CHAPTER-II

REVIEW OF RELATED LITERATURE

Research is made in order to inform people with new knowledge or discovery. Research has been carried out in different fields from time to time and the knowledge has been accumulating since ages. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done.

A literature review is the summary and critical evaluation of previous published or unpublished researches made by various scholars and researchers. A review of literature tells the researcher knowledge about the topic, their focus upon the specific problem. It provides the bases for the development of theoretical frame work by identifying variables that are very important as determined by the previous research findings.

Review of literature is also important to highlight difference in opinions, contradictory findings or evidence and the different explanations given for their conclusions and differences by different authors. It is a very important aspect of any research both for planning work as well as to show its relevance and significance.

Keeping in view the objectives of the present investigation the review of literature is presented in a chronological order under the following headings:

- 2.1 Studies related to Role commitment
- 2.2 Studies related to Personality make-up
- 2.3 Studies related to Attitude towards Teaching
- 2.4 Studies related to Relationship among different variables
2.1 STUDIES RELATED TO ROLE COMMITMENT

Mcintyre (1970) studied job involvement as another variable of organizational behaviour in relation to career commitment, on a group of male teachers. The study revealed that job involvement and career commitment are positively related. Further study reported that the element of upward ‘flux’ did not influence the career commitment of the people.

Sillito (1971) explored the relationship between some colleagues related “work experience of teachers and their career commitments”. This work reached a major conclusion that colleague-related work experience is functional in increasing both satisfaction and commitment, though high satisfaction and that high commitment were not highly correlated.

Jones (1972) in a study of analysis of behaviourally measured commitment pattern among university teachers and students, the results showed that their ability to communicate with others, elitism of one's group, desire to control others, satisfaction, desire for the institution to meet the need of the individuals and feeling that other within organizations show responsibility as the best predictors of commitment.

Hrebinjak and Alutto (1972) compared organizational commitment of 318 elementary and secondary school teachers and 395 nurses in relation to personal characteristics and role related variables. Females, married persons and less interest in higher degrees showed high organizational commitment. The findings of the study also confirmed that there was no significant difference between teachers and nurses on the average level of commitment. Socio economic factors did show some effect on commitment, respondents from blue collar background exhibited less commitment than that of white collar, managerial and professionals. The most committed respondents were those with the greatest amount of seniority and
lowest level of tension, while least committed were male subjects with the high level of experience of role tensions.

Grossman (1976) studied 182 teacher trainees and observed that high role congruence group was significantly higher on commitment than low congruence group and that task oriented group was higher in commitment than person oriented group. Commitment to teaching was measured with teacher's attitude towards self and other.

Garg (1983) focused on teacher’s professional responsibility in relation to administrative styles and organizational climate at secondary level. The results showed that level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of teachers of rural schools. A positive correlation was observed between the type of the management of institution and teacher’s sense of professional responsibility.

Thapen (1986) present a paper to arrive at a typology of teachers within the specific context of two forms of discourage: ideological and educational, which constitute school in India. It is observed that the mode of recruitment the teacher’s perspectives on and adaptations to the particulars ideology and role and their commitment to the same are significant factors contributing to the shaping of a teacher typology.

Koroloff (1986) explored antecedents that contribute to faculty’s organizational commitment and internet to level. Four sets or antecedents were individual characteristics, perception of employment alternatives, working conditions and support for higher education. Results on 227 faculty revealed that the antecedents explained 56 percent of variance in organizational commitment. Antecedents along with organizational commitment explained 45 percent of variance in intention to leave. Individual characteristics were not significant contributors.
Brown (1987) tested a model of individual situational and demographic variables as antecedents of organizational commitment, for this the study included 261 faculties from two universities. Results indicated that situational variables taken together did not significantly predict organizational commitment and that background variables were not significantly related to organizational commitment.

Ciriello (1987) administered 163-item questionnaire on 665 full-time teachers employed in Catholic parochial elementary schools to understand relationship between organizational commitment, professional commitment and job commitment (particular school). Results revealed that professionally committed teachers were less organizationally committed teachers. Professionally committed teachers were much influenced by personal significance of instructional goals and they ranked first in importance to the goal of personal growth. Finance scales were also found to be salient among work for the professional commitment. Importance of religion in one’s own life was identified as a predictor of organizational commitment.

Bloom (1988) examined influence of certain personal and organizational factors on job satisfaction and organizational commitment of 629 early childhood educators in the extent to which the teachers were committed or non-committed. The study concluded that background variables such as age, education, experience and salary achieved influenced the organizational commitment.

Pierce and Molly (1990) studied psychological and biological difference between secondary school teachers experiencing high and low level of burnout. They concluded that burnout in teacher had positive links with employee characteristics of low levels of responsibility and commitment.

Bisaria (1991) conducted a pilot study of mobility patterns and professional commitment of higher secondary teachers and concluded that frequent transfer and mobility patterns were negatively correlated with professional commitment.
Anderman (1991) conducted a study on teacher commitment and job satisfaction: the role of school culture and principal leadership. The findings support the theoretical notion that principal's actions create distinct working environments within schools and these different kinds of environments are highly predictive of teacher satisfaction and commitment.

Mohan (1992) studied the factors contributing to commitment to the teaching profession among 454 senior secondary school teachers of Delhi. The study found that work related personality (factor-I), perceived characteristics of the profession (factor-II), professional choice satisfaction (factor-III), professional satisfaction and importance (factor-IV) and desire to improve skill (factor-V). The scores of factor third and its constituent variables were found significantly more important for more committed teachers than less committed teachers.

Riehl and Sipple (1996) studied making the most of time and talent: secondary school organizational climates, teaching task environments and teacher commitment. The relationship among teacher’s task empowerments, more general characteristics of school organizational climates and teacher professional and organizational commitment were examined. Data were derived from the 1987-88 national centers for education statistics schools and staffing survey, the study was based on a sample of 844 secondary school teachers. Task environment was operationalized in terms of structural features of teachers, class schedules and school climate was measure in terms of administrative support, teacher influence and autonomy and collegiality. Results suggest that teacher’s professional commitment and organizational commitment were unrelated to teachers.

Fresco, Kfir and Nasser (1997) studied predicting teacher commitment an empirical investigation was made of a model for predicting commitment to teaching, as measured by the extent to
which teachers expressed an unwillingness to change careers. Predictor variables included personal variables as well as job related factors. Data are reported from 175 teachers who had completed their pre-service training at an Israeli teachers college over a ten year period. Results indicated that only job satisfaction could predict commitment. Other factors, such as professional self-image, abilities, gender, job advancement and pupil grade level were indirectly related generally through their relationship with satisfaction.

Shann (1998) studied professional commitment and satisfaction among teachers in urban middle schools, found that teacher job satisfaction is a multifaceted construct that is critical to teacher’s retention, teacher commitment and school effectiveness. Interview and questionnaires from 92 teachers in 4 urban middle schools were used to assess the importance and satisfaction they assigned to various aspects of their jobs. Teacher-pupil relationships ranked highest overall in terms of importance and satisfaction. Teachers in the lower achieving schools were more satisfied with teacher-pupil relationships and their school’s curriculum than those in the higher achieving schools and they reported a greater discrepancy in student’s achievement.

Punia (2000) studied commitment among university teachers in relation to organizational commitment and job commitment. The study found that university teachers were more committed towards their job as compared to their organization.

