CHAPTER II
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REVIEW OF RELATED LITERATURE

In this chapter, a Review of some researches related to the study are presented. Research on teacher effectiveness is over half a century old. It is one of the most researchable areas in educational field until recently research efforts in the area of teacher effectiveness met with little success. By and large in this area of research results were found to be inconsistent, inconclusive and consequently not only discouraging but disappointing too. Orleans (1952) and others found that despite the large number of studies that has been made, the knowledge of teacher effectiveness is still eluding.

Beginning with the early exploratory studies of Anderson (1939) and Lippit (1943) research on teacher effectiveness has now become more definite, systematic and scientific. During the past two decades, numerous researches were done to identify the teacher behaviour which is one of the main attributes to teacher effectiveness by Withal (1949), Bales (1950), Hughes (1959) and Flanders (1960) and others.
In the following pages are presented certain significant researches related to teacher effectiveness and factors affecting teacher effectiveness.

Studies Related to Teacher Effectiveness:

Good (1976) studied Teacher Effectiveness in the elementary schools. The purpose of the study was to present tenable conclusions from recent process-product studies. The researcher argued that one's opinion of research on teacher effectiveness is dependent upon the levels at which he/she chooses the integrate extent data. The term effectiveness was used as an operational construct. Three major conclusions were drawn from the study:

a) Elementary schools teachers do exert differential effects upon student achievement.

b) Class-room management skills are exceedingly important.

c) A pattern of teaching behaviour called direct instruction seems to be a useful heuristic for describing effective teachers.

Sprinthall (1964) did a study on Teacher Effectiveness.

The study was attempted to:
1. Develop a set of concepts denoted as cognitive flexibility/rigidity.

2. Relate these concepts to a proximate criterion of teacher effectiveness in the class-room.

The sample of 28 teachers was selected. The tests used were the Rorschach and the visual impression test. The analysis of the data was done by rank order correlation and a chi-square test. Some of the research findings are as follows:

1. Effective teaching and cognitive flexibility are related.

2. The dimension of cognitive flexibility-rigidity may represent a critical and differentiating factor in teaching.

Brophy and Carolyn Overtson (1974) studied on teacher effectiveness. The research was designed to begin to fill the gaps in the existing literature by systematically measuring teacher behaviour and relating it to student outcomes. It was an observational study.

The teachers included in the study were selected from a larger sample of 165 teachers. Teachers were selected on the basis of consistency.
The research focussed on (a) the study of experienced teachers with records of consistency in relative effectiveness, (b) the coding of naturalistic teacher-student interaction as it accorded in the class-rooms by coders recording data on the spot. Observations were conducted for about 10 hours in each class-room during the first year, and for about 30 hours in each class-room during the second year.

Each teacher was observed by two raters. There were 580 presage variables available for analysis. Many of the presage variables showed little or no variance because most or all of the teachers either agreed or disagreed with the item.

Two basic methods were used. Correlational analyses and multi-linear curve fitting regression analyses.

Stanley (1966) studied the relationship between teacher effectiveness and contacts among faculty members.

The hypothesis was that contacts between teachers in an elementary school hold the same relationship to teaching effectiveness. The sample consisted of 132 teachers. The teachers rated themselves on their classroom behaviours using a Baxter scale. The statistical
analysis used was t-test and point-biserial coefficients of correlation. The findings were:

1. The elementary teachers did not react to staff difference and frequency of contacts with faculty members.

2. There was no significant relation between geographical origin and teacher effectiveness.

Dimensions of Teacher Effectiveness Related to Class-room Dimension:

Lulla (1974) investigated into the effect of teachers' class-room behaviour on pupil's achievement. The sample consisted of 48 teachers and 1800 pupils selected from some municipal corporation schools of Baroda city.

It was concluded that the indirect teacher behaviour may raise the interaction potential of the class-room climate resulting in free communication and open interaction between the teacher and group of pupils. This atmosphere stimulated the learner in learning but also provided a congenial climate to the teacher, for conducting his/her teaching.

Maheswari (1976) conducted a study and prepared a design to explore the class-room interaction pattern of
effective and ineffective teachers. 200 teachers were selected by following stratified sampling.

Effective and ineffective teachers were identified on the basis of pooled criterion of the Minnesota Teacher attitude Inventory scores, academic qualifications, ratings of principals, students ratings and students results.

