Chapter 2

Review of Related Literature
CHAPTER 2
REVIEW OF RELATED LITERATURE

Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavours. It can never be undertaken in isolation for the work that has already been done on the problems which are directly or indirectly related to the study proposed by a researcher. A careful review of related literature viz. Encyclopedias, Monographs, Research journals, Periodicals, Abstracts, Book materials and other sources of information on the problem similar or related to one being investigated is one of the most important steps in the planning of any research.

The review has been presented under the following major heads:

- Research studies related with Success in Teaching.
- Research studies related with Personality.
- Research studies related with Achievement Motivation.
- Research studies related with Attitude towards Teaching Profession.

2.1 RESEARCH STUDIES ON SUCCESS IN TEACHING

A number of studies have been undertaken to identify the characteristics/traits of successful/effective teachers. A review of related studies from 1960 onwards has been presented below:

Balachandran (1981) in a study of teaching effectiveness and student evaluation of teaching identified the factors of teaching effectiveness. These factors included subject- mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment of teachers, concern for the students' progress and informal academic help.

In a study of beginning first year teachers' perceptions of characteristics of effective teaching, Hill (1988) pointed out that characteristics of effective teaching include (a) caring and understanding relationship (b) relating to the kids and work
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with them at different levels (c) kind of positive interaction (d) ability to break things
down to kids and (e) flexible and willing to try new things.

Donga (1989) studied the effectiveness of certain predictors of teaching
efficiency of student teachers and found that attitude towards children; general ability
and professional knowledge were effective predictors of teaching efficiency.

Cruickshank (1990) as cited in “Success in Teaching” by Mann (1989) organized the research on effective teacher behaviors from ten studies (Rosenshine
and Frust, 1971; Dunkin and Biddle, 1982; Cruickshank, 1986; Medley, 1977;
Gage, 1966; Borich, 1979; Good, 1979; Emmers and Evertson, 1982; Stallings,
1982; Potter and Brophy, 1988) and classified the teacher behavior into seven main
clusters. These included: (a) teacher character traits, (b) what the teacher knows, (c)
what the teacher teaches, (d) what the teacher expects, (e) how the teacher teaches, (f)
how the teacher reacts to pupils, and (g) how the teacher manages the classroom.

Noddings (1984) writes, "A caring teacher is someone who has demonstrated
that s/he can establish, more or less regularly, relations of care in a wide variety of
situations... [and] will want the best for that person". The relationship of teacher and
student, giving and receiving care, is a continuous one, lasting over time and
involving intimate and personal understanding. In addition, Noddings connects caring
with preparation and organization. Students recognize caring in teachers who are
prepared and organized. The philosophy of caring permeates the actions of teachers
our students remember best.

Hayman (1985) found that teachers who possessed highest level of motivation
and self-actualization tended to be more effective.

Rivers (1986) reported that a positive motivation in students, and enthusiasm
in teachers for teaching area and academic and professional growth are important
variables related to effective teaching.

Based on the findings of the research conducted by Brophy (1988), it was
suggested that teachers who approach classroom management, as a process of
establishing and maintaining effective learning environments, and as a multi-lateral
ambience, tend to be more successful than others who place more emphasis on their
roles as authority figures or disciplinarians since classrooms are composed of
numerously different personal views, characteristics, ethics and values.
Tom (1996) investigated the beliefs and ideas that pre-service and in-service teachers held about themselves as teachers, the students they taught, and the setting in which they taught at the university of Wisconsin White Water. The study revealed that teacher factors like, intelligence, personality, background and preparation programme, contributed more to the overall effectiveness of teachers.

Borich (2000) suggested that effective teachers are those who use “meaningful verbal praise to get and keep students actively participating in the learning process”.

Rice (2003) found five broad categories of teacher attributes that appear to contribute to teacher quality: (a) experience, (b) preparation programs and degrees, (c) type of certification, (d) coursework taken in preparation for the profession, and (e) teacher’s own test scores.

Wayne and Young (2003) also targeted teacher quality in their analysis of studies that examined the characteristics of effective teachers and their link to student effectiveness. Similar to Rice, Wayne and Youngs examined ratings of teachers' undergraduate institutions, teachers' test scores, degrees and coursework, and certification status. They concluded that "students learn more from teachers with certain characteristics....Teachers differ greatly in their effectiveness, but teachers with and without different qualifications differ only a little. Berry (2003) posits while these qualities are indeed important, they appear to have a singular focus on content knowledge. Highly qualified teachers must also know "how to organize and teach their lesson in ways that assure diverse students can learn those subjects. Highly qualified teachers don’t just teach well-designed standard-based lessons: they know how and why their students learn...."

Cruickshank, Jenkins and Metcalf (2003) reported that effective teachers are enthusiastic, warm and possess a sense of humour. They link these personality traits to students’ success.

Gionaunelli (2003) demonstrated that a reflective disposition towards teaching was related to effective teaching especially in the domains of instructional behavior, classroom organization, and teacher expectation. Data used to test the hypotheses were composed of reflective disposition scores earned by teacher candidates (N=55) and effective teaching scores given to teacher candidates by their field instructors. Reflective disposition consisted of six components: the composite of reflective
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disposition, and the composite of effective teaching, reflection on what teachers
should know and be able to do, reflection on teaching, reflection on learning
reflection on what it would be like to be a teacher in the classroom. Effective teaching
consisted of five components: the composite of effective teaching, classroom
management, instructional behavior, classroom organization, and teacher
expectations.

Thompson, Greer and Greer (2004) examined the reflections of university
students regarding the characteristics of their favourite teachers from whom they were
able to learn. Data collected from the students indicated that there were twelve
common characteristics that emerged as central to what students conceptualize as
good teaching. Those twelve characteristics connected to the theme of caring for
students, both academically and personally and strengthen recent indicators for
"highly qualified" teachers. The twelve factors included: fairness, positive attitude,
preparedness, personal touch, sense of humour, creativity, willingness to admit
mistakes, forgiving, respect, high expectation, compassion and sense of
belongingness. Awareness of these traits can help preservice teachers and inservice
teachers develop qualities that are associated with effective teachers.

Firat (2005) administered a questionnaire in the Turkish mono-lingual setting
and was done as an extension of earlier studies to provide feedback to Turkish
teachers. A total of 181 students of 9th, 10th and 11th grades attending four different
state schools answered a questionnaire and three open-ended questions aimed at
assessing their attitude toward their perceptions of teacher characteristics
(professional, pedagogical, and personal), as well as learning. The study stemmed
from a need that although there were clearly ‘subject’ factors involved, but he
proposed that ‘school’ factors and ‘teaching methods’ factors and largely teacher’s
‘personal factors’ had an important influence on pupils’ attitude towards learning. It
was concluded that the most essential determinants on attitudes to learning for many
pupils were who the teacher was and what s/he was like as a person i.e. the teacher as
‘a rational human-being’, along with the teacher’s technical or pedagogical
competence.