Asam (2000) conducted an exploratory study to examine the professional socialization experiences and influence of cultural identity on sixteen pre-service native Hawaiian teachers over a two year period. Teachers were asked to reflect on their experiences by which they learned to identify with teaching as a profession. Three major themes emerged from the data: influence of role models, cultural issues changing confidence and commitment. One of the
results indicated that as the participants learned more about teaching, they became even more committed to improving education for native Hawaiian students.

Kaur and Singh (2000) examined the relationship between organizational commitment and self-actualization work values and work environment. Measures were administered to 100 non teaching university employees (age 21-59 years). Comparison of groups high and low on commitment formed on the basis of median split of scores on organizational commitment, revealed significant differences on self-actualization, self-regard, time competence, social status activity preference, pride in work, and job involvement. Factor analyses revealed that organizational commitment was positively related with self-actualization, self regard and aggression and negatively associated with time-competence and inner directedness. Work values such as social status, activity preference, upward striving and pride in work were positively associated with organizational climate.

John and Taylor (2001) carried out a study on principal’s leadership style, school climate and institutional commitment of teachers in Philippines. The data collected from 227 full time teachers indicated that:

(i) Principal’s leadership style, school climate and organizational commitment of teachers were found to be interrelated.

(ii) Teacher’s perceived higher commitment under a leadership characterized by high consideration.

(iii) Teacher’s organizational commitment was positively related to climate openness intimacy and low levels of teacher frustration.

Elliott and Crosswell (2001) conducted a study on committed teacher: The dimension of passion associated with teacher
commitment and engagement. Thirty teachers with extended teaching experience were interviewed. This study challenges the view that teacher commitment is focused exclusively on external dimension and explores the relationship between teacher beliefs and teacher commitment in a way that characterizes teacher commitment as a highly personal way of viewing the self and relationship to education. The finding support the growing view that while teachers do articulate a commitment to external factors, they also make significant links to personal passions, which have clear articulations with ideology, values and beliefs.

Sharma (2001) studied commitment among teachers engages in inter colleges, degree colleges and the teacher of C.C.S. University campus. 100 teachers comprised the sample of this study. The study found that age, sex and faculty had no bearing on commitment whereas the level of education i.e. primary, secondary and higher had contributed to the development of commitment. Teachers engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education. Similarly higher academic career, achievement and higher commitment went together.

Shishupal (2001) studied student-teachers of B.Ed. classes with an intension to gauge their commitment to teaching profession. The study revealed that the teacher-trainees exhibited a fair degree of commitment to teaching profession. The study explored that sex, age, father’s occupation, community background and income groups were not predictors of commitment. The study further revealed that caste categories have some influence in determining levels of commitment.

Lu and Chang (2002) carried out a survey to find the relationships among professional commitment, job satisfaction and turnover intentions of hospital nurses. The study found a significant positive correlation between job satisfaction and professional commitment and turnover intentions.
Maheswari (2003) explored the ways and means of enhancing commitment. Study was conducted on 400 secondary school teachers. Study revealed that healthy school environment enhances commitment among teachers.

Bogler and Somech (2004) surveyed 983 teachers in Israeli middle and high schools to find influence of teacher empowerment on teacher’s organizational commitment, professional commitment and organizational citizenship behaviour. The study indicated that teacher’s perceptions of their level of empowerment were significantly related to their feelings of commitment to the organization and to the profession; teacher empowerment, professional growth, status and self-efficacy were significant predictors of professional commitment.

Moore (2006) concluded from this study on 169 participants that the construct of social responsibility was a solid construct but faculty was not necessarily willing to be committed to it in their professional work, secondly, planning documents from sixty seven educational technology programmes indicated no systematic efforts to integrate social responsibility into the programmes.

Jennifer (2006) studied independent school teacher satisfaction: a study of commitment and intent to stay in the profession. The teachers were selected from a random sample of 75 NAIS schools. The teachers surveyed had less than 5 years of teaching experience. The finding indicates the degree of satisfaction with independent school teaching among these teachers significantly impacts their level of commitment and intent to stay in independent school teaching. The finding shows that as satisfaction increases so does commitment and intent to stay.

Knobloch and Whittington [2007] conducted a study on differences in teacher efficiency related to career commitment of
Novice Agriculture Teachers. This exploratory descriptive study investigated the differences between teacher efficacy of novice teachers based on relatively low and high levels of career commitment. The population was 91 novice teachers in their first, second, and third years of teaching in agricultural education in Ohio. The teachers were split into two groups based on their median scores of career commitment. Although the two groups had the same teacher efficacy at the beginning of the school year, teachers with higher career commitment were more efficacious after the first 10 weeks of the school year than the teachers with lower career commitment. Moreover, teachers with lower career commitment experienced a decline in their teacher efficacy while teachers with higher career commitment did not change in their teacher efficacy from week 1 to week 10. There was a small relationship between career commitment and tenth week teacher efficacy.

Isabel et al. (2007) conducted a study on teacher education, graduate’s teaching commitment and entrance into the teaching profession. Results revealed that graduate’s teaching commitment is strongly related to their entrance into the teaching profession. Furthermore, the perception of mentor teacher’s evaluative support is directly related to teaching commitment and other variables (e.g. faculty support, type of teacher training) are indirectly related through the mediation with graduate’s teacher efficacy and professional orientation.

Sharma (2008) found in this study that college teachers temperamentally characterized as conscientious, socially bold, trusting practical and high in self-concept tend to be highly committed to their institutions.

Parthiban (2008) studied comparative analysis of dimensions of teacher commitment. The study was conducted among 600 teachers of
74 arts and science colleges of Bharathiar University, Coimbatore. The findings show that the teachers are highly committed to their job. Their departmental commitment comes much closer to job commitment.

Chan et al. [2008] worked on organizational and personal predictors of teacher commitment: the mediating role of teacher efficacy and identification with school. This study tested a predictive and mediation model of teacher commitment. Teacher efficacy and sense of identification with school were hypothesized to mediate the relations of an individual antecedent (teaching experience) and two organizational antecedents (perceived organizational politics and reflective dialogue) to teacher commitment. Multi-group structural equation modeling was used to test and validate the mediation model across two independent samples of teachers. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching experience were positively related. Teacher efficacy and identification with school were found to completely mediate the relations between the three antecedents and teacher commitment.

Faranak and Yeshodhara (2009) studied organizational commitment among high school teachers of India and Iran. Data were collected from 721 high school teachers in Bangalore (India) and Sanandaj (Iran). Results revealed that Indian teachers had better organizational commitment in the affective and normative components and Iranian teachers were found to have better organizational commitment in the continuance component.

Anastasiadou (2009) studied job satisfaction is highly influenced by job motives and job satisfaction: the case of Greek teachers in higher education. This paper present the relationship between the following variables: job motivation, job satisfaction and job commitment. The study was conducted on 311 full and part time
teachers of the technological institute of Thessaloniki in Greece. The results of the study indicate that low motivation and lack of job satisfaction are factors that affect teacher’s commitment and attitude towards the institute. On the contrary teachers with strong ambitions that are satisfied with their job and the working environment are putting a maximum effort in their work.

