CHAPTER-II

REVIEW OF RELATED STUDIES

No work can be meaningfully conceived and soundly accomplished without critically studying what already exists in relation to its in the form of general literature and in the shape of outcomes of specific studies. It is the already established knowledge pertaining to a specific area that enables a researcher to perceive clearly what already exists in the fields and what still remains to be done. Once he comes to know of what stands done and what needs to be done, he is in a position to proceed logically and purposefully. The review of literature therefore is the pre-requisite to any new research project. Its study serves as a guide-post for the study under way.

Best (1978) has emphasised this point in the following words:

The research for reference material is a time consuming but fruitful phase. Familiarity with the literature of any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved. Thus it obvious that the review of related literature helps the investigator in identifying the theories and ideas that need further exploration, in developing a perspective to ascertain the general trends in the areas, in location the problem yet, unexplored, in selecting the appropriate sample, methodology and statistical techniques and above all in formulating the hypotheses towards the verification of which any research effort is directed.

The aforesaid consideration promoted the investigator to review the available related literature found in the form of books, monographs, journals, dissertations etc.
In the words of C.V. Good:

The survey of related literature may provide guiding hypothesis, suggestive methods of investigation and comparative data for imperative purposes. Sometimes text books and subjective critiques of a problem area provide important insights and hypothesis that may well have a place in the summary of the related literature.

C.V. Good further remarks, "It might be suggested that finding the way in which studies are comparable and in which they are related to one another is a more important problem. It is this fitting of a particular project into a broader scheme, enabling one to see its importance and to relate it to many other studies. That is the real purpose of the review of related research. Through this study of existing research the candidate locates and defines his exact problem. Then in writing of this review, he organises these previous findings that the reader can see just why the problem is important and how it is going to fit into a wider pattern of research results".

In this chapter an effort has been made to briefly review the literature. At places some of studies reviewed here would appear to be not very relevant in the strict sense of the word, "related" but by implications their inclusion in this chapter is well justified.

The related research studies have been divided into two categories:

- Values in relation to institute, gender and locality.
- Attitude towards teaching profession in relation to institute, gender and locality
2.1. VALUES IN RELATION TO INSTITUTE, GENDER AND LOCALITY

2.1.1 Values and Institute

Anderson (1966) studied the personal and situational factors affecting the choices of college and secondary school teachers and found that secondary school teachers scored higher on economic and lower on aesthetic value than the college teacher.

Kulshreshtha (1974) studied the emerging value pattern of teachers and new trends of education in India. The study was done on a sample of 700 teachers of intermediate and higher secondary or high schools only. The investigator found that teachers were more interested in humanitarian value than the other values. The next place was obtained by social and progressive values, followed by aesthetic and non social values. Less interest was shown for economic, traditional and non aesthetic values. Non professional values were least preferred preceded by extravagant and authoritarian values. It was further found that the teachers gave almost similar ranks to various values. In other words the investigated value patterns had the characteristics of uniformity.

Gagneja (1975) used the Allport-Vernon-Lindzey scale of values to study the value dimensions of 360 teachers, 180 males and 180 females selected at random from elementary school, secondary schools and college of Patiala district. He used the A.V.L. Scale of values for this investigation. Results showed that college teachers preferred theoretical and economic values, while the secondary and elementary school teachers placed their high esteem on political and theoretical values. The least preferred values of the college and elementary school teachers are religious and aesthetic and of the secondary school teachers—economic and religious.

According to Joshi (1978) the most preferred values of college teachers are theoretical and economic and of the secondary and elementary school
teachers are, political and theoretical. The least preferred values of the college and elementary school teachers, economic and religious. Teachers status is related to their value dimensions. Experience, on the whole in not related to the value dimensions of different categories of teachers.

Goswami (1991) concluded that theoretical, social and religious values of girls studying in post-basic schools were better than the values of girls studying in ordinary schools.

Bhambri & Singh (1999) investigated in their study that modernisation levels of primary school teachers had its impact on economic, social and religious values. Those teachers who either on highly modernisation level or on average modernisation level prefer social and religious values and those who are on low modernisation level prefer economic values. Highly modernised and average modernised primary school teachers do not differ significantly on any of six values.