It was found that effective teachers used the categories of accepts feeling, praises, uses student ideas.

Effective teachers involved more indirect influences. Ineffective teachers involved more direct teacher talk.

Effective teachers involved more creative teaching models

Teacher Characteristics related to Teacher Effectiveness

Singh (1974) conducted a study on the significant relationship between attitude towards teaching and the various components of class-room verbal interaction and measured through FIACS.

Sample taken for the study was 500 B Ed Students.

The tools used were the Minnesota Teacher Attitude Inventory and FIACS percentage and correlation were used
to analyse the data. The findings were as follows:

i) There was a significant relationship between attitude towards teaching and class-room verbal interaction of student teachers of secondary level.

ii) The teachers' talk was found to be independent of or not related to attitude towards teaching at any level.

A study was conducted by Patel (1974) on the effectiveness of the influence of teachers' class-room behaviour on pupils personal anxiety, motivation and class-room organization, attitude towards reward and punishment, attitude towards teacher, attitude towards school, class-room climate and the development of independent behaviour on the part of the pupils.

The sample consisted of 100 primary teachers of Ahmedabad Municipal Corporation school.

Major findings of this study were that indirect influence had favourable effect on motivation, class-room organization and pupil's attitude towards teacher.
Studies Related to Teaching Effectiveness as Rated by Students/Principals:

Costin (1970) did a study on 'Students ratings of College teaching and its usefulness'. He used the following 10 items to study the student's overall judgements of teachers. The items were: (1) interprets abstract ideas, (2) gets students interested in the subject, (3) increases thinking well, (4) gives good illustrations, (5) motivates the students, (6) inspires confidence in the knowledge of the subject, (7) gives new viewpoints, (8) is clear, (9) enthusiastic, (10) friendly with students.

In this study, the persons who got highest ratings as a teacher was described as one who was both capable and efficient and also one who loved his/her job and inspired students talents.

Gage (1963) developed a questionnaire to be completed by pupils in which they rated their present teacher and also indicated their preferred or ideal teacher. In his study 86 sixth-grade teachers were given the reactions of their pupils once a month for part of the school year, while 90 teachers did not receive the feedback, even though the attitude inventories were administered on 10 of 12 scales the pupils perceived a shift towards their ideal
type of teacher during the course of the study; four of these shifts were statistically significant in comparison with the control group data.

Cordes (1982) conducted a research on Teaching effectiveness: an analysis of faculty opinion and student ratings.

The responses were collected through questionnaire and interview and analyzed statistically to determine the significance of relationship between the responses and (1) student ratings of each teacher's teaching effectiveness, (b) academic groups.

The findings were as follows: There was a significant relationship between student ratings and faculty responses for the type of teachings of teachers. In questions relating to teaching style "creating enthusiasm was a top priority for more of the highly rated teachers than for others. One-third of the faculty reported that the use of the Purdue student evaluation system has had positive effects on their teaching.

Payne (1976) studied teacher effectiveness as perceived by students in different educational settings.
The purpose of this study was to determine whether students in different educational settings (urban, sub-urban) identify effective teaching as being more directive or non-directive, whether high and low achieving students differ in regard to these preferences and whether effective teachers are identified as male or female.

114 urban students and 113 sub-urban students were selected for the study. The investigating instrument was a questionnaire which separated teacher behaviour into two major categories structure which refers to the manner in which a class-room is run and learning situations manipulated and Interpersonal: which refers to the way the teacher relates the student as a person students answered two questionnaire effective teacher and ideal teacher.

The t-test was applied to determine whether urban and sub-urban students discriminated between effective and ideal teachers. Two 2 x 2 x 3 factorial analysis of variance were used to analyse data. The Pearson product moment test was used to show correlations.

The results were as follows:
1. Urban and sub-urban students discriminated between effective and ideal teachers. Ideal teachers were found to be significantly non-directive in their teaching style.

2. High achieving students tended to identify effective teachers as being more non-directive while low-achieving students tended to identify effective teachers as being more directive.

3. Women teachers were identified by urban students as effective while sub-urban students identified male teachers as effective.