Shukla (2009) studied teaching competency, professional commitment and job satisfaction of primary school teachers, their relationship and influence on each other. The result showed very high positive correlation between commitment to profession and job satisfaction levels of primary school teachers. This means teachers who are satisfied with their job are also equally committed to their profession. The result show very low positive correlation between teaching competency and job satisfaction.

This shows that job satisfaction level do not affect competency skill of the teachers. The results show very low positive correlation between professional commitment and teaching competency. This shows that professional commitment and teaching competency are not related to each other which means teachers are committed need not be competent and vice versa.

Malik (2010) studied job satisfaction and organizational commitment of university teachers in public sector of Pakistan. The study was carried on teaching faculty working in two public sector universities of Pakistan. The finding of the study indicated that the satisfaction with work itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members. The study revealed that faculty members have high degree of organizational commitment and satisfaction with work itself, supervision, salary, co-workers and opportunities for promotion.
Dhaliwal (2011) carried out a study on teacher commitment and job satisfaction of teachers at various levels. The results revealed that:

i.) Elementary, secondary and college level teachers have above average level of role commitment.

ii.) Elementary, secondary and college level teachers do not differ significantly in their teacher commitment.

iii.) There is no significant difference in teacher commitment at elementary, secondary and college level teachers in terms of gender.

iv.) There is significant difference in teacher commitment at elementary and college levels in terms of locale but no significant difference in teacher commitment at secondary level in terms of locale.

v.) The results show that elementary, secondary and college level teachers are extremely satisfied with their job.

vi.) Elementary, secondary and college teachers do not differ significantly in their job satisfaction.

vii.) There is no significant difference in job satisfaction at elementary, secondary and college level teachers in terms of gender.

viii.) It is concluded that by increasing the job satisfaction of the teachers, their commitment can be enhanced.

2.2 STUDIES RELATED TO PERSONALITY MAKE-UP

Dosanjh (1960) reported some personality traits which were found to be useful for success in the teaching profession: (1) self-confidence, definitely active and creative imagination; (ii) showing originality and richness; (iii) persistence; (iv) liking for intellectual pursuits; (v) adjustment and emotional maturity; (vi) absence of
dominating and dangerous aggressive traits; (vii) clarity of expression and (viii) high degree of social control.

Dosanjh in another study (1960) on teaching success concluded that imagination and maturity were indicative of success in teaching. It is further added that imagination and emotional maturity are two important aspects of teacher’s personality.

Getzels and Jackson (1963) in a comprehensive summary of evidence of the effects of personality on teaching effectiveness suggested that despite of the critical importance of the problem and a half century of prodigious research effort, very little is known about the nature and measurement of teacher personality and teaching effectiveness. But it is concluded after usual inventory tabulation that good teachers are friendly, cheerful, sympathetic and normally virtuous rather than cruel, depressed, unsympathetic and morally deprived.

Gupta (1967) in a study of success in teaching found that more introvert, more persistent on mental task and less extravert individuals are to be significantly better in teaching profession, as compared to their counterparts, less introvert, less persisted on mental task and more extravert.

Bonin (1971) designed a study to test the hypothesis that personality (variables) characteristics of successful teachers in more difficult teaching assignments, are differ significantly from the personality characteristics of teachers who are successful in less difficult assignments.

Chaudhary (1976) pointed out that teacher’s personality is a feature of paramount importance in education, it has not been demonstrated that teacher personality has an appreciable effect on pupil achievement. There are strong indications that teacher personality has a marked influence on the personality and adjustment
of pupils. From what we know about personality, it appears that persons who are much successful as individuals will also be more successful as teachers.

Subramaniam and Narayan (1977) studied the effect of personality on job satisfaction among college teachers. An individual’s emotional stability seems to contribute to job satisfaction and extroversion seems to be unrelated to job satisfaction of college teachers.

Namita (1980) found that the most effective science teachers tended to be intelligent, happy-go-lucky, lively, gay, cheerful, active, stronger super ego strength, persevering, placed, self-confident, temperamentally independent, released, tranquil, torpid and less frustrated.

Kuhn (1982) examined the relationship between teacher’s personality type and job satisfaction. He found that the extrovert seemed to be more satisfied than the introvert. The extrovert gave importance to help the students whereas the introverts were more bothered for salary, policies and work conditions.

Misra (1984) conducted a study on teaching behaviour of teachers in relation to their personality adjustment. The study revealed that the teacher who had better adjustment in different spheres in his life and work ,he perform his professional duties well and also feel contented and lead a happy life. In the life of a successful teacher, professional satisfaction is an important constituent.

Som (1984) studied teacher’s personality pattern and their attitude towards teaching and related areas. The study concluded that the secondary teachers were neither extrovert nor introvert and they could be tentatively described as lacking patience but processing sociability, sobriety, carefulness, temporal thought, introspection, concentration and mental exertion in terms of their extraversion –
introversion traits. Male teachers were found to be more initiating, expressive, careful, introspective, mentally exertive and concentrated than female teachers. But there was no difference between them on extroversion experience had a positive effect on stoicism for either sex. Teachers were normal in respect of teacher’s attitude towards pupils.

Hussain (1985) conducted a study of high school teacher’s role discrepancy in Kashmir in relation to their morale, teaching effectiveness and academic alienation. It was concluded from the study that the discrepancy in ideal role and real role was found significant in all teachers. The higher discrepancy did not affect the morale of the teachers, but the low discrepancy group enjoyed higher morale.

Anand (1986) has found that 59 percent teachers have been found to be mentally healthy. Teachers with social values, emotional and social stability in their personality structure and post-graduates rather than graduates have been found to be mentally healthy and successful in profession.

Gupta (1989) investigated the psycho-social characteristics of successful and less successful physical education teachers of the state of Delhi. The study revealed that significant differences existed between successful and less successful in personality characteristics, achievement motivation and adjustment in various areas (home, social, professional and health). Successful teachers have an edge over the less successful teachers on the variables namely personality characteristics, achievement, motivation and adjustment level.

Mittal (1989) sought to relate teacher personality characteristics to their classroom behaviour analyzed in Flanders’s style as direct and indirect teaching (or influence). Indirect teachers were found to be more out going, intelligent, emotionally stable, humble, sober, conscientious, restrained, tender-minded, trusting, imaginative, shrewd, apprehensive, conservative, group-dependent, controlled and
relaxed, than direct teachers. Indirect teachers were disciplinarians, technologist, humanitarians, stylist and academicians in type – in the descending order.

Chaudhury (1990) took random sample for the study was found to be generally homogenous on 16PF traits. All were found to be cool, with average to low ego, strength, learning towards concrete thinking, averaging on dominate trait, generally sober and restrained learning towards boldness, averagely self-reliant, suspicious and skeptical, shrewed, apprehensive, experimenting and relaxed. The study observed that most of these traits belong to the effective domain and also added that no clear cut picture has emerged from the analysis of data indicating any differentiating effect of the personality traits on competency on either Advance Organizer Model or Inductive Thinking Model. Thus, it can be concluded that personality traits as measured by 16PF test do not indicate any relationship with competency and willingness in following a deductive or inductive approach to teaching.

Kaur (1993) conducted a study on teacher effectiveness in relation to personality, motives, join satisfaction motors and quality of working life and found that academic achievement did not emerge as the very significant factor contributing to teacher effectiveness in contrast to personality factors, e.g., extraversion, psychoticism, empathy and motives like need for affiliation emerged more important.

