of recruitment of teachers will be reorganized to ensure objectivity, merit and conformity with spatial and functional recruitments.

2.4. Attitude of Teachers towards Teaching:

(a) Concept of Attitude: The mind of the individual is expressed in his behaviour through attitude. As he develops, he is trained and unconsciously governed by the environment to take certain attitudes towards certain subjects. Similarly, the trends come with certain attitudes as they
(students) enter the classroom. If the student has favourable attitude he may surprise the teacher by his ability to learn than what was expected from him. If he has negative attitude, he may strongly resist learning in spite of the through and honest efforts of the teachers and all such efforts, prove to be futile.

But, the teacher changes his attitude towards the subject, similarly the students may and hence it is important to learn the attitude.

The English word ‘Attitude’ is derived from the Latin word ‘APTUS’ which, according to Allport (1945), has on the one hand the significance of ‘fitness’ or ‘adaptedness’ connoting, as does its by form aptitude, a subjective or mental state of preparation for action.

(b) Definitions of Attitude: Some of the definitions given by various psychologists are:

(i) Deway (1922) has defined it, “as special case of predisposition, the disposition waiting as it were to spring through an opened door” emphasizing the readiness to act tendency of an attitude.

(ii) Warren (1934), says “Attitude means the specific mental disposition towards an incoming (or arising) experience whereby that experience is modified or a condition of readiness for a certain type of activity”.

(iii) Allport (1935) has defined attitude as “a mental and neural state of readiness, organized through experiences, exerting a directive or dynamic influence upon the individual’s response to all objects with which it is related”.


Edward (1949) has defined attitude as "how a person feels about his job and in particular whether he likes or dislikes his job".

Sorenson (1961) says, "An attitude is a particular feeling about something. It, therefore, involves a tendency to behave in a certain way in situations which involve that something, whether person idea, or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual".

Freeman (1977) says, "An attitude is a disposition, readiness to respond to certain situations, persons or objects in a consistent manner which has learned and has become one's typical mode of response".

In all these definitions and definitions of other investigators it could be seen that attitude is acquired mental disposition, partial emotional tendency and partial rational. It is one of the psychophysical systems that enter into the organization of personality and it is purely subjective side of human behaviour. Attitude has direction. An attitude is an observable set, sometimes intellectual and emotional attitudes may be latent in the individual. These attitudes act as rudders steering the boat in directing individuals, select object, situations and ideas from the environment. Thus, attitude includes needs, interest and sentiments of the individual and derives its dynamic effect from them. Therefore, attitude plays a great role in education field. It is very important from the teacher's point of view because the students learn attitudes from their ideal person, the teacher, so attitude should be acquainted with their dimensions as well as their development.
(c) Dimensions of Attitude:

Attitudes have four dimensions viz., (i) Intensity, (ii) Direction, (iii) Extensity and (iv) Duration.

(i) **Intensity** :- Intensity of an attitude is evidenced by the extent to which it motivates an individual’s behaviour. The greater the intensity, the greater is the persistence of the individual in his behaviour. Behaviour motivated by a weak attitude can be thwarted by obstacles that seem to have very little actual resistance but an intense attitude is likely to find expression in behaviour despite almost overwhelming obstacles. If it is intense there is likely to be a shift in mode of expression when severe obstacles are confronted.

(ii) **Direction** :- The direction of an attitude is indicated by attraction, repulsion or indifference of an individual. An individual’s attitude may be toward or away from an object, person, situation, institution or issue or it may be one of utter difference.

(iii) **Extensity** :- Extensive attitudes have a wide range and cover a large variety of responses. These probably develop from a wide variety of situations that have reinforced feelings until generalizations have occurred. They seem to promote the whole life of an individual. Some attitudes seem to be unique or almost related to only a small segment of behaviour.
(iv) Duration:- Attitudes may endure for only a short time because they have not been reinforced by experienced. New experiences may bring about a complete reversal of previous attitude. An attitude endures as long as it promotes the goal or objectives of the individuals. It is evident that attitudes are modified through experience. They may be changed from strongly negative to positive, strongly positive to negative or shades of change. It is important to look at the methods that have been found effective and ineffective in producing change.

(d) Development of Attitude:- Allport (1935) points out four ways in which attitudes are developed: viz., (i) Integration, (ii) Differentiation, (iii) Shock and (iv) Adoption.

(i) Integration: It is a development of attitude through a large number of experiences through a long period of time all of which influence the individual in a certain direction.

(ii) Differentiation: Development of attitude by differentiation may be described as splitting of specific attitude from a more general one.

(iii) Shock: Attitude development by shock is due to painful or violent experience.

(iv) Adoption: When the attitudes are used developed by an adoption the individual merely follows the example of friends, teachers and other opinion, moulding agencies. It is at this point the teacher has to handle the situation tactfully in challenging child’s emotional energy so as to develop good attitudes.
(e) Studies on Attitude towards teaching profession:

**Warner and Lunt (1930)** conducted a study on attitude of teachers of primary schools in a small town of New England town called Yankee City. They identified three major classes like upper, middle and lower. They found that the attitude of teachers towards teaching profession to some extent depends upon the social status that they enjoy in the society.

**Schultz and Ohlsen (1955)** conducted the experiment to find out the formation and maintenance of attitude of teachers depends on various factors like age, sex, socio-economic status, cultural and experimental background.

**Evans (1958)** tried to relate teacher attitude with intelligence and found a significant positive correlation between teacher attitude and abstract reasoning ability.

**LaBue (1959)** concluded that teachers attitude as measured by Minnesota Teacher Attitude Inventory were related significantly to knowledge of the principles of educational psychology, child development and child behaviour; but were not related significantly to objectivity, friendliness, emotional stability, personal relations and other traits as measured by Guilford – Zimmerman Temperament Survey.