Kala (1989) studied the relationship of selected psychological variables with
attitude towards teaching of traditional and model school teachers. 75 model and 85
traditional school teachers teaching Class X were selected randomly from the model and traditional high/higher secondary schools of Ferozepur, Jalandhar and Chandigarh. The tools used were the Group Test of General Mental Ability by Tandon, Torrance's Test of Creative Thinking, Cattell's 16 Personality Factors Questionnaire, Bell's Adjustment Inventory, the Study of Values by Ojha, and the Teachers' Attitude Towards Teaching Scale by the investigator. Mean, median, SD, skewness, kurtosis, semi-interquartile, coefficient of correlation, factor analysis, multiple regression equations and step-up regression equations were worked out while treating the data. The findings of the study were a) the overall profile of the personality of model school teachers with favourable attitude towards teaching characterised the teacher as good-natured, easygoing, emotionally expressive, ready to cooperate, soft-hearted, adaptable, accommodating, highly conscientious and with a practical bent of mind, independent, self-sufficient, resourceful and whose behaviour was mature, unanxious and confident, b) the traditional school teachers with favourable attitude towards teaching were characterised as emotionally expressive, ready to cooperate, adaptable, accommodating, conscientious, imaginative, self-supporting, resourceful, controlled, socially precise and emotionally stable, c) intelligence and values did not correlate significantly with attitude towards teaching in the case of both the samples, d) personality, intelligence, adjustment, values and creativity clustered together in group factors with Teachers Attitude Towards Teaching in both the samples and e) personality was found to be a better predictor of teachers' total attitude towards teaching in both the samples.

Intelligence has been found to be an important trait of successful teachers. The findings of the studies conducted by Ryans (1960), Allen (1963), Adaval (1968) and Kaul (1973) on good or successful or effective or popular teachers show that the general scholastic mental capacity is one of the attributes of such teachers. It may be inferred that the trait of higher intelligence is an attribute of a teacher who is successful in teaching at secondary stage.

Gupta (1988) in his study on effective-teachers found that science teachers were more intelligent than Arts teachers whereas Arts teachers were better adjusted than the science teachers. Effectiveness was highest in the (30-39) age group, and correlated negatively with salary.
Gender differences in teaching efficiency were reported in the studies conducted by Ryan (1960), Singh (1988), Wu (2005) and Heckert (2006).

Pre-service training/teaching practice has been found to enhance teaching effectiveness and teaching efficacy.

Student interns with higher personal teaching efficacy were rated more positively on lesson presenting behavior, classroom management, and questioning behavior by their supervising teacher on their practicum evaluation (Saklofske, Michaluk, and Randhawa, 1988).

Steffens (1990) examined the characteristics of teacher efficacy as perceived by teachers in a sample of 70 teachers. He found that a) Knowledge of the subject matter, (b) A caring and compassionate personality, (c) Enthusiasm (d) Organization (e) A sense of humour (f) Love of children were perceived to be associated with teacher efficacy.

Carlson and Gooden (1999) concluded that effective ways to encourage assimilation of teaching skills is to model skills. Mentoring practices (variables that involve modeling: enthusiasm, teaching, effective teaching, a rapport with student, hands-on lessons, well-designed lessons, classroom management, and syllabus language) were identified with "modeling" effective primary science teaching. This research supports that the role model of mentor allows the mentee to experience the teaching beliefs of the mentor and provides the mentee with a reference point and an immersion of practice.

Yeung and Watkins (2000) investigated twenty seven Student-teachers’ personal sense of teaching efficacy in Hongkong. The results pointed out that teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, commitment and a sense of self confidence.

Researches over the last 30 years have revealed that pre-service teachers who graduate from university may have the knowledge of their own subjects matter and teaching pedagogies, but they do not necessarily have the ability to implement their skills and present their knowledge in the classroom. Some teachers who are highly
opposed have left their teaching without the feeling of being teachers confidently that is called as teaching efficacy (Redmon, 2007).

Redmon (2007) found that teaching efficacy had become part of courses, instruction, and field experience in pre-service teacher preparation program. A cohort of students in a teacher preparation program completed questionnaires measuring their feelings of teacher self efficacy at three points in the program (pre-course, mid-course, and post-course). Results suggest that pre-service teachers' feelings of teaching efficacy do improve as a result of their participation in such programs. Pre-service teachers need real teaching successes in order to build strong feelings of teacher efficacy and the earlier students can begin enjoying these successes, the more resilient their self efficacy will become. Successes build feelings of self efficacy; failures lower them.

Authentic teaching practice and motivational beliefs were found to be related with self-efficacy.

Building a false sense of self-efficacy by simply encouraging students or telling them they will be good teachers without providing them the opportunities for authentic success in real teaching situations is a recipe for failure (Bandura, 1977).

Bandura (1997) found that pre-service teachers benefit from authentic teaching practice experiences in classroom and learn from mentor. If pre-service teachers experience success only in protected (i.e., less authentic) settings, they may come to falsely expect success in every lesson they teach, and may be easily discouraged when confronted with their first authentic school settings.

Bong (2001) in his study assessed academic self-efficacy, task value, ability and effort attributions and mastery, performance approach, and performance avoidance achievement and orientations to reference to English, Korean, mathematics and general school learning among 389 Korean high school girls. Results corroborated his previous report that students form motivational beliefs that are subject-matter specific and that some beliefs generalize more than others across multiple academic domains. On average, attribution beliefs appeared least generalizable, followed by task value and mastery achievement goal orientations. Academic self-efficacy beliefs were correlated moderately, whereas performance approach and performance avoidance achievement goal orientation demonstrated
strong correlation across different contexts. Motivational beliefs in each of the specific school subjects were more strongly correlated with motivational beliefs in general school learning than with beliefs in other areas of subject matter.

Robert, Harlin and Ricketts (2006) conducted a longitudinal study on agricultural science student-teachers and found that teaching efficacy was related to teaching practice experience of the students.

Gurvitch and Metzler (2009) also found that practicum experience affected teaching efficacy of pre-service teachers. Strong efficacy levels may be established through a sequence of authentic experiences over time, which offer opportunities to face challenges and to cope with and overcome adversity. Perhaps, only after pre-service teachers face some challenging experiences and prove to themselves that they can be successful, they might establish stronger teaching efficacy beliefs.

Erawan (2011) conducted a research on the predictors of teaching efficacy in a sample of pre-service teachers from a number of public universities in Thailand. A total of 899 pre-service teachers under the final year responded to scales that assessed teaching efficacy, attitudes toward the teaching profession, the preparation program effectiveness, and practicum experience. According to path analysis, attitudes toward teaching profession, preparation programme effectiveness, and practicum experience were significant predictors of teaching efficacy. The strongest predictor of teaching efficacy was the preparation program effectiveness.

