CHAPTER - III

REVIEW OF RELATED LITERATURE
AND HYPOTHESES
CHAPTER - III

REVIEW OF RELATED LITERATURE AND HYPOTHESES

Review of research literature is an important pre-requisite to actual planning and for the execution of any research work before embarking on making a fresh study. Realising the importance of review, Best (1977) says "a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved.

Further, the study of related literature helps in avoiding duplication, guides in carrying out the investigation successfully and makes the researcher familiar with the steps involved in it.

Therefore, in this chapter review of related research literature has been presented with a view to get generalization and frame the hypotheses.

3.1 STUDIES RELATED WITH JOB-SATISFACTION OF TEACHERS

Studies in General

Happock (1935) published the first intensive study of job satisfaction. He used sample which was collected from one small town and 500 school teachers from several dozen
communities. Happock's orientation was not toward any particular management philosophy, rather his results and interpretation employed the multiplicity of factors that could affect job satisfaction as fatigue, monotony, working conditions and supervision.

Berg (1970) concluded on the basis of a review of studies on 'Education and Job Satisfaction' that the latter increases with job level. Educational achievements can predictably be associated with higher job expectations, consequently, attitude toward work would be more favourable among better educated workers as their occupational skill increases.

Pestonjee (1973) found that financial incentives effect satisfaction on job.

Anand (1971) studied the attitude of teachers towards pupils and their job satisfaction. The investigator found that attitude of teachers towards students bears a significant and positive correlation with their job satisfaction. Kaur (1989) also revealed same results.

Talbot (1975) investigated the causes of job satisfaction and dissatisfaction of industrial art teachers with the use of result structured interview technique. He reported that certain situational variables may have a considerable effect upon the development of employee's job satisfaction. The study
revealed that tenure, status, age, grade, level taught by the respondent were significantly associated with teachers job satisfaction.

Thakkar (1977) conducted a study of potential teachers effectiveness, their educational attitudes in relation to their rapport with the students and their survival and job satisfaction in the profession. It was found that job satisfaction was positively and significantly correlated with the rapport of student teacher.

Subramaniam and Narayan (1977) found the effect of personality on job satisfaction among college teachers. Individual's emotional stability seems to contribute to job satisfaction and extroversion seems to be unrelated to job satisfaction of college teachers.

Weinroth (1977) studied the motivation, job satisfaction and career aspirations of married women teachers of different career stages. It was concluded by the investigator that age and teaching experience significantly affected the job satisfaction, motivational needs and career aspirations.

Kuhn (1982) examined the relationship between teacher's personality type and job satisfaction. He found that extrovert seemed to be more satisfied than introvert. Chapman (1982) concluded that teacher's job satisfaction is related to their self concept.
Chopra (1982) concluded that among the six climate, the open climate schools showed the highest, overall teacher job satisfaction, followed by the autonomous familiar, controlled, closed and paternal climate school respectively. There was no significant relationship between teacher's job satisfaction and student achievement.

A study was conducted by Fateh Bin (1985) on "Job Satisfaction of vocational agriculture teachers in South Eastern United States". The objectives were (i) to determine if the selected demographic variables significantly predict job satisfaction of the teachers. (ii) to determine job satisfaction of vocational agricultural teachers as compared to the norm groups of the job description index. The findings revealed that annual salary, number of months employed per year, number of professional organisation affiliated with, sex, geographical location, marital status, age, years of teaching experience, religious affiliation and number of periods teaching per day, significantly correlated to job satisfaction of the teachers. It was found that number of months employed per year, number of professional organisations affiliated with, annual salary, sex, geographical location, no. of periods taught per day and age significantly predicted job satisfaction of teachers.

Sundararajan and Rajasekar (1989) investigation was intended to find out the job satisfaction of the polytechnic
teachers in Tamilnadu. 278 teachers from eight polytechnics were chosen for the study. The private polytechnic teachers were found to have better job satisfaction than the government polytechnic teachers. The women teachers working in polytechnics were found to have better job satisfaction than the men teachers working in them. No significant difference among the polytechnic teachers with varying years of teaching experience was found.