Based on faculty ratings Shingles (1970) designed the procedure for interpreting students evaluation through faculty ratings. Faculty ratings were found to be correlated with students' perception in this regard. With regard to the fairness of grading, difficulty of course, average class size etc, it was found that not much differences were there in the evaluation of teachers by the faculty members and students.
Baughman (1977) studied the relationships between Teacher effectiveness and indirect Instructional activities. A total of 60 teachers were rated by students on student opinion of teaching. The ratings were classified as high effectiveness group and low effectiveness group. Through the use of multiple linear regression the hypothesis were tested. The conclusion drawn from the study was the highly rated teachers contribute more time to the indirect instructional area.

Williams (1981) did a study of the relationship between the teachers self-concepts and pupils perception of Teacher Effectiveness. The scores were obtained by the use of the purdue teacher evaluation scale. The Pearson Product Moment correlation of coefficient was used to analyse the data.

The findings were: There was no statistical significant relationship of teachers' positive self-concept scores with students perceived view of teachers.
Studies Related to the Relationship of Age and Teacher Effectiveness:

Shashikala (1976) assumed that as age advances, an individual tends to become more and more authoritarian specially in a culture like ours, where elders are generally given a lot of allowance because of the respect for age. Thus it is possible that most elders are authoritarian while interacting with youngsters.

Similarly older teachers, who are also likely to have longer experience may be expected to be more authoritarian, that is to say older teachers may be less indirect and exhibit those behaviours which go with indirect influence patterns of teacher behaviour.

Ryans (1960) in his teacher characteristic study found significant difference between comprising different age groups. With the three teachers behaviour patterns, Ryans found that older teachers (55 years and above) scored (a) significantly lower on X_{co} (understanding friendly class-room behaviour), (b) significantly higher on Y_{co} (responsible systematic business like class-room behaviour, and (c) significantly lower on Z_{co} (stimulating imaginative class-room behaviour).
It was found that older teachers scored lower on characteristics $R_{co}$ and $R_{ico}$ (favourable opinions of pupils and favourable opinions of democratic pupil practices). He found that older teachers emphasised learning centre educational viewpoints significantly more than younger teachers (characteristic $B_{co}$).

With the personality measures of emotional adjustment ($S_{co}$) there was a general tendency for the younger teachers to score significantly higher and lower respectively. But with verbal understanding ($I_{co}$) the third personality measure, no clear-cut trend was apparent. Older teachers scored substantially higher when the complete sample was considered. In the basic analysis sample, the significant relationship was discovered in the secondary school sample. But among the basic analysis elementary teachers, the younger group attained higher scores.

Chhaya (1974) compared effective and ineffective teachers with respect to personality adjustment, teaching attitude and emotional stability. 80 effective and 100 ineffective teachers were selected. She came to the conclusion that effective teachers had significantly better
personality adjustment and favourable attitudes towards teaching. She has found that sex and age of a teacher were significantly related to his/her effectiveness.

Goyal (1974) studied some of the personality correlates of creativity in secondary school teachers under training. He was interested in knowing specially the personality differences in relation to sex and subject groups. He applied cattell's 16 PF questionnaire and Torrance Tests of creative thinking as the tools. His sample consisted of 500 student teachers. He found that the personality difference between high and low creative student-teachers were very slight because highly creative persons did not enter teaching profession. Intelligence was found to be the most consistent personality correlates of creativity. Highly creative females were having more self-conflict were moralistic, socially precise and bold.

Seethalakshmi (1981) studied the relationship between Teacher effectiveness and Achievement Motivation of Pupil-Teachers of a few colleges of Education in Bangalore city.

The sample was 66 pupil-teachers from three colleges randomly selected twenty-two pupils-teachers from each college.
The tools used to collect the data were Baroda General Teacher Competence Scale and Sentence Completion Test.

The findings were as follows:

1. There was a significant relationship between teacher effectiveness and achievement motivation of pupil-teachers of colleges of education of Bangalore city.

2. There was a significant relationship between teacher effectiveness and achievement motivation of pupil teachers irrespective of their sex.

3. Age as a moderator variable was not found to have its impact on the relationship of teacher effectiveness with achievement motivation.

4. Martial status was one of the moderate variables which did not have its impact on the relationship of teacher effectiveness with achievement motivation.
Studies on the Relationship of Sex and Teacher Effectiveness

Extensive studies by Colombos (1963) on the efficiency of teachers lead to the following conclusions.