Job-satisfaction was found to affect success in teaching among teachers.

Arora (1976) found that effective teachers derive more satisfaction from their work than ineffective teachers.

In a study by Shankar (1989), the main aim was to study the values and job-satisfaction of teachers having high, average and low teaching effectiveness. The study was an ex-post facto research wherein 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools used for the study were a new Test for Study of Values by Gilani; the Teachers' Job Satisfaction Questionnaire by Kumar and the Teachers' Effectiveness Scale (adapted form, by Kumar and Mutha). The data were treated with 't' test, partial correlation and multiple correlation. It was found that the effective teachers markedly differed from ineffective
teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

The objective of Basi (1991) research was to study the relationship between the various criterion measures of teaching competency. The final sample, picked through incidental purposive sampling, involved 440 trained graduate male and female language teachers and 2,000 students from high and higher secondary schools of three districts of Punjab namely, Ropar, Ludhiana and Ferozepur. The tools used included the Self-rating Scale for Teachers by Sidhu, the Pupils Ratings of Teachers Scale by Grewal, the Teachers’ Job Satisfaction Scale by Chandel, Rotter's Internal-External Scale, and the Maslach Burnout Inventory. Mean, SD, t' ratios. Analysis of Variance, Pearson's Coefficient of Correlation and Factor Analysis were employed to analyze the data. The findings of the study indicated that there existed a positive correlation between the measure of job satisfaction and the criterion measures of teaching competency; and a negative correlation between locus-of-control and teaching competency, professional burnout variables and criterion measures of teaching competency.

Passi and Sharma (1982) found that there was a positive relationship between teaching competency and liking of their pupils in their teaching behaviour in a study of the teacher effectiveness of secondary school teachers.

Gill and Reynolds (1999) reported that students, of teachers with high expectations, learn more as teachers' expectations rise. Teachers' expectation levels affect the ways in which teachers teach and interact with students. In turn, these behaviors affect student learning.

Ostrander (1996) compared 93 teachers’ self-assessments of teacher effectiveness with the assessment by principals, students, and parents. Findings suggested that the use of multiple judges may provide unique perspectives of teacher performance, resulting in fairer and more comprehensive evaluations.

Student-teacher interaction was found to improve academic performance of the students.

McCombs and Miller (2006) emphasized that good relationships between students and teachers often lead to increased student performance. They implied that
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examining the relationship between the student and teacher would provide a good predictor of the learners' motivation to achieve academically.

Veera and Arunkumar (1988) observed that there exists significant difference in academic performance of students taught by high effective teachers and those taught by less effective teachers.

Al-Babtain (1982) found that there was no significant relationship between student-teacher interaction and teaching effectiveness.

Thus, it can be concluded that successful/effective teachers have in common, the following characteristics;

Caring and understanding relationship, relate to the kids and work with them at different levels, ability to break things down to kids, flexible and willing to try new things, attitude towards children, level of motivation to achieve and self-actualization, fairness, positive attitude, preparedness, personal touch, sense of humor, creativity, willingness to admit mistakes, forgiving, respect, high expectation, compassion and sense of belongingness, intelligence, personality, background, experience, degrees, coursework taken in preparation for the profession, teachers' own test scores.

Communication, academic and professional knowledge, teaching skills, lesson preparation, management of class discipline, commitment and a sense of self confidence, enthusiasm, teaching, a rapport with student, hands-on lessons, well-designed lesson, and syllabus language, authentic teaching practice experiences.

It is evident from the review that most of the studies have been done in the foreign context and very few in the Indian context. So, there is a need to undertake more studies in the area of 'successful/effective teaching' in India.

2.2 RESEARCH STUDIES ON PERSONALITY

Many investigators have tried to study the personality traits of effective/successful teachers and student-teachers. A review of literature from 1951 onwards has been presented below:

A concern facing education is the variety of personality styles that could either negatively or positively impact academic excellence in secondary students. Cooper and Bemis (1967) undertook a study on teacher’s personality, teacher behavior and their effects upon pupil achievement. The students' grades, using a non-standardized
score were used to reflect achievement. This study connected teachers' personalities and behaviors as factors for student learning. The scale that was used to assess a teacher's personality was the Edwards Personal Preference Schedule (EPPS), developed in 1959.

Grewal’s (1976) investigation showed that main predictors of teacher effectiveness are home, health, social, emotional and total adjustments, dominance, submission and non-verbal intelligence.

Gupta (1976) conducted a study on prediction of teacher effectiveness and found that highly effective teachers differ significantly with respect to 9 personality factors and the less effective teachers are less intelligent and have lower self-concept.

Mutha (1980) in his study found that the effective teacher had significantly higher scores on job satisfaction than the ineffective teacher. The significant predictor variables of teacher effectiveness were ascendance, submission, neuroticism, job satisfaction and teaching attitudes.

Singh (1981) examined the relationship between personality and teaching effectiveness and found that there exists a significant relationship between personality and teaching effectiveness.

Kuhn (1982) examined the relationship between teachers' personality and job satisfaction. He found that extrovert teachers seemed to be more satisfied than introvert teachers.

Bettencourt, Gillett, Gall and Hull (1983) conducted a research study in which two experiments were done to assess the effects of enthusiasm training for teachers on students' academic performance. Teachers were randomly assigned to training and no-training conditions in each study. Trained teachers became significantly more enthusiastic than untrained teachers (both experiments). After the training period in Experiment 1, all teachers taught the same curriculum unit to their students. Contrary to previous research findings, students of trained teachers did not achieve more than other students. However, the no-training group used their natural teaching style, whereas in previous studies control group teachers displayed artificially depressed levels of enthusiasm. In Experiment 2 students of trained teachers were observed to be more often on-task. Possible explanations of this result were found in research on
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non-verbal communication and on attention. Enthusiasm was considered as one of the most important characteristics of effective teachers.

Wangoo (1984) pointed out that personality adjustment, democratic leadership, a high degree of intelligence and emotional content were the main characteristics of teacher effectiveness.

Wangoo (1986) in a study of Indian teachers found that psychoticism, adjustment, democratic leadership/behavior and emotional stability emerged as the most important personality characteristics related with teacher effectiveness. He concluded that teachers who had an outgoing attitude, and who were less aggressive, more trusting, open, forthright, relaxed and group-dependent were highly successful.

Powell (1987) compared certain personality traits of hundred satisfied and hundred dis-satisfied teachers from Secondary schools in India using the sixteen personality factor questionnaire (16PFI). Satisfied subjects tended to be reserved, detached, critical, cool, liked things rather than people, preferred working alone, and avoided compromise. Dissatisfied subjects were likely to be easy-going, emotionally expressive, ready to co-operate, attentive to people, soft hearted, kind and adaptable with greater portability of interaction with colleagues and outside interests.