Palace (1994) study, "A Qualitative look at Teacher Satisfaction" looks at the factors influencing teacher's satisfaction. The findings of the study are teacher satisfaction emnates from three sources. The teacher's relationship with his/her students, peers and professions. Like most relationships, the key to satisfaction lies in the involvement of the participants.

From the positive correlation between overall job satisfaction of teachers and their effectiveness, Gupta (1995) revealed that the teacher who are satisfied with their job are also effective teachers.

Godiyal and Srivastava (1995) study intended to find out possible difference in work involvement, job involvement, job satisfaction among a sample of 400 male teachers working in different types of primary schools namely District Board
schools, Government model schools, English medium schools and Saraswati Sishu Mandirs selected randomly in Tehri and Uttarkashi districts of Garhwal, Himalayas. The major findings were: English medium school teachers appeared more satisfied with their job and they were involved in their work and job. Among the other groups of schools teachers Saraswati Sishu Mandir teachers and District Board school teachers do have a feeling of job involvement and work involvement and they are also satisfied with their job to some extent. The Govt. Model School teachers showed minimum feeling about their job and they are not much satisfied with their job.

Gupta and Kaur (1996) conducted a study on 75 males and females teachers teaching primary, middle and secondary levels and revealed that primary school teachers differ from secondary school teachers in respect of personal accomplishment. Teachers teaching at the middle level differ from the secondary school level teachers, in respect of emotional exhaustion and personal accomplishment. Primary level teachers differ from the middle level only in respect of emotional exhaustion and personal accomplishment. Teachers teaching at the three levels differ significantly in respect of job satisfaction.

Studies in Specific

Anand (1971) came to the conclusion that as far as satisfaction in job is concerned, teachers working in boys
schools and teachers working in girls schools do not constitute their separate entities as far as satisfaction in job is concerned. He found no difference among women teachers and men teachers. It shows that groups of teachers based on sex did not differ in their job satisfaction.

Lavingia (1974) conducted 'A Study of Job Satisfaction among School Teachers' and showed following results which were published in IIInd Survey of Research in Education by M.B. Buch. Female teachers were more satisfied than male. Young teachers in age of 24-28 were more satisfied. Unmarried teachers were more satisfied. Chen (1977) also found similar results.

Singh (1974) conducted a study on a sample of 517 higher secondary school teachers of Delhi, namely, "Measurement of Teachers Values and Their Relationship with Teacher Attitude and Job Satisfaction" which was published in IIInd Survey of Research in Education. The major findings of this study were: Teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefit, physical facilities and administration. There was no difference in level of satisfaction of teachers due to differences in age. Female and unmarried teachers were more satisfied with all the factors than male and married teachers.

Reddy and Reddy (1973) as quoted by Goyal (1985) studied satisfaction of the school teachers working under different types of management and found that teachers employment under private
management were the most satisfied while those in government schools were the least satisfied.

Goyal (1980) concluded that large majority of the teacher educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. The job satisfaction of different groups based on sex, qualification and experience did not differ significantly. The teacher educators in the age group IV of 50 years and above differed significantly from the age groups II and III. The other groups did not differ significantly from each other.

Objective of Gupta's (1980) study was to measure the job satisfaction of primary school teachers, secondary school teachers and college teachers and found that primary school teachers were significantly less satisfied than secondary school teachers or/and college teachers; secondary school teachers and college teachers were almost equally satisfied with their job.

The objective of Reddy and Hamakrishnaiah's (1981) investigation was to study the job satisfaction of college teachers in relation to the management under which they work, their sex and level. The sample for the study was 440 college teachers equally distributed between the 2 sexes (male and female lecturers), 2 managements (government and private colleges) and the 2 levels (junior and senior lecturers). It was found
that women teachers are more satisfied with their job than their men counterparts. Teachers employed in government colleges are less satisfied than those in private colleges. There is no significant difference between senior and junior lecturers with regard to their job satisfaction.