Padmanabhaiah and Bhagavan (1994) conducted the study to investigate the effects of some personal variables and personality factors on teaching effectiveness of student teachers at B.Ed. level. A graphic rating scale to measure teaching effectiveness, the Cattell’s Form C of 16 PF. Questionnaire to measure personality traits and personal variables were the instruments used for data collection. A purposive sample of 63 student teachers of the year 1990-91 was selected out of all 120 student teachers of Institute of Education, Delhi, Ahilya University, and Indore. The study revealed that
significant relationship between teaching effectiveness and personality factors and personal variables studied.

Reddy (1994) did a study at antecedent factors for opting teaching as a career. The investigation showed that female and unmarried student teachers proved themselves as more effective in their teaching as compared to their counterpart male and married teachers. The study further added that among Cattell’s 16 PF test, those who could obtain high scores on factor A, C and H and low scores on factor O were rated as more effective in their teaching.

Savelsbergh and Staebler [1995] conducted a study on investigating leadership styles, personality preferences, and effective teacher consultation. The major finding of this study examined the relations among leadership styles (telling, selling, participating, and delegating), personality preferences (extrovert introvert, sensing-intuitive, feeling-thinking, and judging-perceiving), and effectiveness as a consultant teacher. The sample consisted of 31 consultant teachers. The raw scores indicated that selling and participating were the two leadership styles most often used by the consultant teachers. No significant relations were found between the consultant teacher’s effectiveness scores and any of the leadership styles. The significant relation was found between personality index preference and effectiveness in consulting.

Kumari (1995) carried out a study of the learning styles of socio-economically advantaged and disadvantaged adolescent students in relation to intelligence and personality types. Significant relationship appeared to exist between introvert/extrovert type personality and individualistic vs. non-individualistic learning style preference and environment oriented vs. environment free learning style preference of socio- economically advantaged group while in socio-economically disadvantaged group, this relationship did not exist. Also, there was significant relationship between stable /neurotic type personality and
short attention vs. long attention span learning style preference of socio-economically advantaged and disadvantaged groups.

Malha (1997) in his study of effective and ineffective teachers in relation to personality, organizational climate location of school and discipline conducted in the city of Jaipur. The findings revealed that all the six type of climate has been identified and were found prevailing in the senior secondary school of Jaipur district. There prevailed a specific type of school climate in each institution. The percentage of school having open, familiar and autonomous climate was higher as compared to percentage or closed climate. School climate was significantly affecting the personality of the students.

Mishra and Panda (1998) concluded that teacher training programme may be a component of an effective personality development and managing burn out feeling. Significant differences were observed in case of teachers emotional exhaustion and personal accomplishment. However, no significant effect was observed in case of teachers’ de-personalization (burn out) feeling.

Sood (2000) reported significant differences between extrovert and introvert type of personality and judicial thinking style. Extroverts were found to be higher on judicial thinking style than introvert type students. The study further disclosed that students in sensing type of personality were higher than intuitive type of students on executive thinking style and intuitive type of students were higher than sensing type of students on monarchic and oligarchic styles. On rest of the thinking styles (10), no significant differences were found between the two groups. Students possessing thinking type of personality were found to score lower oligarchic and anarchic styles than students possessing feeling type personality whereas it was reverse in the case for external thinking style. On this style feeling type personality were found to be superior to students having thinking type of personality. Students having perception type of personality were found superior to
students having judgment type personality on judicial style. No significant differences were found to exist on rest of the thinking styles.

Curtis and Cheng [2001] conducted a study on teacher’s self-evaluation of knowledge, skills and personality characteristics needed to manage change. In this study, 35 experienced secondary school teachers of English in Hong Kong asked to rate their own change-related knowledge, skills and personality characteristics, to find out how they would rate themselves in the various areas and to consider whether such information can be of use in identifying change-related support needs. The results showed that the teachers self-assessed some of their change-related knowledge, skills and personality characteristics as more and some less developed than others.

Singh (2001) found that extrovert boys and girls were similar in their preferences for learning styles. At average extrovert level, boys were found to be individualistic whereas girls were non-individualistic in their learning styles. The introvert boys were found to be more individualistic and less environment oriented than the introvert type girls. The introvert boys appeared to have long attention span and introvert girls reflected short attention span learning style. At high neurotic and average neurotic level, the boys were individualistic and girls were non-individualistic. Stable girls were found to have short attention span and stable boys to have long attention span learning style. Stable girls also appeared higher in visual learning style than stable boys.

Vandna (2004) found that learning style preferences were significantly related to personality types of prospective secondary school teachers. The results revealed that:

(i) Prospective secondary teachers of extraversion type personality seemed to be more inclined towards the use of active learning style than prospective secondary teachers of introversion type
personality seemed to be more prone toward reflective and global learning styles than prospective secondary teachers of extraversion type of personality.

(ii) On global learning style, prospective secondary teachers of intuition type personality were higher than prospective secondary teachers of sensing type personality.

(iii) Thinking type personality prospective secondary teachers seemed to score higher on visual learning style whereas feeling type personality prospective secondary teachers were higher on global learning style.

(iv) Prospective secondary teachers with judgment type personality had stronger preference for visual learning styles while perceptual type personality perspective secondary teachers had more preference for reflective, intuition and global learning style.

Ritika (2005) explored the relationship between thinking style and Big five personality factors. The findings disclosed that:

(i) Women student with high level of extraversion showed significantly more preference for synthesist thinking style than their counterparts with average level of extraversion; women students with high level of extraversion showed more preference for idealist style of thinking than their counterparts with low level of extraversion. However, no significant differences were found between women students with average and low level of extraversion on any thinking styles.

(ii) Conscientiousness dimension of personality was related with thinking styles. Women students with high level of conscientiousness showed significantly more preference for idealist thinking style than their counterparts with average level of conscientiousness; no significant difference was
observed between women students with high and low level of conscientiousness on any thinking styles; women students with low level of conscientiousness showed significantly more preference for synthesist thinking style than their counterparts with average level of conscientiousness.

Kaur (2008) conducted a study on role of teacher training in teacher making and found that:

i) Teacher Training Programme has failed to enhance attitude of B.Ed. students towards teaching.

ii) The objective of teacher training programme to help students to develop personality dimensions is not being achieved by teachers in the making.

iii) The B.Ed. students become less neurotic at the end of the teacher training programme.

iv) A gradual positive change take place towards the end of the training period.

Bayram et al. [2008] worked on the role of personality traits in web based education. This study investigated the relationships among personality traits and learner’s academic achievement in a web based environment and attitudes towards web based education. 127 students enrolled in the e-MBA Masters Degree of Bilgi University constituted the study group of the research. A survey method was used for the study and the data were collected by Web Based Education Attitudes Scale and The Adjective Check List (ACL) at the end of the study, it was revealed that the students were successful in the web based education environment with the average of 3.091 out of 4.00. The findings revealed that personality traits explain about 53.2% of the academic achievement, and 52.7% of the attitudes towards web based education.
Kaur (2009) conducted a study on attitude of elementary schools teachers towards teaching in relation to their personality characteristics. The study puts forth the following conclusions:

i) Male elementary teachers have more psychotic tendency then female elementary teachers.

ii) There is a slight difference between mean scores of male and female teachers on neuroticism. Male elementary teachers have more neurotic tendency than female elementary teachers.

iii) Female elementary teachers are more extrovert then male elementary teachers.

iv) Teachers having favourable attitude towards teaching are less neurotic than those teachers who are having unfavourable attitude towards teaching.

v) Teachers having favourable attitude towards teaching are less psychotic than those teachers who are having unfavourable attitude towards teaching.

vi) Teachers having favourable attitude towards teaching are more extrovert than those teachers who are having unfavourable attitude towards teaching.