Mato (1988) studied the personality characteristics associated with teacher effectiveness. The findings revealed that outgoing behaviour, intelligence and brightness, emotional stability and higher ego strength, happy go lucky and enthusiastic conscientious, persistent and moralistic, venture some, socially bold, tender-minded and sensitiveness, polished and social awareness, self sufficient, resourcefulness and preferring own decisions and relaxedness were associated with teacher effectiveness.

Thakur (1988) analyzed the relationship between teacher’s personality and teaching behavior. Two groups of 50 teachers each who showed distinct interactional patterns, designated as 'direct' and 'indirect', were selected and then their personality structure differences were studied. In the course of the study, more than 200 teachers were observed in the live classroom situation thrice for a period of 20 minutes each using the Flanders' Interaction Category (FIAC) system. Their interaction patterns were analyzed through 10x10 matrices and interactional variables as envisaged by Flanders. The two contrasted groups of teachers were drawn on the basis of statistical
cut and then values for each interactional variable were calculated. Each teacher of the two groups was administered Cattell's 16 PF test which was scored. A factorial study using the principal axis method and varimax rotation were conducted for each group of teachers separately. The major findings were that a) the rotated and unrotated factor matrices for each group indicated that the factor structure for 'direct' and 'indirect' teachers was unique and b) the study concluded that the personality of the teachers could account for the assessment of teaching behavior.

The aim of More's (1988) research was to study the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers. The sample comprised 500 male and female teachers taken from secondary schools in Nagpur, Wardha, Bhandara, and Gadchiroli Districts, through purposive sampling. The tools used were Cattell's 16-Personality Factors Questionnaire (Hindi version of S.D. Kapoor), the Teaching Aptitude Test (TAT) by Jaiprakash and Shrivastava and the Teacher Effectiveness Scale by Pramod Kumar and Mutha. The collected data were treated using quantitative techniques. The major findings were that a) out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness, of which intelligence was the most important, b) the total personality of a teacher was found to be affecting his teaching and c) there was a significant difference in the male and female teachers as regards the factors E, F, H, and M.

Mittal (1989) sought to relate teachers' personality characteristics to their class-room behaviour, analyzed in Flanders' style as direct and indirect teaching (or influence). Indirect teachers were found to be more outgoing, intelligent, emotionally stable, humble, sober, conscientious, restrained, tender-minded, trusting, imaginative, shrewd, apprehensive, conservative, group-dependents, controlled and relaxed, that direct teachers were disciplinarians, technologists, humanitarians, stylists and academicians.

The aim of the study by Awasthi (1989) was to find out the personality profiles of popular and unpopular teachers and their relationship with teaching proficiency. This was an independent study wherein the initial sample comprised 99 male and female teachers from six intermediate colleges of Kanpur (U.P.). The final sample comprised 80 teachers who were administered Cattell's 16-Personality Factor
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Questionnaire and Verma's 25-Rating Scale of Traits to select popular and unpopular teachers. Mean, SD, 't' values and correlation were computed while treating the data. It was concluded that the popularity of teachers in their profession is related to their prescribed traits—that is, they were reserved (A-), which indicated the qualities of detachment and coolness; assertive (E-); sober (F-); conscientious (G+); slightly tough-minded (I-); extremely shrewd (N+); slightly experimenting (QI+); and slightly self-sufficient.

Maan (1989) concluded that:

- The attributes under the 'Outgoing' aspect of factor 'A' appear to be helpful, in making a teacher successful in teaching. These findings have substantiated the earlier findings of Symonds (1955), Ryans (1960), Peronto (1961), Crow and Crow (1964) and Richey and Fox (1964), Bower and Soar (1963).

- A teacher scoring high on factor 'B', which is indicated by the intelligence level, is likely to be proficient in teaching. The studies by Ryans (1960), Allen (1963), Adaval (1968), Crow and Crow (1964) and Richey and Fox (1964) support Maan's results.

- Factor C extends from "affected by feelings" at the lower end to "emotionally stable", at the upper end. The differences between means found to be significant at .01 level of confidence. The successful teacher seems to be, on an average, more emotionally mature, unruffled and realistic about life than the unsuccessful teachers. He is likely to have more ego-strength or more stable. In the studies conducted by Peronto (1961), Ryans (1960), Symonds (1955), Amatora (1955), Cattell (1960), Adaval (1968), and Kaul (1973) found that successful teachers are emotionally mature, self-controlled, more strong-willed and have a strong control of emotions and general behavior.

- Successful teachers tend to be more sober and less impulsive (factor 'F') than those who are unsuccessful. Richey and Fox (1964), Kaul (1973) had found the same results.

- The successful teachers seem to be more conscientious and less expedient (factor 'G') than the unsuccessful teachers. The successful teachers are more conscientious, persevering, rule bound, responsible and dominated by a sense of duty as compared to unsuccessful teachers. The findings of Amatora...
Successful teachers tend to be socially-bold, ready to try new things, spontaneous and abundant in emotional responses (factor ‘H’). Lamke (1951), Amatora (1955), Leads (1956), Peronto (1961), Ryans (1960), Richey and Fox (1964) had found the similar results.

Successful teachers tend to be more practical, realistic, responsible and independent (factor ‘I’) than the unsuccessful ones. These results are substantiated by Richey and Fox (1964), Davis and Satterly (1969), Kaul (1973).

A teacher, who tends to be shrewd, polished, analytical and who has an intellectual and unsentimental approach to situations (factor ‘N’) is likely to be a successful teacher. Kaul’s (1973) study had shown same results.

The successful teachers are more 'placid' and less 'apprehensive' (factor ‘O’) than those who are unsuccessful teachers. A placid person is more mature and less anxious, confident, has the capacity to deal with things, and feels secure as compared to the unsuccessful person. The findings of Davis and Satterly (1969) study support Maan’s results.

That successful teachers are more controlled, socially precise, strong-willed (factor ‘Q3’) than the unsuccessful teachers. The teacher who tends to be socially conscious, careful, controlled and has a regard for social reputation is likely to be effective and successful. Similar results were found by Symonds (1955), Ryans (1960), Cattell (1960), Peronto (1961), Kaul, (1973).

The successful teachers are more 'relaxed' and less 'tense' (factor ‘Qf) as compared to unsuccessful ones. Successful teachers are more sedate, composed and satisfied. Cattell (1960), Kaul (1973) had found similar results.

Successful and unsuccessful teachers do differ significantly with regard to six attitude factors namely; Teaching Profession, Class-room Teaching, Child-centered Practices, Educational Process, Pupils and Teachers.

The focus of Choudhury’s (1990) study was to find out the effective personality factors of teachers for maintaining classroom discipline, (ii) to find out the
correlation between personality factors of teachers and classroom discipline, and (iii) to compare the two groups of teachers, effective and non-effective, for maintaining classroom discipline. The sample consisted of 500 secondary school pupils and 50 secondary school teachers of Bombay City. The random sampling technique was used. A 10-point rating scale, and the Teacher's Personality Rating Scale were used as tools. Mean, SD and bi-serial correlation were computed to treat the data. The major findings were that (a) teachers who scored high on the basis of the assessment on the Teachers' Personality Rating Scale were found effective in maintaining classroom discipline, whereas the low scorers were found ineffective. (b) A significant correlation was found between the personality factors of teachers and classroom discipline.