Women teachers who were single were significantly more professional than men, and that married women were more professional than men. Further, effectiveness of female teachers was found to be better than their male counterparts, due to more job satisfaction of female teachers than that of male teachers.

In the study undertaken by Quarishi and Buch (1972) in the schools of Baroda involving the male teachers of Social Studies, the following conclusions were drawn:

1. The nature of influence of teachers was very much direct.

2. Very little time was spent in praising and developing students ideas.

3. Periods of silence were mostly broken by teachers and students got little opportunity in this respect.

Chhaya (1974) investigated into certain psychological characteristics of an effective school teacher.
The purpose of the study was to investigate certain psychological characteristics of an effective teacher and to compare them with those of an ineffective teacher. The investigator considered the following six characteristics to be studied: (1) personality adjustment, (2) attitude towards teaching, (3) interest in teaching, (4) emotional stability, (5) extra-version-introversion and (6) authoritarianism.

Twenty schools were selected randomly. From these schools eighty effective and 100 ineffective teachers were selected. The teachers were categorised as effective or ineffective. The Saxena's personality Adjustment Inventory was used to measure personality adjustment of teachers. A Thurstone type scale was used to measure attitude towards teaching, the subject 111 of the test developed by Shah was used to measure interest in teaching. Maudsley personality inventory was used to measure emotional stability and extraversion-introversion. The Raina's F-scale was used to measure authoritarianism.

The major findings were:

1. Effective teachers had significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teachers.
2. Effective teachers showed interest in teaching.

3. Effective teachers were emotionally stable.

4. Effective teachers were not more extrovert than ineffective teachers.

5. Ineffective teachers were more authoritarian than effective teachers.

6. Age and sex of a teacher had a significant relationship with the effectiveness of teaching.

7. Rurality or urbanity and marital status of a teacher had no significant relationship with the effectiveness of teaching.

Kulsum (1981) studied the effectiveness of the Teacher-Educators at the B Ed level in some colleges of Education in Bangalore University.

The sample selected for the study was of two types, one was of teacher-educators and other was of student-teachers. All the teacher-educators teaching all the
subjects were included in the sample. The scale on teacher-educators effectiveness containing 96 items was administered to 352 students. 352 student teachers rated 31 teacher educators teaching different subjects.

Four types of statistical techniques were used to analyse the data: (1) Chi-square test; (2) One-way analysis of variance; (3) Two way analysis of variance based on the method of unweighted means; (4) Two way analysis of variance based on the method of least-square solution. Some of the findings were:

1. It was found that there was no significant difference in the effectiveness of teacher-educators teaching 11 different subjects.

2. Male teacher-educators were found to be more effective than the female teacher-educators who had the same qualification.

3. There was no interaction of the variables: (a) Sex and age; (b) Teaching experience and age; (c) Marital Status and age; (d) Qualification and age.
4. There was no significant difference in the effectiveness of the following groups of teacher educators:
(a) Male and female teacher educators; (b) Married and unmarried teacher-educators.

Studies on the Relationship of Qualification and Teacher Effectiveness:

Raina (1970) made an attempt to discover the basic attitude and value system held by teacher educators. He administered a measure of anti-democratic potential to a few colleges of education in the state of Rajasthan. 81 males and 19 females constituted the sample. It was found that teacher educators in general were located on the more authoritarian side of the response continuum. The results further revealed no statistically significant similarities between the groups of teachers who were 45 years and above and 30 years and below, showing that younger teachers were as authoritarian as the older. Similarly, no statistically significant difference was found between teachers who possessed M A, M Ed and BA/B Sc and B Ed/M Ed. The studies showed how the authoritarian characteristics of teacher educators was related to their ages, sex and qualification.
Thomas (1980) studied the effects of staff development on Teachers perceptions about effective teaching.

This study was designed to investigate whether teachers who receive training and then implement more effective instructional practices change in terms of the reasons they offer for their effectiveness. Comparisons were made between 46 teachers who were trained and 50 untrained teachers.

The results of a multivariate analysis of variance showed that the trained teachers attached increased importance to teaching practices and behaviours in explaining their effectiveness. Furthermore there was a significant reduction in the importance of mastery learning teachers attached to personality factors.

Jayamma (1962) conducted a study of construction and standardisation of an inventory for predicting efficiency for primary school teachers.