Kaur (1986) in her study found that the newly appointed teachers are more satisfied with the job as compared to experienced teachers. Also female teachers are more satisfied than male teachers.

The objective of Dixit (1986) study was to measure the job satisfaction among primary and secondary school teachers. He concluded that the primary school teachers were more satisfied than secondary school teachers in Hindi medium schools; female teachers were more satisfied than male teachers both at primary and secondary school levels.

Franess (1986) as quoted by Karman (1990) study on "Job Satisfaction of Teachers" concluded that elementary school teachers perceived a greater degree of job satisfaction than secondary school teachers when comparisons were made concerning rapport among teachers, curriculum issues and teachers status.

Sundararajan and Ashrafullah (1990) conducted a study on "Job Satisfaction of the Harijan Welfare School Teachers in Tamil Nadu" with a view to find out any significant difference
between men and women teachers, graduate and post graduate teachers, teachers upto ten years of teaching experience and above ten years teaching experience, teachers with a monthly income of Rs. 15,00 and those with a monthly income exceeding Rs. 1,500 in respect of their job satisfaction. The study was conducted on 159 teachers. The findings were: As much as 64.15% of the teachers working in Harijan Welfare schools have high job satisfaction. Women teachers, teachers with a teaching experience of above ten years, teachers with monthly salary upto Rs. 1,500, graduate teachers and teachers who are above 40 years of age have better job satisfaction than male teachers, teachers having teaching experience only upto ten years, teachers with monthly salary exceeding Rs. 1,500, post graduate teachers, teachers below 40 years.

Sundararajan and Vivekanandan (1990) study 'Job satisfaction of teachers working in some selected Higher Secondary Schools in the City of Madras' conducted on 350 teachers aimed at finding out if there were any significant differences among teachers working in various types of schools, between men and women teachers, between graduate and post graduate teachers in respect of their job satisfaction. The Corporation higher secondary school teachers were found to have better job satisfaction than their counterparts working in the government and Matriculation Higher Secondary schools. The Government Higher Secondary School teachers were found to have better job
satisfaction than their counterparts working in the Matriculation Higher Secondary Schools. No significant differences between men and women teachers, between graduate and post-graduate teachers in respect of job satisfaction was found.

Sundararajan and Minnalkodi (1991) investigation was undertaken with a view to find out the job satisfaction of teachers working in the Annamalai University. The sample of 155 teachers (122 men, 33 women) was taken. No significant difference between men and women teachers in respect of job satisfaction was found. Teachers with less than twenty years of teaching experience were found to have better job satisfaction than their counterparts with more than twenty years of teaching experience. Extrovert men teachers were found to have better job satisfaction than their introvert counterparts.

Clifford (1994) made a study on "Job satisfaction of Public School Teachers in Ohio: A Comparison of Similarities and Differences between Male and Female teachers". The study analyses the factor of job satisfaction and dissatisfaction of public school teachers in Ohio. The findings are generally Public School Teachers in Ohio are satisfied with their job. The three most satisfying factors are moral values, social services and creativity. The least satisfying job factors are compensation, advancement and company policies and practices, responsibility is the most influential factor in determining teacher job satisfaction.
Biswas and Tinku (1994) studied job satisfaction of secondary teachers in relation to sex, rural-urban settings and management of schools. Randomly selected 200 secondary teachers belonging to seven secondary schools situated in the rural as well as urban areas in the West and South districts of Tripura constituted the present sample. Job Satisfaction Inventory was prepared and standardised by the investigators themselves. The findings showed that the female secondary teachers had greater total job satisfaction than their male counterparts. The rural and urban teachers did not differ significantly in total job satisfaction, but there were significant mean differences in two components of job satisfaction i.e. monetary and other facilities and security. The secondary teachers serving at the privately managed schools perceived greater job satisfaction in respect of human relationships prevalent at those schools than government school teachers.