Ayan and Kocacik (2010) conducted a study on the relation between the level of job satisfaction and types of personality in high school teachers. Purpose of this study was to establish the relationship between the level of job satisfaction of high school teachers and types of personality and to evaluate the differences of the levels of job satisfaction in accordance with the personality features. Data of the study were obtained from the questionnaire that determined the socio-demographic characteristics of the teachers, occupational satisfaction scale that determined their job satisfaction and the personality scale that determined their personality characteristics.
The study revealed that thirty-two percent of the teachers that answered the questionnaire were women and sixty-eight percent were males. It is seen that more than half (62%) of the teachers have extrovert personalities. Proportion of the teachers with introvert personalities within the sample was 32%. When the differences of points that teachers obtained in the job satisfaction scale and points obtained for each of the statements included in the scale used to evaluate their personality characteristics were compared, it was found that their job satisfaction showed significant differences in terms of characteristics of liking competence, being ambitious in the social area and occupation, getting angry easily and hiding their feelings.

Perkmen and Cevik (2010) conducted a study on relationship between pre-service music teacher’s personality and motivation for computer-assisted instruction. The main purpose of this study was to examine the relationship between pre-service music teacher’s personalities and their motivation for computer-assisted music instruction (CAI). The "Big Five" Model of Personality served as the framework. Participants were 83 pre-service music teachers in Turkey. Correlation analysis revealed that three dimensions of personality (Extroversion, Openness and Conscientiousness) were positively related to participant’s motivation for CAI. Stepwise regression analysis revealed that only extroversion and openness dimensions made a significant contribution to the prediction of motivation.

Kaur and Kaur (2011) conducted a study on study habits and personality characteristics of B.Ed students. The sample size consisted of 200 B.Ed. students. After analysis of results the investigators arrived at following results:-

i) The female B.Ed. students have better study habits than male B.Ed. students.

ii) No significant difference was found between personality characteristics i.e. psychoticism of male and female B.Ed. teachers.
iii) The female B.Ed. students are high on neuroticism than male students.

iv) The female students are more extrovert than male B.Ed. students.

v) The psychotic female B.Ed. students have better study habits than psychotic male B.Ed. students.

vi) The neurotic male B.Ed. students have better study habits than neurotic female B.Ed. students.

vii) Study habits of extrovert female B.Ed. students are better than study habits of extrovert male B.Ed. students.

2.3 STUDIES RELATED TO ATTITUDE TOWARDS TEACHING

Adaval (1968) concluded that the determination and measurement of characteristics of a good teacher would lead to better selection of teachers. The general qualities of a teacher reported in the study are: normal health and physical fitness, healthy and balanced philosophical and cultural outlook, normal general intelligence, good habits of daily life, a well-developed normal life, social and emotional maturity and stability. The specific qualities of a good teacher are knowledge of the subject, ability to impart knowledge, understanding and love for children, leadership and command over language.

NCERT (1971) study showed that the attitude of teachers differed significantly under different management. Tenure of service did not affect the attitude of teachers. Male and female teachers differed significantly on their attitude towards teaching. Marital status did not influence their attitude.

Teachers experience and positive attitude were invariably proportionate. Teachers with lower qualification were having more positive attitude towards teaching profession. Attitude of trained and untrained teachers did not differ significantly on negative items. In the
development of apparent positive attitude, training appeared to be a contributing factor.

Somantaroy (1971) conducted a study on teacher attitude and its relationship with teaching efficiency. The findings showed that 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. It also showed a positive relationship between the variables viz., teacher adjustment and teaching efficiency, there by showing that superior efficiency goes with good adjustment, and vice versa.

Mehrotra (1973) conducted a study on the effect of teacher education programme on the attitude of teachers towards the teaching profession. The major finding of this study was the attitude of those who completed the course, was more favourable than that of those who did not. The mean attitude score of full time students was lower than that of correspondence students at the beginning of the course but it was higher at the end. In both the groups, the attitude of women students was more favourable than men. The attitude of male students of correspondence course was favourable than that of the full time courses, both at the beginning and at the end of the course.

Singh (1974) conducted a study to find out the relationship of teacher values with teacher’s attitude and job satisfaction. The study revealed that no difference in attitude due to age, education and training of teachers but found that in comparison to male teachers the female teachers expressed a more favourable attitude towards teaching.

Stanley (1976) studied the effect of four teaching models on teacher’s attitude towards teaching and the relationship of those attitudes with selected personality characteristics. Answers to the following questions were sought: (i) is there a relationship between attitude and personality factors as measured by the 16 PG? (ii) if there
is a relationship between personality factors and attitudes, can the factors be used to predict the attitude change? Among various influences the study concluded that personality factors could be used to predict some measurement of attitude change.

Sukhwal (1978) studied the attitude of teachers towards the teaching profession and found that majority of the teachers favoured the profession, the difference between the favourable and unfavourable attitude was highly significant. The higher the age, the greater was increase in the degree of favourable attitude towards the profession.

Naidu (1978) made a study on attitude of male and female teachers towards teaching. The study was based on sample of 360 teachers of Andhra Pradesh. The study revealed that all teachers have a favourable attitude towards teaching but female teachers have a move favourable attitude towards teaching than male teachers.

Ahluwalia (1978) undertook a study on the development of a teacher attitude inventory and a study of change in professional attitude of prospective teachers. Following were the conclusions of the study:

i) The mean attitude scores were found to decrease rather than increasing at the end of the training programme.

ii) Sex wise and institution wise mean attitude score differences were found but these were not significant.

iii) Sex was not found to be either a determinant or differential of change in professional attitude of prospective teacher as a consequence of teacher’s preparation programmes.

Bala (1979) conducted a study on the teaching attitudes of the secondary school teachers in relation to their teaching effectiveness. In order to measure the teaching attitude, Teacher Attitude Scale was used. The results of the study did not reveal any significant
differences between the male and female teachers on the six sub scales of teacher attitude scale. Significance difference was found in teaching attitude between male and female teachers. No significant differences were obtained on the total attitude scale.

Caffee, Barbara and Sue (1979) studied the effects of student teaching experience, student teacher attitude and relationship between attitude and teacher’s effectiveness. The study concluded that:

i) There was a significant relationship between general teacher attitudes and pupil control attitudes held by secondary student teachers both before and after student teaching.

ii) General attitudes towards students and teaching become significantly more negative after student teaching.

iii) Attitudes toward pupil control became significantly more custodial after student teaching.

iv) No significant relationship existed between student teacher’s attitude and their effectiveness in the classroom.

v) Female student teachers held more positive general attitude as well as more humanistic pupil control attitudes than male before student teaching.

Aggarwal (1980) concluded in his study that no significant difference was found between male and female prospective teachers in their attitude towards teaching profession. The study revealed that age of prospective teachers has nothing to do with the attitude towards teaching profession. Also, there is no significant difference between the prospective teachers belonging to fresh and trained group in their attitude towards teaching profession.