Gupta (2002) in a study on teacher competencies among adjusted and maladjusted teachers of Jammu Province, found that the adjusted teachers have exhibited higher levels of theoretical, aesthetic and social values. The maladjusted teachers possessed higher levels of economic and political values. The adjusted and maladjusted teachers did not differ in their religious values. The government school teachers had shown higher levels of social values as compared to private school teachers. The private school teachers have shown higher level of economic and political value as compared to government school teachers.

Kaul (1974) showed that economic, aesthetic, social, political and religious values did not differentiate the females significantly on the continuum of high and low acceptance.
In a study on teacher competencies among adjusted and maladjusted teachers of Jammu Province, Gupta (2002) found that the adjusted teachers have exhibited higher levels of theoretical, aesthetic and social values. The maladjusted teachers possessed higher levels of economic and political values. The adjusted and maladjusted teachers did not differ in their religious values. The government school teachers had shown higher levels of social values as compared to private school teachers. The private school teachers have shown higher levels of economic and political value as compared to government school teachers.

Bhambri and Singh (1999) investigated in their study that modernisation levels of primary school teachers had its impact on economic, social and religious values. Those teachers who either on highly modernisation level or on average modernisation level refer social and religious values and those who are on low modernised and average modernised primary school teachers do not differ significantly on any of six values.

2.1.2 Values and Gender

Joshi (1983) reported that girls are generally more developed in social and aesthetic values than boys who are more developed in economic and religious values.

Goodwin (1972) reported that female students exhibit significantly more aesthetic, religious and social values than male students.

Chakraborti and Kundu (1981) found girls having higher aesthetic and economic values than boys, Kundu (1981) reported that boys had higher political values.

Diwedi (1983) investigated the present state of values of post graduate students and their guardians. The sample of his study consisted of 400 post graduate students and 354 guardians in the age group of 40 to 60 years. He found that women were more religious, ethical, cultured and keenly interested in
societal problems as compared to men and that scores of men were higher on political value than those of women. Thus he concluded that sex played an important role in the development of values.

Ann (1988) found that more positive attitudes and values seem to be enhanced by belonging to DECA (Distributive Education Clubs of America) by grade level maturation and that females seem to have more positive values and attitudes than males.

Bledsoe (1958) worked on 46 graduate students enrolled in a course in methods of applied research in education with the use of Allport-Vernon-Lindzey scale of values. He found that male and female differed significantly on the aesthetic value dimension.

Faiyaz (1959) studied sex differences on the old and new forms of Allport-Vernon-Lindzey scale of values. He concluded that boys and girls did not differ significantly on theoretical value. Females had, however, higher means scores than boys on social value. Similar findings were obtained in respect of political and religious values, but in case of aesthetic value, males were more aesthetic than females. The results were the same in the case of both old and new forms of the scale, except that in economic value males were higher than females.

Bledsoe (1962) noted that most significance differences were existing between the scores of men and women on aesthetic value.

Dixit and Sharma (1970) revealed that there were non-significant sex differences in social, aesthetic, economic and political values of adolescents.
However theoretical and religious values were different among boys and girls.

Sharma and Tiwari (1973) reported in respect of adolescents that males were significantly higher on economic value than females, no significant sex difference were found on theoretical, aesthetic, social, political and religious values.

Tiwari and Singh (1973) concluded that the boys are significantly high in theoretical and economic values than the girls. Girls are significantly high in political values than the boys. In aesthetic, scientific and religious values there are no significant differences between boys and girls. High school boys are significantly low in theoretical and political value than high school girls.

Kaul (1977) concluded that economic aesthetic, social, political and religious values did not differentiate the females significantly on the continuum of high and low acceptance.

Sharma (1977) concluded that mean difference between male and female students was significant in case of the theoretical values. no significant differences were found in political, social, religious, economic and aesthetic values. No significant differences was observed between the mean scores of male and female high school teachers on social religious economic, aesthetic, theoretical and political values. Male scored higher on theoretical and political values than females.

Kirandeep (1982) reported in respect of arts and science students
that by and large all the students of science and arts, irrespective of their parental income, sex and academic achievements, preferred political value the most. After political value, in order of preference their values are, theoretical, social, aesthetic, economic and religious.

Partap and Srivastava (1984) differentiated the value pattern of male and female students. The study revealed that there were significant differences between male and female students in two value areas i.e. theoretical and aesthetic. Male students gave more importance to theoretical value, whereas female students gave more importance to aesthetic value.