Dass and Panda (1995) studied the job satisfaction of college and higher secondary teachers in terms of their sex and experience. 100 teachers (54 from college, 46 from higher secondary school) formed the sample of the study. The results showed no difference in the job satisfaction of college and higher secondary teachers and it was also found that sex and experience are not related to job satisfaction of college and higher secondary teachers.

Sundram (1998) in her study concluded that men and women
teacher educators differ significantly on job satisfaction. Female teacher educators are more satisfied than male teachers. The proportion of teacher educators in the categories of very dissatisfied and dissatisfied decreases as the age advances. A significant correlation between the job satisfaction and teacher's attitude towards teaching was found.

3.2 STUDIES RELATED WITH PROFESSIONAL AND EDUCATIONAL INTERESTS OF TEACHERS

Studies in General

Seetha (1975) while enquiring into the psychological and social factors affecting academic achievement found that no significant relationship existed between interest and academic achievement.

Marker (1975) did a survey of teacher education in the State of Maharashtra. Her findings included among others "the teacher educators at all levels are lethargic, conservative, they do not read, they do not think, they do not apply themselves to bringing about improvement, they take to the line of least resistance". This finding indicates that teacher educators seem to have little interest in their profession.

Studies in Specific

Samantroy (1971) found that significant relationship exists between teacher's professional and educational interests
of the teachers at college level. He further concluded that both professional and educational interests of the teachers are significantly correlated with their teaching efficiency.

Goyal (1980) in his study concluded that a large number of teacher educators have a low level of professional interests. The men and women teacher educators differ significantly in their professional interests, the men showing greater interests than women. The professional interests increase as the age of teacher educator increases. The highest qualified group I with Ph.D. and M.Phil. degree has the best professional interest. Professional interests increase with the increase in college teaching experience.

In her study on 200 teacher educators taken from 40 teachers training colleges of Rajasthan, Sundram (1998) concluded that professional and educational interests of teacher educators are low, although there is significant relationship between professional and educational interests of teacher educators.

3.3 STUDIES RELATED WITH CREATIVITY OF TEACHERS

Studies in General

The objective of Bhan's (1973) study was to find out the relationship between creative potential and level of aspiration of post graduate students and post-graduate teachers. The sample consisted of 29 post graduate students and 29 post graduate
teachers. The Rorschach Psycho-diagnostic Test was used. The findings of the study were the level of aspiration in case of high creative group was high and was found to be within the productive resources of the individual.

Arora (1976) found the relationship between anxiety and creative thinking ability. The sample consisted of 220 teacher trainees (110 males and 110 females). The Torrance Tests of Creative Thinking and the Dutt Personality Inventory were used. It was found that in case of male trainees, anxiety was curvilinear related to creative thinking ability while in case of female teacher trainees, anxiety was negatively correlated to creative thinking ability.

The objective of Jain's (1977) study was to find out the relationship between originality and teaching proficiency. The sample consisted of 160 teachers from Agra City. The results of the study showed a significant relationship between originality and teaching proficiency. It was observed that originality promotes the teaching proficiency.

The main objectives of Jayaswal (1977) study was to explore the pattern of relationships between creativity and anxiety among teacher trainees. The study was conducted on a sample of 234 male and 270 female teacher trainees drawn from all the teacher training institutions of Varanasi City. The main findings were (1) Anxiety on the whole is negatively
correlated with creativity. (ii) There is no significant relationship between anxiety and creativity in the female sample. (iii) Anxiety bears negative and significant correlation with creativity in the male sample. (iv) There is no significant sex difference on composite creativity scores.

Singh's (1977) study revealed that high creativity among student teachers tended to go with higher economic values, better personality adjustment, better family background and urban living. Low creativity on the other hand, seemed to be associated with higher theoretical value, poorer adjustment, poorer family background and rural living teacher attitude, sex, marital status, religion and caste did not seem to have significant differential effects upon high and low creativity among student teachers.