**Aggarwal (1966)** conducted a study of the teacher educators’ attitude towards their profession and concluded that the variables like age, sex, and experience did not influence their attitudes towards teaching. **Aron (1966)** however found that there was significant correlation between the attitude and achievement motives of teachers and pupils.
Yadav (1966) found that prospective teachers had favourable attitude towards profession. He also found that there was some relationship between teaching experience and attitude towards vocation.

NCERT (1969–70) conducted a survey to find out whether the attitudes of teachers towards the profession were affected by the management of the school, location of the school, tenure of service, sex, marital status, age, academic, and professional qualifications on a sample of 6558 teachers of high and higher secondary schools from all over the country. The findings revealed that gender, age and experience did not affect significantly on the attitude of the teachers.

Katti (1970) in a study on attitude of secondary school teachers found that age of the teacher does not affect their attitude towards teaching profession. Another findings of the study reveals that no difference was found between graduate and post graduate teachers in their attitude towards teaching profession.

Samantaroy (1971) made a study of teacher attitude and its relationship with teaching efficiency on a sample of 320 graduate teachers of the secondary schools of Orissa State. The major conclusion was: “There existed some degree of positive relationship between the variables – teacher attitude and teaching efficiency, thereby showing that superior efficiency goes with favourable attitude and vice versa”.

Smith (1971) said that the teacher educator's attitude itself might be one of the factors influencing the attitude of student teachers. In this regard he made the following observation: “Consequently research on teaching is
becoming more concerned with the problem of determining the effects of the teacher’s attitude on what he does in the class-room and on the achievement of his pupils”.

Debnath (1971) showed that professional training, intelligence, friendliness, democratic behaviour and possession of all-round information were related to teaching efficiency. Significant sex differences were observed. So he found that age, experience, academic advancement, and training were significantly related to teaching efficiency.

Mehrotra (1973) studied the effect of teacher education programmes on the attitude of teachers towards the teaching profession. He found that: (i) the attitude of some age groups towards the profession at the end of the course was less positive than at the beginning and (ii) the attitude was more favourable in higher age groups and it increased as the age increased except a decrease in the age group 32 – 36 years. Quarashi (1973) found that the attitude of teachers towards teaching profession as independent variable did not show any significant result in predicting dependent variables.

In a study with an objective to know teachers attitude towards teaching profession on a sample of 521 secondary school teachers working in the union territory of Delhi, Singh (1974) found that male and female teachers differed on their attitude. In another study on, the measurement of teachers’ values and their relationship with teacher’s attitude and job satisfaction, it is found that the professional attitudes of teachers were favourable and their attitude towards child centered practices and educational process was more favourable than their attitude towards teaching profession, classroom teaching, pupils and teachers.
Attitude towards teaching profession was not positively related to the experience in teaching profession. This result was drawn by Saran (1975) in his study ‘on teacher’s attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience’. The findings are (i) the attitude of teachers towards teaching profession was positive and (ii) level of education (qualification) was positively related to degree of attitude towards teaching profession.

Mishra (1977) in a study on the attitudes of teachers working in government, aided conventional Sanskrit Vidyalaya of Varanasi towards teaching profession, has concluded that there was sex differences in the attitude towards teaching profession. Male teachers scored significantly higher than the female teachers.

Gupta (1977) found that the success in teaching was significantly related to teacher attitude, personality factors and adjustments in various fields. He observed attitudinal differences that distinguish the more successful and less successful teachers. He concluded that attitude towards teaching, sex, personality factors and adjustment combined together were better indicators of teaching success than individual factors.

Mishra (1977) studied caste-wide attitude and found that Shudras had significantly higher mean than to Vaishyas in attitude towards teaching profession; that political party affiliation had significant influence on attitude towards teaching profession.
With an objective to analyse the attitude of college teachers towards teaching profession, Jaleel (1979) conducted a study on 27 college teachers from 21 different colleges. The major findings of this study were the age of college teachers has definite positive relationship with their attitude towards the teaching profession. As teachers grew in age their attitude towards teaching profession grew more favourable.

Prakash (1979) constructed attitude scale towards teaching profession and it was administrated on 230 teachers. The results of the study revealed that female teachers are more favourable to teaching than male teachers. There is no significant difference between the attitude of graduate and post-graduate teachers; and the arts teachers have more favourable attitude towards teaching profession than science teachers.

Goyal (1980) conducted a study on the relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators based on sex, age, qualification and experience found that a large majority of the teacher educators were favourably inclined towards their profession.

Amaranth et.al., (1980) in a study on the job satisfaction of school teachers found that public and private school teachers had similar attitudes regarding their levels of job satisfaction. Gupta (1980) conducted a study on 705 teachers. This study showed that attitude towards teaching as a career and personality, maturity was positively related to job satisfaction. Marital status, age and teaching experience were not associated with job satisfaction.
Sinha (1980) in a study on the impact of teacher education programme on the professional efficiency of the teachers found that the professional efficiency of the trained teachers was better than untrained teachers. There was no significant difference between the two categories in their attitude towards teaching profession.

Bhandarkar (1980) found that the teachers of both the rural and urban polytechnics had unfavourable attitude, in the semi-urban area teachers of six polytechnics had neutral attitude. The teachers of four polytechnics had unfavourable and one had a favourable attitude, which was not significantly related to qualification. There was no significant relationship between age of the teachers and their attitude towards teaching.

Rai (1981) found that except for the marital status, no other variable was found to have any influence on teacher attitude. Rao (1981) also conducted a study on attitude of primary school teachers towards teaching profession and found that there was no difference between the attitude of male and female teachers with regard to their experience.