Singh (1981) remarked that teachers with a favourable attitude towards teaching are better adjusted than teachers with an
unfavourable attitude towards teaching and further argued that a positive attitude towards family, parents, wife and children, a sense of identification with people, place and profession and growing concern for school, students and studies go a long way to make a teacher successful.

Yadav (1981) conducted a study of attitude towards profession among prospective teachers. The sample of study considered of 145 prospective teachers taken from the colleges of education in Haryana. Male and female teachers differed significantly on their attitude towards teaching.

Singh (1981) remarked that teachers with a favourable attitude towards teaching are better adjusted than a teachers with an unfavourable attitude towards teaching and further argued that a positive attitude towards family, parents, wife and children the sense of identification with people, place and profession and growing concern for school, students and studies go a long way to make a teacher successful.

Gakhar (1982) studied the effect of attitude of the teacher on mathematical concept learning of the students. It was concluded that attitude of the teacher towards teaching method, towards students discipline and towards self in the sample did not have any relationship individually with the achievement of the child in mathematics. But when these factors combine with other factors of teacher’s attitude they had significant influence on the achievement of the child and accelerated the process of learning of mathematical concepts by the pupils.

Wera (1982) conducted a survey in Thailand and found that professional attitude of urban teachers was more favourable than that of rural teachers, female teachers had more favourable attitude towards teaching profession than male teachers, more experienced teachers had more favourable attitude than less experienced teachers.
Patil (1984) reported that there was no significant difference between graduate and post-graduate pupil-teachers regarding attitude towards the teaching profession. Female pupil teachers had a more favourable attitude than male pupil-teachers and experience played a great role in the development of favourable attitude towards the teaching profession.

Mehta (1985) undertook an investigation into the change in the attitude and values of teacher's trainees with respect to some of the personality variables. The findings of the study showed that the impact of the teacher training programme in the CIE (Development of Education) was such that significant positive change in attitude towards teaching took place in all the sub-groups of subjects and the maximum positive change took place in the sub-group of high extraversion, with low psychoticism and low neuroticism. The interaction effect of extraversion, psychoticism and neuroticism was non-significant in producing any significant change in the said attitude, viz., attitude towards child control, attitude towards classroom discipline, attitude towards classroom instruction and attitude towards teacher pupil relations.

Chaube (1985) concluded in his study that: (i) there was no relationship between attitude towards the teaching profession and teaching efficiency in male and female teachers; (ii) there was no inter-relationship between attitude towards the teaching profession and academic achievement in both the sexes, however, these trends were in positive direction; (iii) sex did not play any role in respect of variables (academic achievement, attitude and teaching efficiency) studied in this research.

Rao (1986) conducted a study of inter-relationship of adjustment and teaching attitude of pupil teachers at various levels of socio-economic status and reported that the total and upper-lower socio-economic status groups had a significantly favourable attitude towards the teaching profession. In all socio-economic groups the
mean-differences were not significant. No significant sex differences were observed in attitude towards classroom teaching. The upper-socio-economic status group had significantly more favourable attitude than the lower middle socio-economic status group in this context.

Kala (1988) in her study a sample of 160 teachers of higher secondary schools of Punjab state found that model school teachers and traditional school teachers differ significantly on many aspects of teacher’s attitude towards teaching. Model school teachers have positive attitude towards students and towards teaching whereas traditional school teachers have a positive attitude towards professional growth and educational process.

Kaur (1988) studied the impact of training on the teacher attitude of prospective teachers. The study took a sample of 600 prospective teachers from various training colleges of Punjab and found that training programme has a significant negative impact on the teacher attitude of secondary school teachers under training (significant at .01 level), but it is on the negative side as the mean score has been lowered from 219.3 to 203.49.

Sharma (1988) studied attitude and frustration level of primary and secondary teachers and found that sex did not affect attitude and frustration level. It was also reported that residential area had no effect on attitude and frustration.

Srinivasacharyula and Ratnakumar (1989) conducted a study on relationship of anxiety and superstitious beliefs to scientific attitude. The study revealed that; (i) There is a significant and negative correlation between the scores of scientific attitude and superstitious beliefs and (ii) Scientific attitude of female students, biological science students and high income group students is better than that of male students, social-studies students, students of other subjects and low income group students, respectively.
Kaur (1989) reported that pupil teachers had positive attitude towards teaching profession. No significant difference existed between the attitude of male and female pupil teachers towards teaching profession.

Verma (1990) found that male teachers had a significantly higher attitude than female teachers. The interaction of the grade and sex in teachers was significant. There were no significant differences between rural and urban teachers of different grades.

Mouli and Reddy (1990) conducted a study to determine the degree of relationship between a teacher’s age, sex, training and year of teaching experience and attitude towards teaching, on a sample of 100 teachers (50 male, 50 female) from 8 secondary schools located in Hyderabad and Secunderabad. Though differences among the groups on the sex, age, training and experience variables were found, they statistically not significant. It was concluded that there are no differences among teachers on their attitude towards the teaching profession.

Sundarajan, Kumar and Bala (1991) in their study on student teachers attitude towards teaching and their interest in it, on a sample of 262 student teachers of Annamalai University found that as many as 95.04% of the B.Ed. student-teachers of the Annamalai University have a favourable attitude towards teaching. No significant difference between men and women student teachers, humanity and science student teachers, graduate and post graduate student teachers in respect of their attitude towards teaching was found. It was found that student teachers have a low level of interest in teaching but women student teachers were found to have better interest in teaching than the men student teachers. A negative correlation between the attitude of student teachers towards teaching and their interest in it was found.
Das (1992) found that the training programmes were effective for both rural and urban teachers regarding the development of attitude. Teaching experience alone could not develop the proper attitude towards the profession. Teachers in urban areas were better qualified than their counterparts in rural areas.

Ganapothy (1992) has found that both male and female student teachers have a favourable attitude towards the teaching profession. Both male and female student teachers had a positive concept and it was related to their attitude towards the teaching profession.

Dhammi (1995) found female school teachers to be more favorably inclined towards teaching. Also, urban teachers had more favourable attitude towards teaching. The teaching experience and qualification were found to contribute positively towards teaching profession.

Dass (1995) conducted a study of teacher effectiveness in relation to intelligence, emotional maturity, self-concept and attitude towards teaching. The finding of the study showed that teachers having high positive attitude towards teaching profession are more effective in teaching than the teachers having low positive attitude towards profession. There is the significant difference between male and female teachers on the variable intelligence, emotional maturity and teacher attitude.

Santhana (1995) investigated the reflective attitude of prospective teachers of Chidambaranar district of Tamil Nadu State. 295 subjects were selected from two regular colleges of education and one weekend college of Tuticorin town. It was concluded that the nature and type of the B.Ed. course have some impinge on prospective teacher reflective attitude, whereas the levels of the course and interaction did not contribute anything to the reflective attitude of prospective teachers.
Dhawan (1996) found that there was a significant relationship between mental health and attitude towards teaching profession of prospective secondary school teachers. The prospective secondary school teachers with sound mental health had a positive attitude towards teaching profession.