It was observed that training, experience and qualifications could add to the professional success.
Studies on the Relationship of Teaching Experience and Teacher Effectiveness:

Howkins and Stoops (1966) conducted that training and years of experience appear to have no significant advantage or disadvantage over either formal or informal evaluation for measuring teacher competencies... except that of great objectivity.

Waudt (1954) had found out that the superior teachers were significantly more favourable in their attitudes towards pupils and administrators than the inferior teachers. But in respect of attitudes towards other teachers and non-teaching groups in schools, measured by the scale, there was no difference between the superior and inferior teachers.

Thakkur (1977) in his study of potential teacher effectiveness - their educational attitudes in relation to their rapport with the students and their survival and job satisfaction found that:

1. There was a significant negative correlation between age and rapport and negative correlation between job satisfaction and rapport.

2. There was no correlation between experience and rapport and survival rapport.
Rajalakshmi (1976) studied certain factors related to teacher effectiveness. Twelve important characteristics of good teaching were listed by the investigator:

1. Considerateness,
2. Co-operativeness,
3. Dependability,
4. Emotional Stability,
5. Ethicalness,
6. Scholarliness,
7. Objectivity,
8. Expressiveness,
9. Flexibility,
10. Personal magnetism,
11. Sense of humor,
12. Pulpical energy.

The important conclusions based upon the variables, age, sex and teaching experience of the teachers were:

1. There was a definite relationship between the length of teaching experience and teacher preferences for the paired items considerateness and co-operativeness.
2. The teacher preferences for the items viz., scholarliness versus sense of humor was not related to the length of experience.
3. There was a relationship between the length of teaching experience and the teachers performance for factors expressive versus flexibility.
4. Significant differences between experienced and inexperienced teachers in their preferences for the paired items objectivity and dependability was found.

Cwicik and Siminlohrasbi (1983) did a comparative analysis of seven selected criteria of Teacher effectiveness in the secondary science class-room.
The following criteria were selected: (1) Teachers' abilities in lecturing, (2) Abilities in laboratory teaching, (3) Abilities in leading discussions, (4) Abilities in maintaining good discipline, (5) Fairness in dealing with students, (6) Understanding of students problems, (7) Use of multimedia presentation.

The population for the study consisted of 32 administrators, 34 secondary science teachers and 747 secondary science students from 15 high schools.

One way analysis of variance was used at the 0.05 significant level statistically to interpret the data.

The findings were as follows:

1. There was a significant difference found among the responses of students, teachers and administrators for lecturing, laboratory teaching, leading discussion and good discipline, but there was no significant difference found for fairness and understanding of students problems.

2. Based upon the sex of the students there was no significant difference found for laboratory teaching and multimedia presentations.
3. Based upon the grade level of students there was a significant difference found in lecturing and laboratory teaching.

4. Based upon the years of teaching experience, there was a significant difference found in the opinions of teachers and administrators for lecturing and maintaining good discipline.

5. The years of administrative experience had no significant effect on the opinions of administrators.

6. There was no significant difference found among the opinions of administrators, teachers and students related to the size of school.

Brophy (1972) in the study of stability in teacher effectiveness found that stability was higher than previously suspected, and there were enough stable teachers in the total of 165 teachers.

Teachers who were experienced in teaching at their grade level and who were relatively consistent in their degree of success in producing student learning gains were stable and consistent in their teaching behaviour.
In contrast, inexperienced teachers and teachers who showed great variability from one year to the next in their degree of success in producing student learning gains seemed more likely to be less consistent in their everyday teaching behaviour.

McGarvey and Robert Craig (1983) studied on 'Identification of the characteristics of effectiveness and ineffective mainstreaming teachers."

371 principals were randomly surveyed in Massachusetts. The principals who responded were mostly males (84 per cent) had less than 10 years of direct class-room experience. They found that (1) the effective teachers were younger and had less experience and in-service training than the ineffective teachers. (2) The effective teachers understood the social and educational needs of the child. (3) The effective teacher used the individualised educational plan approach. (4) The effective teacher was flexible, sensitive and empathetic.
Studies Related to Subject Teaching and Teacher Effectiveness

Kamala Arora (1976) studied the differences between effective and ineffective teachers.

The sample consisted of 160 teachers. The tools used for the collection of data were Teacher characteristics description form and an evaluation proforma.