Chaisrisook (1982) conducted a study on the attitude of secondary school teachers of THAILAND region. The objectives of the study were: (i) to measure the attitude of secondary school teachers towards their teaching profession, (ii) to compare the attitudinal differences between male and female teachers; married and unmarried teachers; teachers with different ages; more and less experienced teachers; teachers with different qualifications, science and liberal arts teachers; government and private school teachers; urban and rural teachers, (iii) to compare the teachers’ teaching efficiency as rated by students, co-teachers and principals with their attitudes, (iv) to compare the teachers’ curricular input as rated by students, co-teachers and principal with their attitudes, (v) to compare the
teachers' professional growth with their attitudes and (vi) to compare the attitudinal difference between the teachers whose parents were teachers and those whose parents were not teachers.

A study was undertaken by Som (1984) with an objective to find the descriptive attitude pattern of teachers with reference to the teaching profession and pupil. He found that experienced female teachers exhibited significantly higher favourableness than experienced male teachers on their attitude towards teaching profession and classroom teaching. In another study on the B.Ed trainees on a sample of 250, Som (1984) concluded that trainees are normal in respect of teacher attitude towards pupils and female teachers tends to be higher than males in their attitude towards teaching, the teaching profession and pupils.

Kabes (1989) on a study on 173 school teachers to identify and explore the relationships among development of attitude of teachers, professional growth, teacher satisfaction and organizational climate. It was found that there was an overall significant positive correlation between organizational climate and attitude towards teaching profession.

Mouli (1990) in a study on the attitude of teachers towards teaching profession found that there is no difference among aged experienced teachers and young inexperienced teachers on their attitude towards teaching profession. He also concluded that there is no significant difference between male and female teachers on their attitude towards teaching profession. Raja mouli and Reddy (1990) conducted a study on attitude of teachers towards teaching profession has found that the difference among the groups on the gender, age, training and experience were statistically not significant and there was no difference among teachers on their attitude towards teaching profession.
Dondero (1993) investigated areas of teaching effectiveness, attitude towards teaching profession and job satisfaction levels of teachers employed in six schools in the Cleverland, OHIO. It was found that the teachers having positive attitude towards their jobs and high job satisfaction were more effective in the primary schools.

Nandozie (1993) conducted a study to investigate the teacher's views about the attitude towards their profession, teachers' views about their schools and teachers' job satisfaction at the primary schools of Morgan. Data were collected from 10,370 teachers by administrating the questionnaire. Statistical techniques like cross tabulation, correlation and regression analysis were used. It was found that organizational commitment, job satisfaction, race, sex, teaching experience, location are the important factors of attitude of teacher towards teaching profession.

Venkata Rami Reddy and Rama Mohan Babu (1994) in a study on the attitude of residential and non-residential school teachers towards teaching, found that teachers of residential school teachers had a more favourable attitude towards teaching than the non-residential school teachers. Likewise women teachers had a more favourable attitude towards teaching in a single dimension out of five. But in the other four dimensions they found no difference.

Neil (1994) conducted a study on teachers' attitude, job satisfaction and organizational culture. The sample consisted of 356 teachers from twelve middle level Los Angles country schools. The instruments used were the School Culture Survey and the Minnesota Satisfaction Questionnaire. A positive and moderate relationship was found between organizational culture and teachers' attitude towards teaching profession.
Godiyal (1995) attempted to identify possible difference in work involvement, job involvement and attitude towards teaching profession of the primary school male teachers from different types of primary schools of Tehri and Uttarakasi districts. Kanungo’s Questionnaire was used to collect the data. It was found that English medium school teachers were possessing more positive attitude towards their profession as the district board school teachers had moderate attitude towards their jobs. The organizational climate of the school was considered to be a major factor responsible for it.

To find out the difference in the attitude of graduate and post-graduate teacher trainees, Maheshwar Panda (1996) in his study concluded that there was no significant difference between graduate and post-graduate teacher trainees in respect of their attitude towards teaching profession.

Singhal and Sharma (1996) conducted a study to examine the effect of teacher education on teaching competency of teachers in the primary classes. The sample consisted of 116 primary school teachers trained at DIET, Moti Bagh. Self Efficiency Questionnaire developed in the model of the scale used by Woolfolk, Rosoff and Hoy (1990) was administrated on the trained teachers. Information was collected on teachers’ identification, age, educational qualifications, income and experience. It was found that the trained teachers in the primary schools were more competent and had positive attitude towards teaching. So. According to this study, training plays a very important role in developing positive attitude in the teachers towards teaching profession.

A study conducted by Singh and Kumar (1997) on primary school teachers’ perceptions about their professional status revealed that a majority of the teachers perceived their professional status as moderate or highly there was no difference between male and female teachers with regard to their perceptions about professional status; and there exists inter-state differences in the perceptions regarding professional status.
Kisan (1998) conducted a study on primary school teachers' attitudes towards school environment in Atmakur and Hasanparthy mandals of Warangal district in Andhra Pradesh. The sample consisted of 100 teachers from various primary schools. Data were collected by a questionnaire developed by the investigator. It was found that a majority of teachers felt unhappy regarding to school environment in relation to their job satisfaction.

Rangarajan (1999) in a study on the attitude of primary school teachers towards competency based lesson plan, clearly revealed that the teachers have a positive/favourable attitude towards competency lesson plan.

Panda (1999) conducted a study to know the attitude of elementary school teachers of Dhenkanal district of Orissa towards teaching and work values. The sample for the study consisted of 180 primary school teachers from 40 schools. The sample included 96 male and 84 female teachers. To collect data, Teacher attitude inventory (Ahluwalia, 1974) and Work values inventory were administrated on the teachers. For analyses of data 't' test and ANOVA were applied. It was found that the teachers who possess positive attitude towards teaching and excellent work values are superior to others in teaching profession.