Rossenberger (1973) conducted a study on teachers (N=240). The study revealed no significant difference in teaching performance due to creative teaching method, but in the same study analysis of variance as well as correlations revealed a significant main effect for creative teaching method on creative thinking scores as against control group. Thus research concluded that creative teaching plays a significant role in increasing creative scores of the teachers and its performance which were further related with teacher's ratings for mathematics teaching for self-instruction method.

Sansanwal and Jarial's study (1979) aimed to investigate
into the personality differences among high and low creative teacher trainees. The sample of the study consisted of 75 B.Ed. students studying in the department of Education, University of Indore. The study revealed that high creative teacher-trainees were more intelligent, happy go lucky, impulsively lively, gay, enthusiastic, trusting, adaptable, free of jealousy, easy to get on with, relaxed, tranquil, torpid and unfrustrated. On the other hand low creative teacher-trainees were less intelligent, sober, prudent, serious, taciturn, suspicious, self opinionated, driven, overrought, hard to fool, tense and frustrated.

Safaya's (1981) study aimed at investigating the relationship between verbal, non-verbal creativity and intelligence. The sample consisted of 68 female students of B.Ed. class studying in an urban teacher-training institution of Punjab State. It was found that fluency, flexibility, and originality aspects of verbal creativity were positively and significantly related to intelligence. Fluency and originality aspects of non-verbal creativity were positively related to intelligence, whereas flexibility and elaboration aspects were negatively related to it, but none of these four 'r' value were significant.

Venkateswaran (1989) found positive significant correlation between creativity and teacher competence. More creative teachers and less creative differ in their teacher competence. "Competence" changes in proportion to the creativity of the teacher.
Studies in Specific

McElvian and others (1963) studied 209 teachers from Eastern Washington State College and concluded that sex does not play any part on creativity.

The objectives of Rains (1970) study were (i) to find out the sex differences in creativity, (ii) to find out the relationship between age and creativity, (iii) to find out the relationship between teaching experience and creativity. The sample of study consisted of 55 teachers, who were enrolled for a summer course in Regional College of Education, Ajmer. The findings of the study were (i) females scored higher than males on all the dimensions of creativity except originality, but these differences were not significant, (ii) a negative relationship between age and fluency, positive but not significant between age and flexibility and originality and positive and significant with age and elaboration and total creativity, (iv) There was a negative relationship between teaching experience and fluency and flexibility whereas it was positive in case of originality, elaboration and total creativity.

The objective of Lal's (1977) study was to compare the creativity score of male and female teacher trainees (110 males and 110 females) drawn from the three education colleges of Punjab. The Torrance Tests of Creativity Thinking were employed to collect the data. The results showed no significant difference in the creativity scores of males and females teacher-trainees.
One of the objectives of Arora's (1973) study was to ascertain whether men and women teacher trainees differed from each other significantly in mean performance on tests of creative thinking. The sample consisted of 220 teacher trainees (110 males, 110 females). It was found that men and women did not differ significantly in mean performance on the Torrance Test of Creative Thinking.

The study by Masih (1979) was conducted to find the relationship between creativity and marks in educational theory papers and marks in internship in teaching. The sample consisted of 64 students from B.Sc.(Hons.), B.Ed. Course admitted to Regional College of Education, Bhopal during academic session of 1976-77. The study revealed the following: (i) both male and female B.Ed. Science students were found to be equally creative (ii) both male and female students of B.Sc. (Hons.), B.Ed. were found to be equally creative. (iii) There was no significant difference in the measure of creativity between students of B.Ed. (Science) and B.Sc.(Hons.) B.Ed.

Reddy, Reddy and Geethanath (1999) study aimed at finding creative potentialities of teacher trainees of District Institute of Education and Training (DIETs) situated in Rayalaseema region of Andhra Pradesh. The sample consisted of 120 male trainees and 120 female trainees studying in DIET's at Karveginagar (Chittoor), Rayachoti (Cuddapah) and in Kurnool (Kurnool). It was found that male and female teacher
trainees do not differ in their creativity. There exists a significant difference in the creativity of teacher trainees of DIET.