Santwant (1985) revealed that males were higher on theoretical, economic and political values, while females were higher on aesthetic social and religious values.

Kumari (1985) concluded that male teachers secured better points in the aesthetic, political and social values.

Sarbjit (1989) found that the subjects irrespective of their sex, ranked political and theoretical values at the first and second position respectively while they placed religion value at the sixth place.

Srivastava (1990) studies the change proneness and job satisfaction of teachers of different levels with reference to different values. It was found that there were significant sex differences in the relationship between social values and change proneness, in case of primary teacher. While in case of secondary teachers, significant sex differences in relationship between economic value and change proneness, political value and change proneness and religious value and change proneness were found. In case of degree teachers no sex difference in relationship between different values and change proneness was found.

Sharma (1992) attempted to compare male and female teachers of different levels for their socio economic status, value and attitude towards the nation. It
was found that male and female teachers of different levels differed in SES but they did not differ on value orientation on and attitude towards nation.

Padhan (1993) reported in respect of secondary school students that boys had higher democratic and health values than girls, while latter were higher on social and power values. No significant differences were found in remaining six values.

Sidhu Kanwaljit (1999) found that of different classes of values namely theoretical, economic, aesthetic, social, political and religious values, teachers gave highest importance to theoretical and social values. Investigator also explored that there were no significant differences between male and female teachers in respect of economic, aesthetic, social and religious values, however significant difference were found in respect of theoretical and political value.

Bajpai (1998) studied sex difference in value pattern of tribal students. He found tribal boys had significantly higher mean score than tribal girls in theoretical values and economic values but in social values and religious values the mean scores of tribal girls are significantly higher than the corresponding mean scores of tribal boys.

Bajpai (2000) found that tribal boys had significantly higher mean seems than those of tribal girls in theoretical and economic values. While non tribal girls had significantly higher score than these of non-tribal boys in economic, aesthetic and social values.

Banta (2001) in a study on value pattern among teacher trainees of Himachal Pradesh, has found that:

(i) teacher trainees have higher levels of theoretical, economic and social values

(ii) teacher trainees with non-violent behaviour have higher political values than their counterparts with violent behaviour.
female teachers with non-violent behaviour have higher level of theoretical values than their male counterparts;

male teacher trainees have higher level of political values than female teachers.

Sharma (2001) has reported that university students having higher level of political activism exhibit higher levels of theoretical, political, social and economic values than those with lower level of political activism. However, these two groups of students did not differ in their religious and aesthetic values. Also, there were no gender differences among university students in their value pattern.

Singh (2001) found significant difference between male and female students teachers in economic and religious values. No gender difference was seen in other four dimensions.

Gupta (2002) found no significant gender difference among school teachers in their theoretical and social values. Female teachers have exhibited higher levels of economic and religious values than male teachers, whereas male teachers have higher levels of aesthetic values.

2.1.3 Values and locality

Gour (1979) concluded that on theoretical values, boys and girls of either rural or urban origin did not differ but urban girls differed from rural girls. On economic values rural boys and girls and rural and urban girls did not differ but urban boys were significantly higher than urban girls. Rural boys and girls did not differ on aesthetic political, religious values and social values.

Patel (1979) studies on the values of the secondary teachers and concluded that on social, political, economic and religious values, the older teachers scored significantly higher than the younger teachers. On theoretical,
ethical, philosophical and scientific values there was no significant difference between the two groups. On religious and aesthetic values the female teachers scored higher than male teachers. The rural teachers scored significantly higher on social, political and economic values than urban teachers. On aesthetic value the urban teachers scored significantly higher than rural teachers.

Gaur (1980) studied in the value system of X class urban and rural adolescents. Hindi adaptation of Allport-Vernon-Lindzey scale of values was administered to measure values. The study revealed that on the economic and aesthetic values, urban boys were significantly higher than urban girls and that rural boys and girls had no significant difference on any of the six value dimensions.

Kumar (1981) found that urban male teachers were moral than rural male teachers.

Girdhar (1985) studied the value orientation of college going girls of Abohar, Ferozepur and Muktsar cities. The study revealed that the college going girls preferred most of the economic as aesthetic values. Religious values were least preferred. It was further noted that as the urban contact increased the respondents showed attraction toward economic value and that as especially girls to cities and towns, the become more and more materialistic.