Rebeiro (1999) conducted a study on attitude of college and University teachers towards their teaching profession. Fifty teachers from colleges and university teaching departments were administrated Teacher Attitude Inventory (Ahluwalia, 1974). It was found that there seem to be lack of pride in teaching profession, majority of teachers are found to have negative attitude towards their teaching profession.
Janakivalli (1999) conducted a study to find out the attitude of secondary grade teachers towards teaching profession. A total of 136 secondary grade teachers formed the sample of the study. Attitude towards teaching profession scale standardized by V.V.Katti and C.S.Bannur was used for data collection. Mean, standard deviation, two-tailed test of significance was used for analyses of data. It was found that there is a significant difference in attitude of male and female teachers and urban and rural teachers of secondary schools.

Annamalai (2000) studied “Attitude of teachers towards teaching”. In this investigation an attempt has been made to find out the attitude of the teachers towards teaching. ATAI scale was used to measure the attitude of teachers towards teaching. The results show that men and women teachers did not differ in their attitude towards teaching. Location of the school, age and level of teaching did not have any influence upon the teachers’ attitude towards teaching.

Tewari (2000) conducted a study on attitude towards teaching profession of students. The objectives of the study were to find out the general attitude to students towards teaching profession and how the sex and class of the students determined this attitude. The sample comprised of 180 students (90 boys and 90 girls) from high school final, inter final and degree final classes. The attitude towards teaching profession was address with the help of Thurstone type of scale developed by Tiwari (1996). The Chi-square technique of ‘test-of-independence’ was applied. It was found that over 50% students have favourable attitude towards teaching profession. The number of girl students having a favourable attitude is higher than that of boys.
Kakkar (2000) conducted a study on attitude of teacher trainees and their parents towards teaching. The sample comprised of 120 B.Ed teacher trainees (45 boys and 75 girls) and their parents. They were administrated Minnesota Teacher Attitude Inventory (1952) in a classroom session at the close of their course. Statistical techniques like mean, standard deviation and product moment correlation were used for data analysis. The study confirms that parents do have a role in helping for the professional attitudes of those of their children who become teachers.

Mohanthy and Mishra (2002) conducted a study of professional attitudes and adjustment of traditional and progressive student-teachers. The objectives were: (i) to identify and compare traditional and progressive male and female student-teachers through the development and use of teacher traditionalism – progressive inventory, (ii) to assess the professional attitudes and adjustment of traditional and progressive student-teachers. The study was conducted on student-teachers under training in B.Ed from two colleges of two districts of Madhya Pradesh. The sample formed 126 men and women student-teachers. Teacher attitude inventory (S.P. Ahluwalia, 1974), Teacher Adjustment Inventory (S.K. Mangal, 1982) and Teacher Traditionalism and Progressivism Inventory (Jaane Rand Whitenore, 1983) were administrated on the student-teachers. The data were analysed by suitable statistical techniques. It was found that the progressive student-teachers are better than traditional student-teachers in adjustment as well as in professional attitude.

Maheswar Panda (2002) conducted a study on job satisfaction of teachers in the context of types of management. He found that, there is no significant difference between government teachers and non-government teachers in respect of their job satisfaction. And the college teachers, in general as well as both categories were satisfied with their job.
Natarajan and Balan (2003) conducted a study on the performance of arts based teachers and science based teachers of primary school teachers and concluded that there was significant relationship between their qualification and teaching performance.

Patnaik (2004) found that in-service teacher education creates positive attitude in the secondary school teachers of Orissa. She also found that secondary school teachers having more teaching experience develop positive attitude towards their profession.

Mishra (2005) conducted a study to find out the attitude of teachers of secondary schools of Sambalpur district of Orissa. The sample included 250 teachers (125 men and 125 women). The major findings were: (i) the teachers having low experience were found to have higher degree of positive attitude towards teaching profession than the teachers having high experience, (ii) the female teachers were found to have more positive attitude than the male teachers, and (iii) the trained teachers were found to have more positive attitude towards teaching profession.

2.5 Job Involvement:

(a) Meaning of Job involvement:

Job involvement, may influences one’s satisfaction with his job. The emphasis placed on job satisfaction variables has resulted in a relative neglect of the job involvement variable. This is perhaps due to a lack of conceptual differentiation between job satisfaction and job involvement and to an apparent failure to realize that it was possible for some persons to be highly satisfied, but not involved and for others to be highly involved, but not satisfied. Some sources of job satisfaction are probably more likely to be related to job involvement than others.
Allport (1947) defined involvement as 'the situation in which the person engages the status seeking motive'. Hearn (1962) found that job involvement was greater in team operators than in people working alone. Lodehl (1964) explained job involvement as 'the importance of work to a person’s self esteem or sense of worth'. The job-involved person is one for whom work is a very important part of life. Harding (1964) observed that those who had more opportunities of participation in the job are more receptive to organizational change.

Bass (1965) views it as representatives of the employee’s ego involvement in his job and thus relates it to performance. Bass finds that the following conditions lead to the strengthening of job involvement: (1) opportunity to make more of the job decisions, (2) the feeling that one is making an important contribution to company success, (3) recognition, (4) achievement, (5) self-determination and (6) freedom to set one’s own work place.

Lodehl and Kejner (1965) found that persons characterized by high job involvement tended to be organizational involved also. They also defined job involvement at two contexts in their article. In the first context they defined it as 'the degree to which a person is identified psychologically with his work, or the importance of work in his total self-image'. In the second context they defined 'it is the degree to which a person’s work performance affects his self-esteem'.