3.4 STUDIES RELATED WITH TEACHERS’ ATTITUDE TOWARDS TEACHING

Studies in General:

Fisherman (1957) proved in one of his studies that age and sex differences have no significant relationship with teacher attitudes.

Stein and Hardy (1957) found that there was no relationship between intelligence of the teacher and teacher attitude towards teaching.

Oliver and Butcher (1968) observed that differences in attitude across age and sex were rather less marked than some of the other differences e.g. politics and religion among the teachers.

Dosajh (1970) conducted a study to find out the change in the attitudes of teacher trainees by using MTAI as an instrument for measuring attitudes of teacher trainees. He concluded that the attitudes of teacher trainees had not undergone a change due to the effect of the training programme. But Kakkar (1972) found the opposite results in his study.

Attitude patterns of junior and senior high school teachers were studied by Marrington (1971) who reported that attitude patterns of secondary school teachers were relatively
similar in many aspects but there were certain essential differences that could be related to teaching at a junior and senior high school level. The variable of age, years of teaching experience and sex were found to be significantly related to the differences in attitude pattern of secondary school teachers.

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

Gupta (1977) attempted to find out the home, health, social, emotional, professional and total adjustment differences between the teachers with favourable attitude and teachers with unfavourable attitude towards teaching. A group of 400 teachers working in high, higher secondary schools of Punjab was tested using adjustment areas of Bell Adjustment Inventory and it was found that home, health, social, emotional, professional and total adjustment to be significant determinants of success in teaching and hence attitude towards teaching.
Arora (1973) in his investigation, "A Study of Characteristics of Effective and Ineffective Teachers" found that effective teachers had significantly more favourable attitude than ineffective teachers towards the teaching profession.

Weaver (1979), Carri and Lowis (1985) found that teachers below average on intelligence exhibited a less positive attitude towards teaching.

Bhandarkar (1980) found that attitude of the teachers are significantly related to their qualifications, age, job, mobility and family problems.

Singh (1981) concluded that teachers with favourable attitude towards teaching are better adjusted than teachers with 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.

Gakhar (1982) investigated the effect of attitude of the teacher on mathematical concepts learning of the students. 510 students of 8th grade were selected randomly from nine high/higher secondary schools of Chandigarh. 16 teachers who were teaching mathematics to 8th graders and whose students have been taken for the final sample were selected. It was concluded that attitude of the teacher towards teaching method,
towards student discipline and school 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 teachers attitude, they had significant influence on the achievement of the child and accelerated the process of learning of mathematical concepts by the pupils.

Safaya (1982) while conducting a study on intellectual and personality factors as correlates of attitudes towards teaching among teacher trainees found that teacher trainees with favourable, neutral and unfavourable attitude towards teaching differed in their response pattern on various dimensions on attitude. Results also revealed that intelligence, creativity and personality independent of each other were significantly correlated with attitude towards teaching.

Gakhar and Gupta's (1985) study, "Attitude Towards Teaching as a Career as Related to Sex and Locus of Control" was aimed at finding out the interaction effect of sex and locus of control on attitude towards teaching. The sample was restricted to 148 degree students of Government Colleges of UT Chandigarh. It was found that interaction of sex and locus of control has significant effect on attitude towards teaching. The mean scores suggested that female internal scored the highest on all the dimensions of attitude towards teaching as a career,
thus depicting more favourable attitude than the remaining three groups that is females external, male internals and male externals.

Santanakrishnan (1995) investigated the reflective attitude of prospective teachers of Chidambaranar district of Tamilnadu State. As many as 295 subjects were selected from two regular colleges of Education and one weekend college of Tuticorin town. It was concluded that 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.