It was found that length of teaching experience, nature of previous jobs, allocation of teaching subjects do not differentiate the effective and ineffective teachers.

Mahade (1981) undertook a study of relation between teacher effectiveness and teacher behaviour. The sample consisted of 20 science teachers. The tools used was FIACS and a rating scale constructed by the investigator. Using t-test the data was analysed. It was found that effective and ineffective teachers show significant difference in their behaviour and effective teachers are more indirect than ineffective teachers.

Taylor, Christle and Platts (1970) made an exploratory study of science teachers perception of effective teaching.
The purpose of the study was to develop the means for assessing teaching effectiveness.

The questionnaire was prepared related to the aspects of perceived effectiveness in science teaching. Three hundred students were asked to fill in these questionnaire, for rating effective science teaching. Teachers who were teaching full time and those young teachers with seven years of teaching experience were selected for the study.

Factorial analysis based on correlation, based on mean scores and standard deviation of the items were used for the analysis of the data.

It was found that in teaching science teachers might probably have more realistic perceptions. In operation, five factors were found. Each factor was effective in a definite way by the sample of the teacher.

Studies on Personality Variables Related to Teaching Effectiveness:

Singh (1976) studied personality variables related to teaching effectiveness. The sample consisted of 10 superior, 10 average and 10 inferior student-teachers. In each group there were 5 male and 5 female teachers.
The instruments used in the study were (1) the thematic apperception test, (2) a rating scale to measure the teaching stimulus, (3) the Sinhas Anxiety scale, (4) the Sinhas Adjustment Inventory.

Analysis of variance was used in the analysis of the data.

The major findings were:

1. The needs of superior, average and inferior teachers were distinct from each other.

2. The inferior teachers were distinguished from the other two by their need of acquisition.

3. Prominent needs of inferior teachers were succourance, defence and play.

4. The organisation pattern of superior teachers was generally logical and that of inferior teachers was emotional.

5. The superior teachers had more strength of imagination.
Grewat (1976) in his study correlated intellectual ability and personality with teacher effectiveness at the higher secondary school stage.

520 trained graduate teachers were selected for the study.

The tools used were Berurenter's Personality Inventory, Raven's standard progressive matrices, Bell's Adjustment Inventory and a rating scale was developed by the researcher.

Some of the major findings reported were as follows:

1. Four criterion measures of teacher effectiveness were not orthogonal to each other.

2. The measures of intelligence and personality traits clustered in specific constellations with the criterion measures of teacher effectiveness.

3. The predictors correlate significantly with the criterion measures of teacher effectiveness was confirmed partly in a trivariate analysis.
4. Main predictors of teacher effectiveness were health, social, emotional, total adjustment, dominance, submission and verbal and non-verbal intelligence.

Shirly Samuel (1981) conducted a study of the relationship between personality traits and teacher effectiveness of student teachers.

The sample consisted of seventy student teachers. Data was collected using the Baroda general teacher competence scale and the Eysenck personality inventory. The data was analysed using the t-test method.

It was found that extroverts were more effective in teaching. Emotionally stable teachers were superior in teaching effectiveness.

Bridge Earle (1983) conducted a study to analyse selected personality factors related to effective teaching in secondary schools.

Three personality inventories were used for the collection of data from 177 teachers.
After analysing the data statistically it was found that there were statistical difference among teachers of various academic discipline and there was relationship of personality characteristics of teacher applicants.

Sabu (1984) compared the personality traits of effective and ineffective teachers.

The secondary school science teachers working in Bangalore were selected. One hundred teachers were selected for the study.

The tools used were teacher effectiveness rating scale developed by Kulsum and Cattell's sixteen personality factor inventory. The statistical tool used was t-test.

Some of the findings are:

1. Effective and ineffective teachers differed significantly in personality factors. A, E and G as measured by Cattell's sixteen personality factor inventory.

2. Effective teachers were more reserved than ineffective teachers.
3. Ineffective teachers were aggressive, competitive and stubborn.

4. Effective teachers had higher super-ego strength.

Studies on the Relationship of Marital Status and Teacher Effectiveness:

Sukhwal (1977) studied the attitudes of married lady teachers towards the teaching profession. The study was based on the following objectives:

1. To assess the attitudes of married lady teachers towards the teaching profession.

2. To develop a tool for assessing these attitudes.

3. To study the problems of married lady teachers with reference to their dual role in their home and their profession.

4. To analyse causes of their selecting that job.

Normative survey method was adopted for the study. An attitude scale and a questionnaire were the tools used for the collection of data. The married lady teachers were
selected by random sampling technique from the Government girls schools in Rajasthan.