White (1966) found that those who had left the profession reported that they were significantly less job involved, while employed, than those who remained within the profession. Wissenberg and Gruenfeld (1968) considered job involvement to be a quasi – indicator of motivation. They also hypothesized that job satisfaction was one of the determinants of job
involvement. The result showed that job involvement was related to satisfaction with recognition, achievement, and responsibility and with interpersonal relations with the supervisor.

Lawler and Hall (1970) found that job satisfaction and job involvement were factorially independent and relatively distinct variables. Marr and Marthur (1973) observed that teacher educators have key role in the involvement of the education. Gannon and Hendrickson (1973) also found that 'Career Orientation Job Involvement' was positively and significantly related to job satisfaction. Wood (1974) supported the hypothesis that significant relationship occurs more frequently between job satisfaction and job involvement. Gechman and Wiener (1975) indicated that there was a positive association between job involvement and time devoted to work related activities, but the time and job satisfaction were unrelated.

The relationship between job characteristics and job involvement was explored by Castro (1986) was found that women working in jobs rated high on job characteristics showed limited job involvement than those women working in jobs rated low on those characteristics. Blan (1986) found that job involvement and organizational commitment as interactive predictors of absenteeism and tardiness behaviours in nurses. Wagner, Ferris, Fandt and Wayne (1987) found that organizational tenure did not explain a significant proportion of variance in job involvement after removal of exogenous effects.

Job involved individuals differ from their lesser-involved colleagues in several significant ways. They are more likely to describe their jobs more stimulating or higher in range of job characteristics, including variety, autonomy, task identity and feedback (Elloy et.al., 1991).
(b) Causes of Job Involvement:

Researchers who have defined job involvement as a form of the performance – self-esteem contingency argue that intrinsic need satisfaction is a necessary condition for job involvement. Vroom (1962) proposed that a person’s attempt to satisfy the need for self-esteem through work on the job leads to job involvement. In this study Vroom found that the degree of job involvement by his choice of ego rather than extrinsic factors help in describing the sources of satisfaction and dissatisfaction on the job.

Lawler and Hall (1970) are in favour of defining job involvement as the psychological identification with the work. They believe that job involvement is partly caused by an individual’s personal background and situations.

Researchers who are also in favour of defining job involvement as a central component of self-image consider job involvement to be caused by early socialization of the individual. However, they still maintain that intrinsic-need satisfaction is an important precondition for job involvement.

Lawler and Hall (1970) are also in favour of defining job involvement as the psychological identification with the work. They believe that job involvement is partly caused by an individual’s personal background and situations.

The above review of the causes of job involvement shows that almost all researchers consider intrinsic need satisfaction as the necessary condition for job involvement. The satisfaction of intrinsic needs of workers can be achieved only through appropriate changes in the job and the organizational environment.
Such changes like job variety, autonomy and opportunity for participation have also been viewed as situational factors causing job involvement. Besides the situational variables at the workplace that affect intrinsic motivation, researchers have also identified the protest – work – ethic attitude as a cause of job involvement.

The protestant-work-ethic attitude is largely determined by post socialization process experienced by individuals in specific socio-economic and cultural milieu in which they live. Thus, the rural/urban, blue collar/white collar and ethno cultural backgrounds of individuals have been considered as causes of job involvement. Thus, Roibinwitz and Hall (1977) consider the protestant – work – ethic attitude as a personal factor or individual – difference variable causing job involvement.

(b) Studies on Job Involvement:

(i) Job Characteristics Vs Job Involvement:

It is important to know what characteristics of the job are related to job involvement. Herzberg (1966) has divided job characteristics into two groups i.e. job content factors and job context factors. Although job involvement can be related to changes in both sets of factors, most psychological researches have advocated changes only in the job content factors. Herzberg proposed job-enrichment programmes as a means to increase job involvement, based on the belief that job involvement results from those job changes that satisfy workers’ intrinsic needs.

Hackman and Oldharm (1976) identified five core job characteristics (variety, autonomy, task identity, task significance and feedback) that need to be introduced in a job-enrichment programme.
Tannenbaum (1966) argued that workers holding higher-level jobs in an organization should show more job involvement than workers holding lower-level jobs.

This expectation is based on the assumption that higher-level jobs can satisfy intrinsic needs to a greater extent by offering more variety, autonomy and challenge to the workers than the lower level jobs. However, studies performed on this issue provided mixed results.

(ii) Age Vs Job Involvement:

Some researchers argue that older workers should show greater involvement than younger workers.

Cherrington (1977) has advanced three possible reasons for the positive relationship between age and job involvement. Firstly, with increasing age, a worker is bound to get exposed to greater number and different kinds of work experiences. These experiences may form the basis for involvement. Secondly, the early experiences of older workers may have strengthened their work values. Finally, the younger workers of today's society receive training and socialization pressures that make-work less important in their lives. Hence, the younger workers show less involvement.

The empirical evidence on the relationship between age and job involvement is both weak and conflicting. The findings reported a correlation of 0.25 (low correlation) between age and job involvement.

(iii) Education Vs Job Involvement:

The relationship between education and involvement is weak as in the case of age. Empirical evidence on the direction of the relationship is mixed.
Baba (1979) reports that among the sixteen studies investigating that relationship between education and job involvement, six reported a positive relationship, four found a negative relationship and five showed no relationship.

(iv) Marital Status Vs Job Involvement:

Some people speculate that married workers have many family obligations that can divert their attention. On the other hand, in order to meet the family obligations, the married workers may have to work harder and thereby become more involved. Kanungo, Misra and Dayal (1975) found that married workers involved more in job activities. But several other studies have found no relationship.