Ganai (2002) found that there was no significant difference between rural and urban students on theoretical and aesthetic values, whereas in economic, social, political and religious values they differ significantly. It indicated that rural students had high religious and social values, whereas urban students have high economic sense and political orientation.

Rawat (1992) found that gender, locality, type of organisation and grade of teachers very feebly affected their value pattern.

2.2 ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION
2.2.1 Attitude towards teaching profession and institution

Ahluwalia (1978) undertook a study on the "Development of a teacher attitude inventory and a study of change in professional attitude of student teachers". Findings of the study are as follows: sex-wise and institution-wise mean attitudes were found either a determinant or differential or change in professionals attitudes of student teachers as a consequence of teachers preparation programmes.

Kaur (1975) studied the attitudes of primary and secondary school teachers towards teaching. Following were the conclusions. The attitude of the population under study as measured on the teacher attitude inventory was positive. Primary school teachers had favourable attitude towards teaching than secondary school teachers. Women teachers had more favourable attitude towards teaching than men teachers. All the teachers had more favourable attitude towards methods of teaching, co-curricular activities and teaching profession.

Whereas Gupta (1980) in his study conducted upon 765 male teachers of primary schools, secondary schools and college of Meerut division and found that attitude and job-satisfaction of different groups did not differ significantly.

Ramakrishnaiah (1980) reported no significant difference between junior lecturers and senior lecturers in their attitude towards teaching.

Kaur (1983) conducted a study on, "A comparative study of attitude of teachers towards teaching profession working in degree colleges, colleges of education and schools" she found that male teachers of degree colleges and colleges of education have more favourable attitude towards teaching profession than female teachers of degree colleges and colleges of education. Male and female teachers of
primary and secondary schools have favourable attitude towards teaching profession.

Kaur (1985) conducted a study on "A comparative study of attitude of teachers towards teaching profession in degree colleges and colleges of education". She found that male teachers of degree colleges and colleges of education have more favourable attitude towards teaching profession than female teachers of degree colleges and colleges of education. Male and female teachers of colleges of education have favourable attitude towards teaching profession than degree college teachers.

Ramachandran (1991) found that PG teachers trained had more favourable attitude towards teaching than undergraduate teacher trainees.

Pandy (1999) conducted a study "Attitude towards classroom teaching in relation to educational qualification, sex, teaching experience and types of schools had found that these do exist significant difference between govt. school teachers and non-govt. school teachers in their attitude towards class room teaching in comparison to the govt. school teachers.

Reddy and Jyothi (2002) found men and women teachers were having positive attitude whereas men teachers were having neutral attitude towards teachers' training. It was found qualification did not have any effect on attitude of teachers.

Pal (2001) compared the attitude of school and college teachers towards creative learning and teaching in relation to mental health. Significant differences were found in attitude towards creative learning and teaching of school and college teachers. College teachers had higher attitude as compared to their counterparts.
2.2.2 Attitude towards teaching profession and gender

Buch (1959) surveyed the attitude of teachers towards teaching profession. The study revealed that the female teachers had more favourable attitude towards teaching profession than male teachers.

A study conducted at NCERT (1971) investigated the reaction to teachers towards teaching profession. The objectives of the study were (1) to know how teachers react to various issues related to their professional life and efficiency (2) to find out how the above reactions are related to factors like management areas, sex, age, experience, academic and professional qualifications, marital status etc. The findings were (1) the attitude of male and female teachers differed significantly (2) the attitude of teachers differed significantly under different managements (3) the tenured of service did not affect the attitude of teachers (4) teachers with lower educational qualifications were having more positive attitude towards their profession than the teachers with higher educational qualifications (5) training appeared to be contributing factor in the development of apparent positive attitudes.

Jindal (1972) studied the attitudes of trained graduate teachers in Punjab. He used the MTA1 on a sample of 200 teachers, and found out (1) the attitudes of the trained graduate teachers of the Punjab population as measured on MTA1 were negative (2) the trait attitude of teachers towards their pupils were not normally distributed in a perfect manner in case of the Punjab population (3) sex, place of posting and subjects taught were significantly related to teacher attitude as measured on MTA1 (4) length of teaching experience and academic qualifications were not significantly related to teacher attitude.

Singh (1972) conducted a study entitled "Attitude of teachers towards educational administration". He prepared an attitude scale for measuring the attitude of the teachers towards educational administration and after preparation of the scale he found that female teachers also disfavoured the
administration but they indicated for less critical approach that the male teachers.