As many as 500 married lady teachers from 50 schools were involved in the study.

The major findings were as follows:

1. Majority of the teachers favoured the profession.

2. The higher the age, the greater was the degree of favourableness in attitudes towards the profession.

3. Experience played a great role in the development of favourable professional attitudes.

4. Qualification-wise there was an increase in the favourable professional attitude.

5. Trained teachers were found to possess more favourable attitudes towards teaching than the untrained teachers.

Santhanam (1972) did not find any relationship between age of teachers and teacher behaviour. He used two types of samples. First set of samples consisted 974 teachers from
the secondary schools of Gujarat and the second sample was of 32 teachers from the primary schools in the city of Madras. The investigators found that there was no significant relationship between teachers' age either with their indirect or with their direct behaviour. In his study it was found out that male and female teachers regardless of their marital status did not differ significantly with respect to their behaviour. And also married and unmarried teachers regardless of their sex, did not differ significantly in their indirect behaviour. Another conclusion of the study was that teachers differed significantly in their behaviour in terms of indirect and direct behaviour while teaching different subjects.

Studies Related to Teaching Aptitude and Teacher Effectiveness:

Sharma (1971) conducted a correlational study. The problem taken up for the study was the relationship between characteristics possessed by teachers and teacher effectiveness with a view to predicting teacher success.

Product criterion happened to be the pass percentage of the students taught by the teacher.
Sample selected for the study was 700 teachers of normal Government school of Uttar Pradesh. Flander's interaction category system was made use of to observe the class-room interaction.

The important findings were as follows:

1. The teacher talk seemed to have negative correlation with scores on the Pandey's Teaching aptitude Test and academic grades.

2. The contribution of five predictors namely teaching aptitude, academic grades, SES, teaching competence and age in order of their arrangement appeared to be best predictors of teacher effectiveness.

A study was conducted by Gupta (1976) and predictors of teacher effectiveness through personality test.

It was hypothesized that teachers in the high, average and low categories put according to their scores on the teacher effectiveness measures could also be differentiated on the basis of their 16 PF score profiles.
300 male trained higher secondary teachers with 5 to 10 years of teaching experience, 25 principals and 350 students were included in the study.

The tools used to measure teacher effectiveness were Teachers' Rating Scale and Pupils Rating Scale. Along with these tools attitude inventory Jai Prakash's Teaching aptitude test, Cattell's 16 PF questionnaire were also used.

It was found that the highly effective teachers differ significantly from the general population with respect to nine personality factors. They were more intelligent, with more ego strength, more self-sentiment, less suspicious, less guilt feeling, less radical etc.

Fattu (1962) and Howsam (1960) both reviewed the research on predictor criteria and teacher effectiveness and concluded that such research had failed to substantiate links for such characteristics as intelligence, age, experience, cultural background, sex, marital status, scores on aptitude tests and special aptitude.
Studies Related to Aptitude of Teacher Towards their Profession:

Rita (1981) conducted a study on the job satisfaction of teachers in relation to their attitude, interest and aptitude in teaching.

In this study 165 primary and secondary teachers formed the sample. After administering the job satisfaction scale, attitude scale, interest inventory and teaching aptitude scale t-test was used as the statistical tool for the analysis. The findings of the study were that the high aptitude group was found to be more satisfied economically than the low aptitude group. Thus, whereas the low aptitude group was found to be more satisfied than the high aptitude group, so far as the status value is concerned.

Santhakumar (1982) did a study on job satisfaction of rural teachers in relation to their aptitude and competency in teaching.

The sample consisted of 200 teachers.

The tools used were: Teachers job satisfaction scale, teaching aptitude scale and teaching competency scale.

T-test was used for testing the hypothesis.
The analysis showed that there was no difference in the job satisfaction of teachers with high and low teaching aptitude. But the teachers with low aptitude groups were more satisfied in respect of economic sufficiency and professional growth than the teachers with high aptitude group.

Pandey (1968) constructed and standardised teaching aptitude test.