(v) Experience Vs Job Involvement:

Seven of fifteen studies reported a positive relationship between length of service (Experience) and job involvement, one reported a negative relationship and seven reported insignificant relationships. It is assumed that a longer stay with an organization may develop organizational loyalty in a worker, but not involvement.

(vi) Socio-cultural factors Vs Job Involvement:

Variables such as rural/urban background, ethnic-cultural background and religious background are thought to be related to job involvement. The reasons for such a relationship lies in the fact that the socialization process to which these socio-cultural factors contribute acts as a pre-disposing cause of job involvement. But the results of the studies exploring the relationship between the job involvement and the socio-cultural factors are quite ambiguous.
2.6 Job Satisfaction:

(a) Meaning of Job Satisfaction:

Man in any work situation is able to apply himself whole-heartedly to his work when he enjoys job satisfaction. The term job satisfaction is defined as under:

*JOB*: According to Good (1973), job is,

1) A test performed by a student in order to develop skill or to ‘try out’ the application of a principle.
2) A unit of trade or task done by a worker in return for pays, an employment classification.
3) A contract or unit of work in the Dalton Plan to be completed in a given time.
4) A specific assigned tasks, which provides the media by which the student practices and develops skills for an occupation.

*SATISFACTION*: The term satisfaction has been defined by English (1934) as ‘the state of a person whose tendencies have reached their goal’.

*JOB SATISFACTION*: Job Satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes are related to specific factors such as wages, conditions of work, advancement opportunities, prompt settlement of grievances, fair treatment by employees and other fringe benefits. In other words job satisfaction is the employee’s judgement of how well in job, on the whole, satisfying his various needs. In short, job satisfaction is an attitude, which is the result of many specific attitudes in three areas, viz., specific job factors, individual characters and group relationships outside the job.
According to Bulluck (1952) job satisfaction may be defined as an attitude, which results from balancing and summation of many specific likes and dislikes, experienced in connection with the job.

A more comprehensive approach to the problem of job satisfaction requires that many traditional factors, physical, social, temperamental and personality factors to be included for correct assessment (Blum, 1956).

Job satisfaction is considered by Kirkpatrick (1960) as having five major factors viz., formal relations with the administration, quality of leadership, job situation, work situation attributes and salary satisfaction.

Vroom (1964) has done good progressive work on job satisfaction and listed the following dimensions: attitude of the individual towards the company and company management, attitude towards promotion chances, attitude towards job content, attitude towards supervision, attitude towards financial rewards, attitudes towards working conditions, attitude towards workers etc.

According to Katzel (1964) job satisfaction is the verbal expression of an incumbent’s evaluation of his job. The verbal evaluation is made operational by some form of attitude questionnaire or scale by means of which the incumbent rates his job on continuum of ‘like-dislike’ or approximate synonyms such as ‘satisfied-dissatisfied’.

Gilmer (1966) defined job satisfaction as ‘the result of various attitudes the person held towards his job, towards related factors and towards life in general’.
Porter and Lawler (1968) described job satisfaction as a function of ‘the extent to which rewards actually received meet or exceed the perceived equitable level of rewards’. Again Blum and Naylor (1968) believed that job satisfaction is the result of various attitudes possessed by the employee, which relate to the job and are concerned with several specific job aspects.

According to Smith et al., (1969), job satisfaction represents the differences between ‘what is expected’ and ‘what is experienced’, in relation to the alternatives available in a given situation. This difference is termed as job discrimination index. Locke (1969) defines job satisfaction as the pleasurable, emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values.

Job satisfaction is considered by Rao (1970) is a complex phenomenon, having multiple inter-correlated causal factors: personal, social, cultural and economic.

Sinha and Agarwal (1971) defined job satisfaction as ‘a persistent effective state, which has arisen in the individual as a function of the perceived characteristics of his job in relation to his frame of reference’.

Crosse (1973) discussed the multifaced approach to the measurement of job satisfaction and developed a scale with separate sub scales of 6 items each on 1) firm as a whole, 2) pay, 3) promotion, 4) job itself, 5) immediate supervision and 6) co-workers. Pestonjee (1973) defined job satisfaction in the light of Herzberg’s two-factor theory and concluded that job satisfaction can be taken as a summation of employees’ feelings in four important areas. Two of these (job and management) encompass factors directly concerned with the job and the remaining two (social relations and personal adjustments) include factors not directly connected with the job, but which are presumed to have a bearing on job satisfaction.
Rowntuil (1981) explained job satisfaction is the extent to which each person in an organization obtains satisfaction from the process and context of his work. Maximizing job satisfaction and also minimizing frustrations and dissatisfaction is widely recognized as one of the important goals in modern management.

Malone (1993) observed that responsibility, interpersonal relations with student’s achievement, interpersonal relations with other teachers and job security to be the primary contributors to the job satisfaction.

Employees expect some rewards by doing their work. If the job in which they are involved will not provide their expected rewards, then they will be dissatisfied. Thus, there are numerous definitions and meanings for the concept of job satisfaction. To conclude different operational definitions of job satisfaction given by Wanou and Lawler (1974) may be quoted:

1) Overall job satisfaction is the sum of job facet satisfaction across all facets of job.
2) Job satisfaction has been conceptualised as a weighted sum of job facet satisfaction.
3) Job satisfaction has been operationalised as the sum of goal attainment or need fulfilment when summed across job facets.
4) Job satisfaction has been operationalised as a discrepancy between how much is there now and how much should there be.
5) Job satisfaction results from the attainment of values, which are compatible with one’s needs.
(b) Factors leading to Job satisfaction / Dissatisfaction:

A man never works in vacuum. A large number of aspects of the job determine the job satisfaction of the employees and this influences to a great extent the quality and the quantity of the output. Therefore, it is important to know, whether a person rates himself as satisfied / dissatisfied one.