Conscientiousness is a good indicator and general predictor of Job performance across a varied range of Jobs, but it was found that Neurotic individuals have a higher burnout and job dissatisfaction rate (John, Naumann, and Soto, 2008).

Misra (1991) investigated the inter-relationships between organizational conflict in teachers' stress and burnout in relation to personality at the primary level. Analysis of data (collected from 200 teachers) through correlations, ANOVA, regression analysis, etc., revealed differences in relation to personality types/characteristics and types of management in respect of organizational conflict, stress in teaching and burn-out, and in behaviours for coping with stress and conflict.

The study by Nongrum (1992) attempted to assess the job satisfaction of secondary school teachers and its relationship with perceptions of leadership characteristics of their heads/principals. A representative sample of 20 schools out of a total of 49 schools in Shillong was chosen keeping in view the location of the school, the management pattern, the type of organization, etc. A job satisfaction scale (for teachers) was prepared as per the standard scaling technique. A rating scale to assess the leadership characteristics of heads of schools, as perceived by the teachers working under them, was also prepared. Critical ratio and chi-square test were used to analyse the data. He concluded that (a) the type of management appeared to be associated with teachers' Job satisfaction, the government school teachers showing significantly more satisfaction, (b) no significant differences were found in job satisfaction between male and female teachers, between teachers from different
religious backgrounds and between teachers with different lengths of experience, c) educational qualifications appeared to be positively associated to Job satisfaction and d) teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives.

Srinivasan (1992) intended to explore the personality traits of primary school teachers in relation to their attitude towards teaching and other personal variables such as sex, community, experience and the type of management in which they are working. The sample consisted of 270 primary school teachers selected by a stratified random sampling technique from government and aided schools in the Cuddalore Educational District. The tools used were the Personal Information Schedule, the Teacher's Attitude Scale standardized by the investigator and the Multivariable Personality Inventory by B.C. Muthayya. Mean, SD, t-test, product-moment correlation and graphic methods were used in the treatment of the data. He found that there was positive correlation between the attitude of government school teachers and their personality traits such as empathy, ego ideal and neuroticism.

The purpose of this study by Gorden and Yocke (1999) was to examine the relationship between personality types, as measured by the Myers-Briggs Type Indicator (MBTI) Form G, and teaching effectiveness, as measured by the Classroom Observation Keyed for Effectiveness Research (COKER) of selected beginning industrial and health occupations education teachers. Slightly more than one-fifth of the respondents had completed a bachelor's degree. Nine of the sixteen personality types were represented in this study. A majority of the respondents reported a preference for extraversion-sensing-thinking-judging (ESTJ). Overall, the data indicated that only 41% of the respondents were effective teachers. As a group, beginning industrial and health occupations education teachers scored below the mean on the 18 COKER competency statements. Eight of the 18 teaching effectiveness competency statements had significant and positive relationships with the sensing-intuition temperament type. The sensing-intuition temperament type was the best predictor of teaching effectiveness when compared with extraversion introversion, thinking-feeling, and judgment-perception temperament types. They suggested that selected teacher preparation strategies and in-service programs need to be planned to meet diverse strengths and weaknesses of beginning industrial and health occupations education teachers.
Singh (2000) studied the personality pattern of urban and rural female high school teachers and reported that rural teachers were more truthful, non-violent, contend, unavariacious, restrained from theft, complacent and atheist.

A number of studies (Basow, 2000; Basow and Silberg, 1987; Best and Addison, 2000; Bousfield, 1940; Cravens, 1996; Feldman, 1986; Guerrero and Miller, 1998; Marsh and Roche, 1997; Radmacher and Martin, 2001) indicate that certain personality characteristics influence student evaluations of teachers. From the students' points of view, teacher-expressive characteristics such as warmth, enthusiasm, and extroversion, apparently separate effective from ineffective teachers.

Krishnaprasad (2002) found that teacher effectiveness was significantly related to temperament variables.

Moscoso and Slagado (2004) examined negative types of personalities, which they refer to as the "dark side" and its effect on job performance. The study showed that there were seven types of personality styles that negatively impacted job performance—shyness, suspiciousness, sadness, pessimism, suffering, eccentricity, and riskiness.

A study by Richardson and Arker (2010) suggested that personality styles need to be recognized to meet individual students' needs. Understanding personality profiles allows educators to be proactive in determining a better fit for each student. They also suggested that overall productivity can be enhanced by bringing together individuals with similarities.

Gracia et.al. (2011) found that there was a significant relationship among tenth and eleventh graders' (secondary students) Texas Assessment of Knowledge and Skills (TAKS) scores due to teacher personality styles. The study used the Big Five Inventory (BFI) to assess teachers' criterion referenced test. The study used two years' worth of TAKS test scores for secondary students in grades ten and eleven. Secondary students' TAKS scores were compared to the teachers' BFI surveys to determine if there was a significant relationship to tenth and eleventh graders' TAKS scores due to the teacher's personality style. Results indicated that there is a significant difference among the academic excellence of secondary students based on teacher personality style.
This can be concluded that teachers with the following traits are more successful than the other teachers:

Warmth, enthusiasm, and extroversion, extraversion-sensing-thinking-judging type, relaxed, controlled, socially precise, strong-willed, more 'placid' and less 'apprehensive', shrewd, polished, analytical, has an intellectual and unsentimental approach to situations, socially-bold, ready to try new things, spontaneous, abundant in emotional responses, conscientious, persevering, rule bound, responsible and dominated by a sense of duty, practical, realistic, responsible, independent, emotionally mature, unruffled, realistic about life, intelligence, outgoing, persistent and moralistic, venture some, socially bold, tender-minded and sensitiveness, social awareness, self-sufficient, resourcefulness, prefer own decisions, democratic, enthusiastic, with positive attitude towards teaching profession and high n-Ach.

2.3 RESEARCH STUDIES ON ACHIEVEMENT-MOTIVATION AND SUCCESS IN TEACHING

Not many studies have been found on the need to achieve among effective/successful teachers. Much of the work has been done to study the achievement-motivation of students at different levels.

Kumar (1986) studied the role of achievement motivation in job-satisfaction between two groups (20-29 years and 30-39 years) of skilled workers and found that achievement motivation was negatively correlated with job satisfaction.

Kershaw (1987) observed sense of achievement as a most important and most satisfied factor to the career satisfaction of effective teachers.