Oyaziwo Omo (2000) studied the overall attitude of university students towards campus unrest. Secondly, he examined whether the variable of sex, age, status in school, residential status and area of specialization of students had any effect on their attitude. The research participants were 209 students randomly selected from the faculties of Arts, Social Sciences and Sciences of the Edo State University, Ekpoma-Nigeria. The following findings were achieved: University students are favourably disposed to campus unrest; male students are significantly more prone to campus unrest than female students; fresh and old, mature and adolescent; and Arts, social sciences and sciences students respectively, favour student unrest in approximately the same way. While on campus students favour campus unrest more than off campus students.
Evans (1952) conducted a study of attitude towards teaching as a career and found that attitude of post graduate training college students differed significantly from those of school certificate candidates. The group interested in teaching had a predominantly favourable attitude towards teaching as a career.

Wandt (1954) found that good elementary teachers expressed more favourable attitude in general than did good secondary school teachers.

Parasher (1963) found that sex determines attitude and that women teachers have more favourable attitude towards teaching than men.

The existence of significant attitudinal differences were noted by McCallough (1968) between teachers rated most successful in their teaching career and those rated least successful in their teaching career by School Principals. Most successful teachers have more favourable positive attitude than least successful teachers.

Aggarwal (1966) in his study of attitude of training college teachers towards their profession in a sample (N=85) from Agra University found that factors like designation, age, sex and experience did not influence the attitude.
NCERT (1971) study showed that 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. Teacher's experience and positive attitude were invariably proportionate. Teachers with lower qualification were having more positive attitude towards the profession. Attitude of trained and untrained teacher did not differ significantly on negative items. Training appeared to be contributing factor in the development of apparent positive attitude.

A study was conducted by Samantroy (1971) on teacher attitude and its relationship with adjustment and efficiency of teachers. He found that 78 per cent of teachers had a favourable attitude towards teaching. No significant difference was found between the attitude of men and women teachers and the teacher attitude was found to be related with adjustment and efficiency to some degree.

In a study involving comparison of attitudes of the public school teachers and Christian school teachers in six areas of professional human relations (a) about teaching as a profession, (b) about fellow teachers, (c) about the principal, (d) about students, (e) about the school and (f) about the community, Rode (1971) concluded that Christian school teachers
had a significantly more positive attitude than those in public school teachers.

Study conducted by Joliely (1975) revealed that traditional school teachers was found to have more observable positive attitudes towards rapport with their principals, rapport with their peers, teacher's load, community support of education and school facilities and services than the open space school teachers. No observable difference was found between the two groups of teachers attitude toward satisfaction with teaching and toward curriculum issues.

Singh (1974) conducted a study to find out the relationship of teacher values with teacher attitudes and job satisfaction. He found 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.

Singh (1974) conducted a study to know whether the attitude of teachers towards their profession was favourable or not, whether they were satisfied or not. He revealed that professional attitudes of teachers were favourable and that their attitude towards child centred practices and educational practices were more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teachers.

Sukhwal (1977) studied attitude of married lady teachers
towards teaching profession and found that majority of married lady teachers favoured teaching profession. The differences between favourable and unfavourable attitudes were highly significant. He also found that the higher the age, the greater was the increase in the degree of favourableness in attitudes towards the profession. He also found that experience does play a great role in the development of favourable professional attitudes.

Naidu (1973) made a study on Attitude of male and female teachers towards teaching. His study was based on sample of 360 teachers of Andhra Pradesh. He concluded that all teachers have favourable attitude towards teaching, but the female teachers have more favourable attitude towards teaching.

Goyal (1980) concluded that attitude of different groups based on sex, age, qualification and experience did not differ significantly.