Job satisfaction is a chief factor in an organization, which plays a main role to run the organization in a steady and smooth way with great morale, discipline and harmonious acclimatization of employees. There are various factors that influence the employee’s satisfaction. In the process of identifying different factors which contributed to satisfaction or dissatisfaction, many studies were undertaken both in the field of industrial management and in the field of education. The aim of all these researches was to locate the bad situations causing worker dissatisfaction by which the management might be informed of eliminating those situations to maximize the satisfaction in the work and thereby increase the morale of the organization.

Blum and Ross (1942) stated that in the mind of the employee a minimum of five drives were likely to operate on the job. They are 1) advancement, 2) hours of work, 3) pay, 4) security and 5) supervisory relationships.

Siedmen and Waterson (1949) found that recognition, friendly associations, work fitted to vocational level of duties were more important contributing factors of job satisfaction than the salary.
Stangner (1950) stated that neither executives nor workers were concerned about pay as such except when economically pinched. At other times they preferred ego satisfaction such as prestige, power, recognition, security and individual treatment.

Friedlandar (1964) and Starovich (1972) found that job content factors – feelings of achievement, work itself, use of best abilities, challenging assignments, growth in the job, recognition, responsibility and promotions – were more important for feelings of both job satisfaction and dissatisfaction. Lafollette and Sims (1975) found that the organizational climate and organizational practices were related to job satisfaction.

Schimdt (1976) found that supervision was one of the highly dissatisfying factors to the administrator. Arvey, Dewhist and Boling (1976) found that supervisory goal – clarifying and planning activities and participation in goal – setting is positively associated with satisfaction of subordinates.

In a study conducted by Glicken (1977), on the job satisfaction of social workers, it was found that co-workers, supervision, work itself, pay and promotional opportunity were the most important factors contributing to the job satisfaction.

Farris (1977) suggested two important sources of job satisfaction. The motivation factors commonly associated with meaningful work experiences appeared to provide an intrinsic source of job satisfaction. In addition to this, perceived, success attained through achievement on the job and advancement through the organizational hierarchy appeared to be major determinants of job satisfaction.
Ramakrishnaiah (1990) in a study of job satisfaction of college teachers concluded that the factors: head of the institution, physical facilities, self esteem, fringe benefits, entertainment, prestige, academic policies and co-teachers had played a significant role in uplifting the job satisfaction.

Maheswar Panda (2002) conducted a study on job satisfaction of teachers in the context of types of management. He found that there is no significant difference between government teachers and private teachers in respect of their job satisfaction. And the college teachers, in general as well as both categories were satisfied with their job.

Vijayalakshmi (2005) conducted a study and the findings showed, low and positive correlation between teacher effectiveness and job satisfaction only the management of the school has significant impact both on teacher effectiveness and job satisfaction. The other variables included in the study viz., locality, subjects of teaching has no significant impact on both teacher effectiveness and job satisfaction.

2.7 Personality:

The study of personality seeks to discover the reasons for a wide range of human behaviours, to account for their occurrence and assess their roles in the total person. The study of personality covers a varied and complex domain. When the demographic and situational factors are capable of influencing the individual's satisfaction in either way, one's personality will certainly play a vital role in determining the attitude towards his teaching profession.
One of the dimensions of personality is emotional stability or neurotic tendency. An individual's emotional stability is likely to manifest itself in his/her attitudes towards job/profession.

(a) Meaning and Definitions of Personality:

There are so many definitions of personality as it covers a varied and complex domain. In order to know the nature of personality some important definitions are discussed hereunder:

In general: some define personality as, 'one's social stimulus value'. Others define it as, 'the sum total of innate dispositions, impulses, appetites, instincts, tendencies and habits'. Another type of definition says that personality is more than the sum of its parts and that more than is its pattern of organization. Some people define personality as 'an individual's characteristic pattern of adjustment'.

In specific:

According to Cattell (1950), "Personality is that which permits a prediction of what person will do in a given situation".

Guilford (1954) says that an individual's personality is "an integrated pattern of traits". He defined personality, as "an individual's personality is unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another".

Koul's (1974) definition on personality is that "it is an organization and integration of a large number of habits".

Crowne (1979) defined - personality is the organized system of potentialities for behaviour.
(b) The Impact of personality on the attitude towards teaching:

Ryans (1964) in his work 'The teachers’ characteristics study', which was a massive research work involving approximately one hundred separate studies and over 6000 teachers in 1700 schools participated in various phases of investigation. One of the major objectives of the study to compare findings is related to the present study of the investigator. Hence, the investigator highlights some major findings of Ryans on the comparative aspect of the study — ‘High’ teachers compared to the ‘Low’ teachers.

There was a tendency for ‘High’ teachers (teachers related high with respect to overall classroom behaviour) to be extremely generous in appraisals of the behaviour and motives of other persons; to possess strong interest in reading and literacy affairs, to be interested in music, painting and the arts in general; to participate in social groups; to enjoy pupils relationships, to prefer non-directive classroom procedures; to manifest superior verbal intelligence; and to superior with respect to emotional adjustment. On the other hand ‘Low’ teachers (teachers rated low with respect to overall classroom behaviour) tended to be restrictive and critical in their appraisals of other persons; to prefer activities which did not involve close personal contacts; to express less favourable opinion of pupils, to manifest less high verbal intelligence; to show less satisfactory emotional adjustment and to represent older age groups.