Sukhwal (1977) studied the attitudes of married lady teachers towards the teaching profession, and found that (1) majority of the teachers favoured the profession, the differences between the favourable and unfavourable attitudes were highly significant (2) experience played a key role in the development of favourable professional attitudes (3) trained teachers were found to posses more favourable attitudes towards teaching than the untrained teachers.

Jagnohan (1979) studied the attitude of prospective secondary school teachers and found out the women prospective teachers were found to have more favourable attitude towards teaching profession than men prospective teachers and there exists a significant difference in attitude of male and female prospective teachers.

Aggarwal (1980) and Valli (1999) did not find any significant differences between the male and female teacher trainees in the attitude of teachers towards teaching profession. He also found-that the age of the trainees has nothing to do with the attitude towards teaching profession.

Wera Chaisrisool (1982) found female teachers had more favourable attitude towards teaching than males.

Som (1984) found that women teachers have more favourable attitude towards teaching than men teachers.

Rawat and Srivastava (1984) found that mean value of attitude of the male prospective teachers towards teaching profession found to be more than that of female prospective teachers but this difference between the attitude of male and female prospective teachers was not found to be significant.
Kaur (1985) found that there were sex differences in the attitude toward teaching profession. Male teachers score significantly higher than female teachers and have favourable attitude towards teaching profession.

Bhardwaj (1988) conducted a research work on comparative study of attitude of govt. and non govt. high school headmasters and teachers towards teaching profession. He found that the significant difference does not exist between the attitude of male and female teachers of govt. high school and non govt. high school teachers towards teaching profession.

Ramachandran (1991) attempted to conduct an enquiry into attitude of student-teachers towards teaching. It was found that female teacher-trainees had a more favourable attitude towards teaching than male-teacher trainees.

Ray (1992) also found that women teachers on an average, cherished a favourable attitude towards pupils, had better mental health and were satisfied in their profession as compared to men.

Srinivasan (1992) intended to explore the personality traits of primary school teachers in relation to their attitude towards teaching and other personnel variables such as sex, community, experience and type of management in which they were working. It was found age, sex, teaching experience and community did not significantly affect attitude of teachers towards teaching.

Kaur (1996) conducted a research on "A study of pre-service and in-service teachers attitude towards teaching profession in relation to sex and place of residence". The result shows no significant difference exists in the attitude of pre-service and in-service teacher towards teaching profession.

In a study on the attitude of the college teachers Shukla (1997) found that majority of teachers had favourable attitude towards their profession and attitude of college teachers was not gender biased.

Shukla (1997) did a study and found that female teachers show greater
attitude than male teachers but there is no significant difference in between male teachers from that of the female teachers.

Shukla, Shraddha (1997) concluded in his study the attitude of the college teachers towards their profession that the majority of teachers have average favourable attitudes towards their profession. The college teachers have favourable attitude towards their profession and the attitude of an individual is not influenced by the sex.

Annamalai (2000) studied "Attitude of teachers towards teaching" and found that the attitude of the total sample of teachers towards teaching is favourable. Men and women teachers do not differ in their attitude towards teaching. Rural and urban school teachers do not differ in their attitude towards teaching.

Pal (2001) found that male teachers did not differ from female teachers regarding their attitude towards creative learning and teaching.

Panda, B.B. (2001) found that male and female college teachers did not differ on the basis of attitude towards teaching profession.

Singh (1) (2001) found significant differences between male and female student teachers in economic and religious value. No gender difference was seen in other four dimensions. He found gender difference in teachers attitude towards teaching profession.

2.2.3 Attitude towards teaching profession and locality

Wera Chaisrisook (1982) conducted a research on "A study of the attitude of secondary teachers of Thailand region towards their teaching profession". The major findings were - the more experienced teachers had more favourable attitudes than less experienced teachers. The professional attitude of
urban teachers were more favourable than that of rural teachers.

Pacholi (1997) found that location area of school (rural/urban) is second highest predictor of teachers attitude towards their profession followed by teacher-effectiveness. Urban teachers possess high professional attitude than rural teachers. The third variable was 'experience'. Long teaching experience teachers possess high professional attitude than short teaching experience.