Singh (1987) study on "Teaching Attitudes of Punjab Teachers in Relation to Sex, Place of Posting and Type of Institution" aimed at: (a) finding out the significant differences in the attitudes of male and female teachers towards pupils (2) comparing the attitudes of teachers of rural and urban schools towards pupils (3) evaluating the attitudes of government and non-government (private) school teachers towards pupils. The total sample of this study consisted of 1031 trained graduate
and post graduate teachers both male and female from government as well as non-government (privately managed but recognised) urban and rural institutions located in different districts of Punjab. The attitude of the trained graduate teachers of Punjab towards their pupils were found to be negative. Sex was found to be significantly related to teacher attitudes as measured. Male teachers had higher mean scores than female teachers whether they were working in government urban or privately managed schools. The place of posting and the type of institution were not significantly related to teacher attitudes. The mean differences score in respect of urban school teachers and rural school teachers as well as the teachers working in government and private schools were not found to be significant.

Kala (1983) in her study on 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 positive attitude towards professional growth and educational processes.

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 hundred 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 were statistically not significant. It was concluded that there are no differences among teachers on their attitude towards the teaching profession.

Sundararajan, Krishna Kumar and Balakrishnan (1991) in their study "Student-Teacher's 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 differences between men and women student teachers, Humanities and science student teachers, graduate and post-graduate student teachers in respect of their attitude towards teaching was found. The B.Ed. student teachers of the Annamalai University were found to have a low level of interest in teaching. The women student-teachers were found to have better interest in teaching than the men student teachers. No significant differences between the student teachers of science and humanities, graduate and post-graduate student teachers in respect of their level of interest in teaching was found. A negative correlation between the Attitude of the student-teachers towards teaching and their interest in it was found.

The objective of Shukla (1997) study was to investigate the attitude of teachers towards their teaching profession. The
sample consisted of 100 males and 80 female teachers selected randomly from different degree and post-graduate colleges of Kanpur City. The tool used was self-made teacher's attitude inventory (Likert type Scale). It was found that majority of teachers show favourable attitude towards their profession. Female teachers showed greater positive attitude than male teachers but there was no significant difference between the attitude of male teachers from that of female teachers.

The objective of Rebeiro (1999) study was to investigate attitude of teachers of higher education and to relate attitude with demographic variables such as age, sex, experience and disciplines. Fifty lecturers from colleges and University teaching departments from the States of Goa, Karnataka and Maharashtra were administered Teacher Attitude Inventory by S.P. Ahluwalia. It was found that gender, age, the teacher's association with any faculty whether natural sciences, social science or languages has no bearing on their attitude towards their profession. The length of experience of the teacher 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.

3.5 HYPOTHESES

1. There are no significant differences in the job satisfaction of teacher educators teaching at NTT, ETT and B.Ed. levels.
2. There are no significant differences in the professional and educational interests of teacher educators teaching at NTT, ETT and B.Ed. levels.

3. There are no significant differences in the creativity of teacher educators teaching at NTT, ETT and B.Ed. levels.

4. There are no significant differences in the attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels.

5(a) There are no significant differences in the job satisfaction of male and female teacher educators teaching at NTT, ETT and B.Ed. levels.

(b) There are no significant differences in the professional and educational interests of male and female teacher educators teaching at NTT, ETT and B.Ed. levels.

(c) There are no significant differences in the creativity of male and female teacher educators teaching at NTT, ETT and B.Ed. levels.

d) There are no significant differences in the attitude towards teaching of female and male teacher educators teaching at NTT, ETT and B.Ed. levels.

6(a) There are no significant differences in the job satisfaction of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age.
(b) There are no significant differences in the professional and educational interests of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age.

(c) There are no significant differences in the creativity of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age.

(d) There are no significant differences in the attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age.

7(a) There are no significant differences in the job satisfaction of teacher educators teaching at B.Ed. level on the basis of institution.

(b) There are no significant differences in the professional and educational interests of teacher educators teaching at B.Ed. level on the basis of institution.

(c) There are no significant differences in the creativity of teacher educators teaching at B.Ed. level on the basis of institution.

(d) There are no significant differences in the attitude towards teaching of teacher educators teaching at B.Ed. level on the basis of institution.