Quraishi (1972) studied the personality, attitude and classroom behaviour of teachers. The sample of the study consisted of 200 teachers drawn from twenty-one secondary schools. Flanders Interaction Analyses category system was used for observing and recording teachers’ classroom verbal behaviour. Thurston temperament schedule was employed to assess the personality traits and attitude scale constructed by Wandt, Glassey and Patel were adopted to measure attitude of Pearson’s product moment
correlation technique, step wise regression analysis and ‘t’ technique were used for analyzing the data. Findings: (i) Teacher’s verbal behaviour in the classroom was related in a small measure to their personality and attitude. (ii) Teacher’s attitude towards democratic classroom procedures correlated significantly.

Kaul (1972) studied the differentiating personality traits and values of 124 ‘popular’ teachers and 100 ‘not popular’ teachers. The main findings of the study were:

(a) The popular teachers distinguished themselves as more outgoing, intelligent, emotionally more stable, sober, conscientious, venturesome, tough minded, shrewd, placid, controlled and relaxed.
(b) They were significantly high on theoretical, social, political and religious values and were significantly low on economic and aesthetic values.
(c) They had favourable attitude towards teaching and they were effective in their work as teachers.

Singh (1976) examined the relationship between some personality variable and teaching effectiveness. The major findings of the study were as follows:

(i) The needs of superior, average and inferior teachers were clearly distinct from one another and superior teachers were distinct from the other two in cognition, dominance, autonomy and construction.
(ii) The inferior teachers were distinct from the other two by their need of acquisition.
(iii) The inferior teachers did not seem to possess the need of exhibition, which was most prominent in the average teachers. The other most prominent needs of the average teachers were exposition and play.

(iv) Prominent needs of inferior teachers were succourance, difference and play.

(v) The most prominent needs of superior teachers were nurturance, achievement and counteraction.

(vi) The organization pattern of superior teachers was generally logical and that of inferior teachers was emotional.

(vii) The interpersonal relations as regards social behaviour were high in superior teachers but very low in inferior teachers.

(viii) The inferior teachers lacked self-conscious in teaching and in solving problems; the average teachers had self-confidence but had adjustment problems.

(ix) The superior teachers had more of imagination, while the inferior ones were weak in it.

(x) The superior teachers used literary language more than the average and inferior teachers.

**Gupta (1977)** investigated into the personality characteristics, adjustment level, academic achievement and professional attitude of successful teachers. The data was collected with the following tools: Cattell 16 PF Questionnaire, Bell’s adjustment inventory, Minnesota teacher attitude scale and a tool to measure teaching success. It was found successful in teaching was significantly related to personality factors: 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. The personality characteristics, adjustment- home, social, emotional professional and total adjustment, attitude towards teaching and sex were
found to be the determinants of success in teaching. Also it was concluded that the factors as a group were better indicators of teaching success than individual factors.

Geol (1978) studied the behaviour of extrovert and introvert teachers. The study reveals that: Extrovert teachers seemed to have greater interchange of classroom events than introvert teachers. The extrovert teachers had larger transition from pupil response to the categories of teacher praise, encouragement, acceptance and ‘questions’ as compared to introvert teachers. Introvert teachers seemed to have greater content emphasis whereas extrovert teacher seemed to provide more opportunity for pupil response to pupil direction. The extrovert teachers’ tendency was to break the silence or confusion by asking question more frequently whereas introvert teachers’ tendency was to give direction in the same state of situation. It appeared that extrovert teacher had all the seven interaction models of teaching.

Dileep Kumar (1979) studied the personality characteristics of innovative and non-innovative teachers and concluded that innovative teachers were young, active and outgoing individuals and less descriptive in mood.

Lawrence et.al., (1982) conducted the two attitude types, extroversion and introversion, describe how an individual prefers to engage the environment and use the four basic mental functions. Extroversion and introversion are seen as complementary orientations toward life. Extroversion defines the actions of individuals who prefer an orientation to the outer world of people, places and things. Introversion describes a preferred orientation toward the inner world of thoughts, concepts and ideas.
Malik (1984) made a comparative study of personality factors and teaching environments of successful and unsuccessful teachers in selected schools of Rajasthan. The main objective of this study is to find out the interrelationship between personality and factors of teachers and their attitude towards teaching profession. The findings reveal that personality, learning environment concomitants teaching success, attitude towards teaching, age and experience were some of the factor patterns associated with teaching.

Carroll Bryan Shannon (2001) conducted a study on the effects of differential personality traits on student teacher performance and satisfaction. The results of this study indicated that based upon the criterion measures employed, differences in personality traits between student teachers and cooperating teachers were not effective predictors of student teacher performance or satisfaction. Upon further analyses of the data, it appeared that student teacher personality traits themselves were more predictive of their performance and satisfaction than were cooperating teacher personality traits or differences between personalities.

2.8 Appraisal:

It may be seen from the brief review of literature presented in the foregoing pages that a number of studies have been carried out on the relation between attitude towards teaching and other variables. The studies yielded contradictory results on the relation between different personal and demographic variables and attitude towards teaching. Therefore it is difficult to summarise the conclusions of these studies as they have concerned themselves about a wide variety of aspects of attitude of teachers towards their teaching profession, job involvement and job satisfaction.
Although job involvement and job satisfaction are also important from the educational point of view, these areas are not much explored as attitude towards teaching. The results of even the few studies present a confusing picture with contradictory results.

It is needless to say that a very few studies have been conducted to study the attitude of primary school teachers towards their teaching profession and whatever studies exists, none of them is comprehensive enough so as to enable one to draw any conclusive result.

Under these circumstances, it is quite reasonable to say that there is a great need to conduct more and more similar studies. Hence, the investigator was made to move in this direction and conduct the investigation in which the attitude of primary school teachers of Andhra Pradesh towards teaching profession could be studied in comparison with job involvement and job satisfaction. This resulted, finally, into the statement of the present problem whose procedure of investigation is described in the following chapter.