Singh (1996) conducted a study of attitude of teachers towards teaching profession. The teacher attitude inventory of S.P. Ahluwalia having 90 items was use to study the attitude of teachers. The findings of the study were:

i) Pupil-teachers of regular course are superior in attitude towards teaching profession than pupil teachers of correspondence course. Regular and continuous training improves the attitude of teachers towards teaching profession.

ii) In-service teachers and pupil-teachers are equal or similar in attitude towards teaching profession.

iii) Male teachers are inferior in attitude towards teaching profession than female teachers. Female teachers show more favourable attitude towards teaching profession than male teachers.

iv) Government School teachers are poor in attitude towards teaching than private school teachers.

Tewari (1996) conducted a study to know the attitude of undergraduate students towards teaching profession. He used the Thrustone Type Scale for the assessment of the data collected from 180 students of high school final, inter final and B.A. final classes. The results of the study revealed that 50% of the students have favourable attitude towards the teaching profession, were in, the females outnumbered the male students, those who have favourable attitude towards teaching as a profession.
Shukla (1997) conducted a study on attitude of the college teachers towards their profession. It was found out that the majority of teachers had average favourable attitudes towards their profession. The number of teachers who has disliking attitudes or extreme favourable attitude towards their profession was very small. Thus, it is interpreted that the college teachers have favourable attitude towards their profession and the attitude of an individual is not influenced by the sex.

The objective of Rebeiro’s (1997) study was to study the attitude of the teachers of higher education and to relate attitude with demographic variables such as age, sex, experience and disciplines. 50 teachers from colleges and university teaching departments from the state of Goa, Karnataka and Maharashtra were administered Teachers Attitude Inventory by S.P. Ahluwalia. It was concluded that gender, age and teachers association with any faculty whether natural sciences, social sciences or languages has no bearing on their attitude towards their profession. The length of experience in the profession has significant bearing on his attitude towards teaching profession, educational processes and teachers. Teachers with 1-5 years and those with 5-10 years of teaching experience significantly differ on the above three sub-scales.

Kaur (1998) found that teaching attitude of teachers is a significant predictor of their effectiveness. A teacher getting high scores in teaching attitude is highly effective irrespective of the sex or vice versa. That is to say the more effective teachers have a more healthy attitude towards teaching in physical education.

Tewari (2000) found that over 50% students have favourable attitude towards teaching profession, the number of female students having a favourable attitude towards teaching profession is higher than that of male students.

Rama (2000) conducted a study of the attitude of teachers towards teachers centers. It was concluded that teachers centers are
useful to the teachers in solving academic problems. The teachers have a positive attitude on the functioning of teachers centers. Female and experienced teachers have a positive attitude on teachers centers.

Singh (2001) found that the training programme has a negative impact on the attitude towards teaching of students. Female students having a favourable attitude towards teaching profession is higher than that of male students.

Singh (2001) studied the impact of District Institute of Education and Training (DIET) programme on value – dimension and attitude towards teaching of student-teachers. Study concluded that:

i) No significant difference has been seen among male teachers – trainees of teaching profession, child centered practices, educational process, pupils, teachers and total scores between two groups.

ii) Negative significant change has been observed among females classroom teaching.

iii) Significant change has been found out in combined group of teaching profession.

iv) Significant change has been observed between male and female student-teachers of teaching profession.

Howery (2001) examined an effect of investigated teacher training in technology on teacher attitude and the use of technology in the class room. The results of the study revealed an increase in teacher attitude and use of computers. The results suggest that through the Technology Literacy Challenge (TLC) grant, teachers have become comfortable with the use of technology and their positive attitude towards technology has increased.

Kaur (2001) has concluded in the study that 75% of B.Ed. teacher educators have a very favourable attitude towards teaching,
18% have moderately favourable attitude and only 7% of them have an unfavourable attitude towards teaching. No significant difference was found in the attitude towards teaching of B.Ed. teacher educators teaching in government and private institutions.

Narola (2002) undertook a study to know the impact of National Service Scheme activities on college students from Chandigarh with respect to national integration, self-concept, attitudes and values. The study revealed that: (i) After participation in the N.S.S. activities positive development is seen in the intellectual, emotional, social, character and aesthetic self-concept of the students; (ii) Student having greater participation in the activities of N.S.S. had more positive attitude towards teachers, parents, discipline, life, community and country and (iii) N.S.S. students having greater participation in the activities of N.S.S. demonstrated theoretical, economic, aesthetic, social, political and religious values superior to that of non-N.S.S. students.

Kakkar (2000) conducted a study to know the attitude of teacher trainees and their parents attitude towards teaching. It was concluded that parents play a helping role in building the positive attitude towards teaching profession of their children.

Sharma (2003) concluded that discipline and sex do not contribute toward teaching aptitude. Male and female arts pupil teachers were compared in general teaching competence and professional interest of the pupil teachers and were found significant in their teaching aptitude.

Kaur (2004) studied the impact of teacher training programme on B.Ed. students motivation, attitude towards teaching and personality. The study concluded on the variable attitude towards teaching that:

i) The attitude towards teaching profession of B.Ed. students decreased at the completion of the teacher training
programme. So, the training programme has a negative impact on B.Ed. student’s attitude.

ii) The teacher training programme has failed to maintain the magnitude of attitude towards classroom teaching.

iii) The training programme did not improve the attitude of the trainees.

Ismail (2004) assessed the attitudes of pre-service teachers in the state of Florida by using the African American Teacher Attitude Scale (AAETAS), study also sought to determine nine demographic variables which were associated with the pre-service teachers attitude. The demographic variables comprised of 1) race 2) university attended 3) hometown size 4) gender 5) age 6) socio-economic status 7) primary language spoken at home, in community 8) exposure to AAVE through high school course work and 9) exposure to AAVE through university course work. The results of the study indicate the language spoken at home and home town population are closely associated with pre-service teachers attitude. In addition, the results revealed that suburban bidialectal pre-service teachers (i.e. those who speak both standard English/SE and AAVE as their primary languages at home) viewed AAVE more positively than pre-service teachers from rural and urban areas who either speak SE, AAVE or both.

Hussain (2004) found that teacher training institutions were not successful in developing the professional attitude of prospective secondary school teachers. The trend in the development of positive attitude among female students was slightly greater than the male students. Further the parents profession has no effect on the development of attitude. Arts and science graduates exhibit no significant differences.

Gaurav (2006) found that elementary school teachers have favourable attitude towards teaching profession. Female school
teachers have significantly more favourable attitude towards teaching as compared to their male counterparts. Urban teachers as well as post graduate teachers with more experience have favourable attitude towards teaching profession.

Singh (2006) concluded that M.Ed. students have favourable attitude towards teaching. Both male and female have favourable attitude towards teaching. Further, no significant difference was found in attitude of rural and urban M.Ed. students towards teaching profession.

Salami (2007) assessed the relationship of emotional intelligence and self-efficiency to work attitudes among secondary school teachers and concluded that emotional intelligence as well as self-efficiency had significant relationship in forming attitude towards teaching profession among secondary school teachers in south western Nigeria.

Ayla and Ahmet (2010) examined a study on the relationship between preschool teachers' professional ethical behavior perceptions, moral judgment levels and attitudes to teaching. The sample includes 464 randomly selected preschool teachers working in 10 different regions of Istanbul. Three different measurement tools were used: Preschool Teacher Ethical Behaviors Scale, Moral Judgment Test, and Teaching Attitudes Scale. The results seem to imply that a linear relationship exists between the variable of "preschool teachers' ethical behavior perceptions" and the variables of "moral judgment level", "democratic attitude", "autocratic attitude" and "apathetic attitude". Put differently, preschool teachers’ perceptions about ethical behaviors are predicted by moral judgment level, democratic attitude, autocratic attitude and apathetic attitude.