Valli (1999) conducted a study on "Attitude of secondary grade teachers towards teaching profession", and found that there is a significant difference in the attitude of the rural female and urban female secondary grade teachers towards teaching profession. There is no significant in the attitude of rural male and female teachers towards teaching profession. There is significant difference in the attitude of urban male and urban female secondary grade teachers towards teaching profession.

Panda, (B.B.) (2001) assessed and compared the attitude towards teaching profession and job satisfaction of college teachers of two educationally backward states viz. Assam and Orissa. It was found that college teachers of Orissa and Assam did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location and status.

Topodhan (1991) constructed and standarised a professional attitude scale for secondary school teachers. It was explored that sex, locality and cast had main effect on professional attitude, while qualification had no effect.

Annamalai (2000) studied "Attitude of teachers towards teaching" and found that the attitude of the total sample of teachers towards teaching was favourable. Men and women teachers did not differ in their attitude towards teaching. Rural and urban school teachers do not differ in their attitude towards teaching.

While going through the literature related with the present problem,
following observations have been made:

The investigator is unable to find even a single study showing relationship between value-pattern and attitude towards teaching profession. It seems both variables are inter-related with each other hence an attempt is made to explore correlation between these variables.

The studies conducted by Anderson (1966), Gagneja (1975), Joshi (1978), Goswami (1991), Gupta (2000) showed that type of institution had affected the value pattern of teachers, while alone study by Rawat (1992) did not found any affect of type of organisation and grade of teachers on the value pattern.

It is evident from the review of studies pertaining value pattern of male and female teachers are not in a line.

Tiwari and Singh (1973), Kaul (1977), Sharma (1977), Sharma (1990), and Sidhu (1999) found that values of pattern is not gender biased with some minor deviation. Sharma (2001) found significant difference between male and female student teachers in economic and religious values. No gender difference were seen in remaining four dimensions. While Kumari (1987) found boys were higher than girls on these dimensions. Goodwin (1972), Diwedi (1983), Satwant (1985), and Bajpai (2000) investigated that girls had higher aesthetic, religious, and social values than boys. Joshi (1963) found girl’s overedge on social and aesthetic dimensions and Chakraborti & Kundu (1981) found it only on aesthetic and economic values.

Joshi (1963) found boys were higher on economic and religious value than girls, Kundu (1981) Diwedi (1983) and Banta (2001) found men were having higher level of political value. Male students gave more importance to theoretical value, whereas female students to aesthetic value (Partap’s Srivastava, 1984).

It is evident from the review of studies of values w.r.t. to gender, some results are in favour of girls, some are in favour of boys and other are unbiased. It
leads to further explore the value in relation to gender.

With much efforts, the investigator could find only a few studies of value pattern of teachers irrespect of locality. These studies revealed that locality (rural/urban) had effected the value pattern of the teachers. Teachers differed w.e.f. their value system. It is need to explore the effect of locality on the value of the teachers. This aspect of values i.e. effect of locality upon value pattern is not much explored. In our country people live in rural and urban areas. Hence it is relevant to further explore it.

It is evident from the studies of Kaur (1975), Kaur (1983/1985), Panday (1999) and Pal (2001) type of institute has an effect on determining the attitude of teachers towards teaching profession, while Gupta (1980) was unable to found effect of type of institute on the attitude towards teaching profession of the teachers. The investigator tried to establish the effect of institute upon the attitude towards teaching profession in this research work.

The study of by NCERT (1971), Jindal (1972) and Tapodhan (1991) established the effect of gender on attitude towards teaching profession. Further Rawat & Srivastava (1984), Kaur (1983) found male teachers had higher attitude towards teaching profession than female teachers. Whereas the studies of Buch (1959), Jagmohan (1979), Ray (1992) and Tewari (2000) showed results in the favour of females w.r.t. attitude towards teaching profession. Where as Shukla (1997), Anamalai (2000) and Panda (2001) found gender is unbiased in determining the attitude of teachers towards their profession. The results are not in a line, it leads to further explore attitude towards teaching profession in relation to gender.

Wera Chairisook (1982) and Pacholi (1997) found urban teachers had higher professional attitude than rural teachers. While Valli (1999) found difference in attitude towards teaching profession between rural female and urban female only. Tapodhan (1991) also established effect of locality on professional
attitude. Anamalai (2000) and Panda (2001) explored no effect of locality on attitude towards teaching profession. This inconclusive situation leads to further explore the attitude towards teaching profession in respect of locality.