Farmer’s (1987) article, ‘A Multivariate Model for Explaining Gender Differences in Career and Achievement Motivation’ reviews findings from several studies investigating a model for explaining gender differences in career and achievement motivation. Findings suggest that the strength of achievement-motivation for women is not unlike that for men. However, the pattern and type of factors influencing motivation for men and women differ significantly. The effect of parent and teacher support on motivation is stronger for women than for men.

Sharma (1990) studied achievement motivation, aspirations, attitude towards teaching and performance on the sample of pupil teachers of various sub-castes. He
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found that these teachers differed significantly with regard to their achievement motivation level and performance.

Dutt (1991) reviewed 14 foreign and 8 Indian research studies related to achievement motivation and parental behavior and concluded that studies conducted on the sociological dimension of achievement motivation are very few and that the finding of the studies pertaining to psychological variables in general and personality variable in particular differ from culture to culture.

Bliss (2003) studied the relationship between achievement motivation, teacher rapport and leadership ability and found that there exists a positive relationship among achievement motivation, teacher rapport and leadership ability.

Kaur (2005) studied achievement motivation as a correlate of personality among female teachers and found that their exits a significant relationship between achievement motivation and personality among female pupil teachers.

Sugathakumar (2005) in a study revealed that self concept and achievement motivation have significant relationship with teacher effectiveness. It was also found that self concept and achievement motivation are capable of predicting teacher effectiveness.

Romando (2007) found that achievement- motivation forms the basis for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self respect. It is also seen that a motivated person seems to be more concerned of his/he personal achievement rather than the reward of success.

Tanja Bipp et al. (2008) in their study 'Personality and achievement motivation: Relationship among Big Five domain and facet scales, achievement goals, and intelligence' found that there exists a significant relationship among these two variables.

Shaikh (2008) studied time management among student teacher in relation to their Achievement- Motivation level and personality. No significant difference was found in the Achievement Motivation scores of the student-teachers, and their personality in the total sample.

Bassey and Akpan (2010) investigated the relationship between achievement motivation among University managers and institutional effectiveness in terms of
teaching and learning, community-school partnership, professional leadership, staff 
and students' involvement and high intellectual expectations in selected Nigerian 
Universities. The population of study was made up of all teaching and non-teaching 
staff of two Universities from the rank of administrative officer upwards; while 
sample consisted of 240 respondents randomly selected from administrative and 
teaching staff. A 35-item questionnaire in two parts constructed by the researchers 
was used to gather data while Pearson's Product Moment Correlation analysis was 
employed for data analysis. Findings revealed significant relationships between 
achievement motivation and institutional effectiveness in teaching and learning ($r = 
0.72$), community-school partnership ($r = 0.66$), professional leadership ($r = 0.64$), 
staff and students' involvement ($r = 0.56$), and high intellectual expectations ($r = 
0.49$).

Kohli (1964, 1975) stressed the fact that achievement motivation is a great 
source of inspiration to learn or achieve better and quickly.

Mishra (1967) conducted a study on University students to find out correlation 
between personality and achievement motivation. Researcher found that highly 
achievement motivated persons tend to react to frustration, are less authoritarian and 
less anxious and have low level of adjustment as compared to those having low 
achievement motivation. (Kaur, 2010).

Research studies conducted by Ghuman (1976), Desai (1978), Hirunval 
positive significant correlation between academic achievement and achievement 
motivation. Koul's (1986) and Velna's (1991) studies did not find any correlation 
between academic achievement and achievement motivation.

Kaur (1983) found boys to be significantly more achievement motivated than 
not find any such difference.

Saraswat (1988) in his study of achievement motivation, occupational 
aspiration and academic achievement of adolescents in different types of school 
climate found that the coefficient of correlation among achievement motivation, 
occupational aspirations and academic achievement were significant.
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Devanesan (1990) found a significant positive relationship between the achievement motivation and scholastic achievement of higher secondary math’s/science students.

Daniels (1994) investigated motivation mediators of cooperative learning and found that need for social approval was more highly correlated with achievement motivation for samples in cooperative learning groups than those in individualistic learning groups.

Lekhi and Kaur (1995) in their study concluded that:
- Academic achievement and achievement motivation are positively correlated.
- No significant difference is there in the achievement scores of the students with high and low achievement-motivation.

Taj (1997) in his study Achievement Motivation in relation to a few cognitive and affective variables concluded that:
- Sex did not have any significant effect on the achievement - motivation of boys and girls.
- Medium of instruction had a significant impact on the achievement related motivation of students. The English medium students were found to be better than the Kannada medium students in their all related motivation.
- Students with higher intelligence, high attitude towards education and high parent-child interaction had comparatively higher achievement related motivation than their counterparts.

Naftali (1997) compared 88 Ethiopian students with 88 Israeli students to investigate the forms of achievement motivations. The findings indicate that there are some elements in the socialization of Ethiopian students, such as high level of aspiration and ability to postpone gratification that can be looked upon as components of achievement motivation. The positive self-concept is correlative with high achievement motivation and high achievement.

Panchanatham, Suresh and Amaler (1998) studied relationship of achievement motivation and quality decisions making on the sample of MBA students from Annamalai University and found their achievement motivation was positively correlated with vigilant decisions and negatively correlated with non-vigilant...
decisions. Individuals with high level of n-ach make quality decisions and individuals with low n-ach make defective decisions.

Verma and Sheikh (1998) found that n-ach and n-aggression have been significantly related to academic achievement.

Nair (1999) did not find any significant differences in the achievement motivation of or achievers and under achievers in science. He also found that students studying in regular stream were higher on achievement motivation when compared to students studying in correspondence stream. Ghuman (1976) and Gupta (1982) had found a high achievement motivation in overachievers than in underachievers.

Ricco (2000) in his study of the relationship among academic achievement motivation, motivation orientation and ability achievement, differences in reading, found that motivational and achievement variables were generally found to be significantly positively correlated.

Ashwathappa (2001) explored that need to achieve has an influence on youth behaviour. A person with high need to achieve tends to see a high degree of personal responsibility, sets realistic goals, takes moderate risk and uses personal performance feedback in satisfying his or her need to achieve.

Roshan Chopra (2003) found that there was a significant relationship between study habits and achievement motivation of prospective teachers to inculcate good study habits.

Wong (2006) examined the relationship of personality, experience while studying, academic performance and achievement motivation. The results showed that personality was a better predictor of achievement motivation and academic performance than experience.

Kaur (2009) in her study found that:

- The female students having high esteem were more career-oriented as compared to their counter-parts having low self-esteem.
- Career orientation is positively, though not significantly, related to achievement motivation of female university students.
Review of Related Literature

- The educational implications have been laid on to enhance career orientation among university students.

Joginder (1984) in his study 'Alienation of Urban Youth- A Study in Relation to Personality, Achievement motivation and Academic Achievement' found that personality of college students (boys and girls) is significantly correlated with achievement motivation and academic achievement.