Sukran (2011) conducted a study on pre-service primary education teachers’ changing attitudes towards teaching. This study investigated the longitudinal changes in the attitudes of pre-service primary education teachers towards the teaching profession as they
progressed through training. The results indicate that there is a significant difference in pre-service teachers' attitudes towards the profession between their freshman and senior years. Moreover, the findings obtained through interview data have shown that both positive and negative changes occur in pre-service teachers' attitudes towards teaching throughout their education, and these changes are observed to be related to teaching practice, cooperating teachers, teacher education institutions and teacher educators.

2.4 RELATIONSHIP AMONG DIFFERENT VARIABLES

Saran (1975) investigated the teacher’s attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience and concluded that the attitude of teachers towards the teaching profession was positive. The teachers who had a positive attitude showed more interest in literary and mechanical fields, while teachers with negative attitude showed more interest in the field of agriculture and sports. Certain personality variables as needs of achievement, abasement, endurance and autonomy had hardly any influence on the formation of attitude towards the teaching profession.

Gupta (1978) remarked that success in teaching was significantly related to (i) adjustment in various fields of life like home, health, social, emotional and total adjustment, (ii) professional attitude, (iii) it was also found that there were differences in personality characteristics, adjustment and attitude towards teaching of successful and unsuccessful teachers, (iv) the personality characteristics like adjustment in home, health, social, emotional and total adjustment, attitude towards teaching and sex were concluded to be the determinants of success in teaching.

Mann (1980) revealed that successful teachers had a more healthy attitude towards the teaching profession and allied aspects than the unsuccessful teachers. There was significant difference in
personality characteristics, attitude towards the teaching profession, academic achievement and achievement in professional courses of successful and unsuccessful teachers. The successful teachers were significantly more expressive, ready to cooperate, generous impersonal relations, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life, effective in adjustment, dependable, conscientious, persevering, responsible and dominated by a sense of duty, socially aware, spontaneous and abundant in emotional responses, practically independent, polished, experienced and analytical and less tense than unsuccessful teachers.

Kang (1982) studied professional commitment of 501 teachers of South Korea of various special education programmes. It was concluded that personal factors such as educational setting, teaching level, age, employment of spouse, academic level, administrator attitudes and practices and support of administrators are highly correlated with teacher’s professional commitment.

Som (1984) remarked in his study that the number of female teachers tended to be higher than males in their attitude towards teaching profession and correlated significantly with patience, initiative, carefulness and responsibility.

Chaube (1985) concluded in his study that (i) there was no relationship between attitude towards the teaching profession and teaching efficiency in male and female teachers. (ii) there was no inter relationship between attitude towards the teaching profession and academic achievement in both the sexes. However, these trends were in positive directions, (iii) sex did not play any role in respect of variables (academic, achievement, attitude and teaching efficiency) studied in this research.

Srinivason (1992) studied the personality traits of primary school teachers of Cuddalore educational district in Tamil-Nadu. He found that (1) age, sex, experience and community did not affect the
attitude of teachers towards teaching (2) private school teachers have 
favourable attitude towards teaching with regard to government school 
teachers (3) significant differences existed in some traits between men 
and women teachers (lack of empathy and neuroticism) teachers from 
the forward and the backward/scheduled class community (pessimism) and teacher having long and short period of service (self 
confi dence) dogmatism and need for achievement.

Kumar and Patnaik (2004) studied the organizational 
commitment, attitude towards work and job satisfaction of post 
graduate teachers and showed the correlation between organizational 
commitment and job satisfaction is moderate which showed that the 
teacher who were more committed towards organization are more 
satisfied with their job.

Singh (2005) examined the impact of terrorism on physical 
education teachers of Jammu & Kashmir state in relation to their job 
satisfaction, personality and attitude towards education. The study 
found that:

i.) Punjab State teachers are categorized extremely satisfied 
with their jobs, the physical education teachers of Jammu 
and Kashmir State are in very satisfied category.

ii.) Both the group of teachers are categorized as ambiverts 
which category stand between extraversion and introversion 
but Jammu and Kashmir teachers are more prone to 
introversion and Punjab teachers are heading towards 
eextraversion.

iii.) They are maintaining their psychological stability. They are 
sufficiently away from neuroticism in comparison with their 
counter parts in Punjab they are a little more stable.
iv.) Both the Jammu and Kashmir teachers and Punjab State physical education teachers have a similarly but quite high score on psychoticism.

v.) The teachers from Punjab has an edge over the Jammu and Kashmir teachers. But both groups show unfavorable attitude towards education became their median score stands at a much higher level as per the manual.

Emma and Sarah [2006] worked on individual contributory factors in teacher stress: the role of achievement striving and occupational commitment. This study examined the influence of Type-A behaviour, personal achievement strivings, occupational commitment, gender and nature/experience of teaching on perceived workplace stress within the teaching profession (N = 95). It was predicted that perceived stress would be strongest amongst those reporting higher levels of these factors. A multiple regression analysis indicated that there was a positive relationship between Type-A behaviour, personal achievement strivings, and perceived stress. The relationship between perceived stress and occupational commitment, however, was found to be negative.

Kuram and Uygulama (2008) focused on interactions among attitudes toward teaching and personality constructs in early childhood pre service teachers. The results showed that the participants had fairly high positive attitudes toward teaching. On the other hand, despite these high positive attitudes, almost half of the participants indicated that their future plans did not include being involved with early childhood education. In general, the demographic characteristics were not significantly related to these attitudes. Attitude toward teaching was negatively related to overall external locus of control and it was not related to internal locus of control at a significant level.
Conclusion

From the above review of the literature related to the problem it is found that most of the studies have been conducted on the organizational commitment, professional commitment, career commitment and teacher commitment in India as well as abroad and a few studies have been carried out on role commitment of teachers. The review also shows that good amount of work has been done on the personality and teachers attitude towards their teaching and a very few studies have been done so far on the present study depicting the relationship between role commitment and attitude towards teaching. It is further found that a very few studies have been done which connects role commitment with personality makeup and there are many studies which show the relationship between personality and attitude towards teaching. From the work following conclusions are found out:

i) Several researchers have concluded that personal factors such as role, age, sex, teaching level, educational setting, academic level, administrator attitudes, practices, experience of the teachers, intelligence, personality, values, religion, instructional goals, education, salary, personal growth, school culture, self-actualization, self regard, aggression, teacher empowerment, professional growth, status, self efficiency, faculty support, conscientious, socially bold, self concept, satisfaction with work, support of administrators and job involvement are correlated with teacher’s professional commitment.

ii) Teacher’s attitude towards teaching is closely related to the factors like work and working conditions; social, emotional and academic climate of the institute, age and experience of the teachers, intelligence, personality, values and job involvement, etc.
iii) Personality characteristics of the teachers like ready to co-operate, more expressive, generous personal relations, emotionally mature, realistic about life, etc. influence the attitude towards teaching.

In India not much studies have been carried out related to the role commitment of teacher in the field of education in relation to personality make up and attitude towards teaching. This makes the study in hand vital in essence and spirit. So the review of related literature pursuits the researcher to conduct this study.