The study aimed at developing a standardised tool for use as a teaching aptitude in the selection of trainees. The test included the following subtests. Professional knowledge, vocabulary, inferential, numerical reasoning etc. A representative sample of 1190 trainees were selected with an age range of 17 to 34.

The skewness of the distribution of the total group was 0.408 and Kurtosis was 0.227. The distribution of scores was slightly negatively skewed. The percentiles and T-score were calculated.

The data analysed yielded four factors: General Educational Factor, Reasoning Factor, Numerical Skill Factor and Reading Comprehension Factor.

The test was administered to 130 student-teachers. The test was administered to a stratified sample of 771 students.

Factor analysis by Thurstone's centroid method was carried. The co-efficient of stability by test-retest method was done. General norms as well as specified norms were established. It was found that sex and socio-economic background were not related to aptitude for teaching, whereas academic discipline and previous experience of teaching were found to be significantly related to aptitude for teaching.

Srivastava (1965) constructed and standardised an aptitude test. A representative sample of 1050 pupil teachers was drawn. The items for the test were developed on the components of teaching. The final test consisted of 150 statements.

The co-efficients of reliability by test-retest and split half methods, percentiles and t-test were used.
The result was that there was a positive relationship between the teaching aptitude test scores and the assessment marks in theory and practice during the training period of the pupil teachers and there was a high positive correlation between the scores on the TAT and rated scores by the principals and lecturers.

Sharma (1969) developed a teaching aptitude test for teachers for measuring teaching aptitude. The investigator identified 21 factors contributing to success in teaching. Five sub-tests were included in the battery: mental ability, attitude towards children, adaptability, professional information, and interest in the profession. The test consisting of 145 items was administered to 370 items trainees. Chi-square test was applied to test the distribution.

The reliability coefficients of the test was calculated by split half method, test-retest method. The factorial validity of the test was established by applying Thurstone's centroid method.

The objective of the study was to develop a tool to measure teaching aptitude.

The battery of tests was formed with 5 subjects viz., mental ability, attitude towards children, adaptability, professional information and interest in the profession. The tryout of the test was done with the group of 153 graduates. A pilot test was done on a sample of 371 students. The scores were tested by chi-square test.

The study revealed that:

1. The reliability co-efficient of the tests varied from 0.802 to 0.878.

2. The multiple 'P' of the final test battery was 0.533.

3. The predictive efficiency of the tests was 16 per cent.

The above bird's eye-view presents a glimpse into the studies on teacher effectiveness along with the examination of the factors that affect positively or negatively the phenomenon of teacher effectiveness. The studies have examined such factors as teacher behaviour related to teacher effectiveness (Good, 1976; Sprintuall,
1964; Brophy, 1974; Stanley, 1966).

Dimensions of Teacher effectiveness related to classroom teaching (Lulla, 1974; Maheswari, 1976).

Teacher Characteristics related to teacher effectiveness (Singh, 1974; Patel, 1974).

Teaching effectiveness as rated by students/principals/ (Costin, 1970; Gage, 1963; Cordes, 1982; Payne, 1976; Baughman, 1977).

The studies have also examined such factors as age (Shashikala, 1976; Ryans, 1960; Chhaya, 1974; Goyal, 1974; Seethalakshmi, 1981).

Sex (Columbus, 1963; Chhaya, 1974; Buch, 1972; Kulsum, 1981).


Personality Variables (Singh, 1976; Rewat, 1976; Shirley, 1981; Bridge Earle, 1983; Sabu, 1984).

Marital Status (Sukhwal, 1977; Santharam, 1972), for their effect on teacher effectiveness.

There are some studies which have also examined the relationship of aptitude of teachers towards teacher effectiveness (Sharma, 1971; Gupta, 1976; Fattu, 1962).

There are also studies which have examined the aptitude of teachers towards their profession namely teaching (Kita, 1981; Shantakumar, 1982; Landey, 1968; Upadhyaya, 1976; Srivastav, 1965; Sharma, 1969; Shah, 1962).

Even though these studies have examined many factors of teacher effectiveness, there are not many studies which have specifically tried to analyze the teaching effectiveness of teachers in relation to their teaching aptitude.

The present investigation is an attempt in exploring this aspect of teaching effectiveness in relation to their teaching aptitude.

In the next chapter, Methodology would be presented.