Singh (1986) investigated the relationship between achievement motivation, intellectual efficiency, introversion-extroversion and achievement in mathematics on the sample of students from schools of Delhi and Haryana and found correlation between achievement motivation, intellectual efficiency, introversion-extroversion and achievement in mathematics.

Singh (1988) in a study of creativity in relation to achievement motivation, personality needs and security, Insecurity of secondary students of rural areas of Rajasthan, found that the students' of high achievement motivation group were more creative than the students of low achievement motivated group.

Ramaswamy (1988) conducted an inquiry into the Correlates of Achievement. Study involved analyzing factors that were responsible for the scholastic performance of standard X students. The findings revealed that academic achievement was positively related to personality, achievement motivation and self concept. The study also indicated that significant difference was found between high and low achievers in personality and achievement-motivation.

2.4. RESEARCH STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION

A large number of studies have been undertaken to study the attitude of teachers towards teaching profession. Studies done from 1950 onwards have been mentioned below:

Lead (1950), Callis (1953), Kear and Ro Chio (1955) and Hardy (1955) conducd that 'TAI' test scores are the predictor of success in teaching, or it can be said that attitude toward teaching profession and allied aspects are important correlates of success in teaching.

Gender is a discriminating factor for teachers’ attitude towards teaching profession.

Studies conducted by Ramakrishnaiah (1980), Poozhikuth (1989), Anderson et al. (1995), and Dodeen et al. (2003) concluded that women teachers have a significant and more favourable attitude towards teaching profession than men teachers whereas Saxena (1995) and Balan (1996) found no significant gender difference in the attitude towards teaching of student teachers.

Rawat and Sreevastava (1984) and Kumar (1995) found significant difference in the attitude towards teaching profession between male and female teachers.

Anderson (1995) studied the pre-service Teachers’ Attitude towards children. Results from a teacher attitude questionnaire given to 1,405 pre-service teachers revealed large differences in attitude towards children, associated with age, gender, and major. The most positive were females in elementary and least positive were males in secondary schools. Those in special education were most positive, while those in music, art and physical education were least positive.

Dodeen et al. (2003) added that the attitude of teachers towards teaching is significantly correlated with teaching success.

Debnath (1971), Poozhikuth (1989) did not find age significantly associated with attitude of teachers towards teaching profession whereas Ramakrishnaiah (1989) in his study concluded that teachers below 35 years of age had a more favorable attitude towards teaching than the middle age group and the high age group.

Khatoon (1985) in a study on the relationship between teacher's classroom verbal behavior and attitude towards teaching, found that teachers’ attitude towards teaching has nothing to do with teachers’ classroom behavior.
Review of Related Literature

The aim of Mathur’s (1988) study to determine the attitude of teachers of both sexes at different levels of education regarding creative learning and teaching. The study was descriptive in nature, in which the sample comprised 600 teachers (200 each from the pre-higher secondary, higher secondary and post-higher secondary stages). A two-stage sampling design was used. The tool used in the study was the Opinion on Creative Learning and Teaching by Torrance and Phillips—Hindi version by S. Mathur. Percentage, significance of percentage differences, mean, S.D. and ‘t’ test were computed and used to treat the data. The findings indicated that a) the teachers at different stages had a favourable attitude towards creative learning and an unfavourable attitude towards creative teaching. b) Age, sex, teaching experience and academic discipline did not tend to affect the attitude at different levels of teachers towards creative learning and creative teaching.

Maurya, (1990) attempted to study the relationship between attitude and teaching efficiency of university and pre-university lecturers. A sample of 100 university and 100 pre-university teachers was taken of both the sexes. The tools used for this study were the Teachers' Proficiency Test of Mithlesh Varma, the Adjustment Inventory of Asthana and the T.A.I. of Ahluwalia. The collected data were treated with mean, S.D. 't' test and correlation. He found that a) external surroundings contributed a great deal in formulating teaching attitude, b) attitude and academic achievement were not significantly related and c) Pre-university teachers were better in teaching efficiency.

Hoy and Woolfolk (1990) found that efficacy beliefs of pre-service teachers have been linked to their attitude towards children and control.

Job-satisfaction was found to be more among teachers with positive attitude towards teaching.

Ray (1990) studied the attitude of teachers towards pupils and their job satisfaction. The investigation had an experimental design wherein a sample of 100 teachers (male and female) of five schools of Cuttack City (Orissa) was chosen through random sampling. The tools used were the Mental Health Scale, the Job Satisfaction Scale, and the Teacher's Attitude towards Children Scale. The data was treated with mean, SD, correlation, chi-square and 't' test. Major Findings were that a) the mental health of teachers bore a significant and positive correlation with their job
satisfaction and their attitude towards children and b) teaching experience, mental health, job satisfaction and teachers' attitude towards children were significant and positively correlated with their age.

Pushpam (2003) while examining the attitude of women teachers towards teaching profession on a sample of 725 teachers also found significant and positive relationship between attitude of women teachers towards teaching profession and job satisfaction.

Mutha (1980) found that the effective teachers had significantly higher score on job-satisfaction than the ineffective teachers.

Chopra (1996) compared the psychological profile of teachers of educationally backward and advanced states with respect to attitude towards teaching, job satisfaction and various personality characteristics and found significant differences.

Teachers have greater job satisfaction when they believe they can teach and make positive impacts (Hoy and Miskel, 2001). One important variable put under investigation in a longitudinal study of teacher preparation program and professional development, is their attitude towards teaching. Teachers' attitudes towards teaching have an effect on their classroom performance.

Marchant (1992) added the role of experience to the factors influencing teachers’ attitudes towards their profession.

The objectives of the study by Ganapathy (1992) were a) to measure attitude of student-teachers towards the teaching profession, and assess their self-concept, b) to find out the relationship between the self-concept of student-teachers and their attitude towards teaching and c) to find out the relationship between self-concept of student-teachers and their attitude towards teaching. The sample of the study constituted 723 student-teachers from nine selected colleges of education in Tamil Nadu. The Tamil version of the Teacher Attitude Inventory (TAI) by Ahluwalia and the Self-concept Scale by Mukta Rani Rastogi were used. The statistical techniques used included ‘t’ test and Pearson’s, product-moment correlation. The investigator found that a) both male and female student-teachers had a favourable attitude towards the teaching profession. b) Both male and female student-teachers had a positive self-concept, and it was related to their attitude towards the teaching profession.
Review of Related Literature

Smith (1993) summarized this cause and effect relationship as teachers' attitudes towards teaching have an effect not only on their teaching practice, but also on their students. Teachers have a significant role in their students in shaping their attitudes and achievement in the classroom. That's why they have a crucial role in making students have high or low attitudes towards any subject.

White, Pamela and Joy (1997) conducted a study on the "Effects of Teaching Techniques and Teacher Attitude on Maths Anxiety in Secondary Level Students". The purpose of this study was to determine if teaching techniques and teacher attitudes tend to reduce math anxiety. The MARS pretests and post test comparison indicated that teaching techniques and teacher attitude did not affect the students’ math anxiety.

McDermott and Rothenberg (2000) reported findings from a series of focus groups with seven parents, six middle school girls, and four elementary school teachers in a high poverty urban neighborhood. The study began with the purpose of identifying the characteristics of exemplary teachers in low-income urban schools. As the research continued, it became apparent that the answer was straightforward; exemplary urban teachers are those who construct respectful and trusting relationships with students and their families. Being positive with children was the theme that dominated parent discussion, and parents appealed for good communication with their children's teachers. Teachers agreed about the importance of parental involvement in children's education, and they knew that they were unsuccessful in this aspect of their teaching. Students spoke about basic issues of respect and comfort. Triangulating these data helped researchers build a description of the qualities of effective urban teachers. It was clear that a barrier existed between parents and teachers in this study. Caught in the middle of parent-teacher conflict, the students appreciated teachers who expressed interest in their lives.

According to Cruichshank, Jenkins and Metcalf (2003), effective teachers are generally positive minded individuals who believe in the success of their students as well as their own ability to help students achieve. As we all know, there are people in life who are inclined to see the glass half empty and there are others who usually see it half full. It is important to “catch students doing things right” rather than “catching
them doing something wrong”. Effective teachers develop ways to remind themselves to do this, and the impact on students can last many years. Our students often recall praise and recognition that teachers gave them as young students, and they point to the confidence and direction that often resulted in their lives.

The variables of attitude towards teaching profession, work conditions, recognition, and payment were all predictors of teaching efficacy. However, attitude towards teaching profession has only a significant direct effect on teaching efficacy. These effects are highly plausible. Clearly, teachers with a positive attitude towards teaching profession tended to have teaching efficacy.

Pearson and Moomaw (2005) found that teacher empowerment (self-efficacy) was closely related to job satisfaction and professionalism. Accordingly, pre-service teachers who develop strong feelings of teacher efficacy early in their pre-service professional education are better prepared to retain those feelings and cope with the inevitable set-backs and failures that beset most beginning teachers. The issue of attitude towards teacher profession is very important to schools and school systems. For too long, teacher burnout has been explained largely in terms of attitude towards teaching profession.

Latchanna and Dagnew (2009) undertook a study to find out the attitude of teacher towards the use of active learning methods at Bahir Dar University in Ethiopia. The subjects were 23 University teachers positively selected from Foreign Language Department at Bahir Dar University. Data about the subjects were collected through a questionnaire. The English teachers under study showed quite a positive attitude towards the utilization of active learning methods. They were of the opinion that utilizing active learning methods is crucial as it makes students participate in discussion, integrating their learning experiences, and raising their interest of learning English. Besides, teachers underlined the paramount significance of active learning as it helps them improve their English teaching methods. Though teachers showed positive attitude towards the utilization of active learning methods, there were a number of factors hindering them from utilizing the approach properly. These included lack of enough training and experience, inadequate budget meant for the purchase of instructional materials and the shortage of enough seats for the students.
Akkus (2010) discovered a significant relationship between teachers' attitudes towards the teaching profession and burnout levels of the teachers. For the pre-service teachers who have almost finished the required courses to become a teacher, they have yet to be exposed to the negative points of the profession, and therefore, might have a more positive attitude.

According to Brophy (1974), general attitudes stem from the teacher's personality and definition of his role as a teacher. Many attitudes are the results of deliberately planned education and religious training and influences and propaganda. Person-oriented teachers are likely to enjoy their contacts with students and to hold generally favourable attitudes towards them. In contrast, introvert and withdrawn teachers may prefer to minimize social contacts with students and more likely to develop neutral or relatively negative attitudes towards them. Teachers' attitudes can affect teacher-student interaction i.e. once a teacher forms a particular attitude towards an individual (student), s/he is likely to begin to treat this student in an individualized way. Thus, attitudes have the potential for affecting students and for functioning as self-fulfilling prophecies.

A number of studies have been undertaken on the development of attitudes of teachers/prospective teachers towards teaching profession. Some of the studies have been presented below:-

Callahan and Clark (1988) indicated that one can facilitate development of attitude by providing a conducive atmosphere and models. Development of understanding may enhance the development of attitudes just as value clarification, role playing, and discussion of dilemmas may enhance the development of values and morals. Teachers can have general attitudes towards students.

Koontz and Franklin (1992) in their study - An Assessment of Teacher Trainees' Attitude towards selected Instructional Media, selected two groups; 168 students and 170 pre-service teachers. Based on the final results of the study, it was concluded that a formal course in the selection and utilization of instructional media can function as a primary factor in the development of student's attitude towards media in a positive direction.
The purpose of this study by Benton and Richardson (1993) was to determine if student-teachers' attitudes toward their student teaching experiences differed significantly after the addition of professional development school experiences. Two groups of student teachers (Spring 1992 and Spring 1993) were compared using the Mississippi Student Teaching Attitude Inventory (MSTAI) constructed by Benton and Richardson (1990). Each group consisted of 35 students. A one-way analysis of variance revealed significant differences for 7 of the 38 items. These items consisted of the following statements, to which students responded using a Likert scale: "I enjoy teaching"; "My student teaching responsibilities do not restrict my nonprofessional responsibilities"; "I feel that I am prepared to teach"; "I feel prepared to meet the needs of individual learners"; "My students regard me with respect and have confidence in my professional ability"; "My students have the opportunity for enrichment activities daily"; and "Using more than two teaching methods during a class period is not difficult." Implications for the use of the MSTAI include: longitudinal group comparisons, restructuring of courses and programs, and utilization of findings to implement further professional development opportunities and changes.

Roose et al., (1995) studied the Influence of early field experiences on the attitudes of pre-service teachers. Pre-test and post-test data were collected by means of an instrument employing a semantic differential scale measuring attitudes toward teaching. Results offer support for the inference that the pre-service elementary teachers had positive attitude towards teaching prior to early field experiences and had even more positive attitudes toward teaching after their early field experience.

Pigge and Marso (1997) studied the Development of Attitudes toward Teaching career in a Longitudinal sample of Teacher Candidates Progressing through Preparation and Five Years of Teaching. The study revealed that the development of attitude towards teaching did not follow the same pattern for all teacher candidates.

Flores (2001) reported that the workplace conditions also play a crucial role in shaping teachers' attitude towards teaching, especially behavior of principals, and the nature of communication within the school.
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Carleton, Fitch and Krockover (2008) studied middle level science teachers (Grade 4-9) and found changes in teacher efficacy and attitude toward teaching throughout a teacher education program as teachers worked to integrate new skills into their science curriculum.

The investigator could not find any study on the interaction effect of personality, achievement-motivation and attitude of teachers towards teaching profession of the secondary school teachers on their success in teaching. Thus, it was decided to undertake a study in this area.