CHAPTER – 3

REVIEW OF LITERATURE
Undoubtedly in the context of social research, review of literature and pre-assessment of studies is important ladder because without doing so, researcher cannot provide smooth management. Review of literature tells the investigator about the subject and sub topics in which studies have been done, design, method and techniques, which were used in them besides the difficulties, faced and resolved by him. It is true that each social problem has relation with the country, time and situation. From this point of view old studies are not only important but essential too. In the changed environment, in present study many problems may occur, like; which method and technique would be useful to study, what aspects, stages and factors had been studied before and the aspects that are left. Now which perceptive is pending for study. How to do study so that research work might be simple and easy, be in objective form and save money, time and labour. The researcher learns all this by doing review of literature. Singh, S.P. (1975=14) highlighted on the fruitfulness of review of literature. According to him “After selection of research topic it is not only merely necessary but are also essentialities of the research to ensure assessment in relation to research problem in connection with review of literature pertaining to research topic because it helps as,

i. It develops insight and knowledge in reference of research problem in the mind of researcher.

ii. Review of literature helps in formulating hypothesis and evolving structural schedule, and.

iii. He does not commit error to repeat the research problem which has already been carried out.”

---

The review of related studies has great importance in every kind of research work. With its help; we come to know about the work that has been done previously. Until and unless we have learnt what others have done and what still remains to be done in our area, we cannot contribute to furthering knowledge in our field. Review helps also in delimiting the research problem and in defining it better.

The review of related literature will give the student the insight he needs to convert his tentative research problem to a specific and concise one. The review of related literature is important to gain the knowledge of those particular fields of human knowledge to have complete and thorough information of the work done in his country and abroad in the specific area of his research. Thus, the researcher needs an adequate familiarity with libraries and its many resources, because the library is the storehouse of knowledge and wisdom. After the selection of the problem, the researcher started the study of work already done in the field. She studied many articles, books, journals, bulletins, yearbooks, thesis and encyclopedias, research reports etc. on the topic concerned.

The comment in this direction of Basin, F-H (1962=40) is illustrative. He says “In every research study related literature and preassessment of studies is important stair of research scheme because every research work ought to be clear and difficulties resolved. By review of literature both the problems of research complexity and uncleanness are resolved. It is because of the review of literature that it becomes clear how to collect valid and reliable information. The following are the usefulness of review of literature: -

i. Researcher develops general knowledge about research problems.

ii. Research synopsis and useful methods and techniques are cleared in the, mind of researcher how to edit research work and.

iii. By review of literature investigator correct his misconceptions, doubts and illusions regarding research study and side-by-side work becomes
simple to conduct activities. Thus, he gets new orientation to develop his insight\textsuperscript{2}

The contribution of Purshotum (1991 = 110) cannot be isolated regarding review of literature. According to him “Generally there are three domains of knowledge: (1) To collect knowledge (2) Transmit knowledge and (3) To increase knowledge. These three fundamental elements are especially important in research studies. And the three elements passionately endeavour to attain more proximity to the reality. For the acquisition of additional knowledge their contribution to the comprehensive wealth of knowledge makes possible the endeavour made by human being, in every aspect of life. In the same way in the research process the review of literature is such an important scientific stage of the research work, which is embedded deep inside present. Thus man on the basis of his knowledge acquired through communication or literature, composes and creates new knowledge through his research work.”\textsuperscript{3}

Borg., J. P.(1963-48) also highlighted on importance of review of literature. He says, “The review of literature enables the researcher to identify the research work already done in the past and by studying it, analyses the same. By doing so, the researcher selects suitable instruments and methods for his research work and thus determines a definite direction for his research by attaining additional knowledge.”\textsuperscript{4}

On the other hand Staufer Semmuel (1962:73) tells that in the absence of extensive study and assessment of old literature, any sort of study is just like a firing in darkness. Without review of literature, research work cannot go ahead. Till the researcher does not acquire knowledge about the area in which

\textsuperscript{3} Singh Purshotam Ray (1991) सामाजिक अनुसंधान के मूल तत्त्व, सरस्वती प्रकाशन दर्शंगा पृष्ठ – 990.
studies have been completed he cannot select the topic of the research neither prepare the synopsis of research study nor provide speed to his investigation. The main reason of the objectives of the study is to bring innovation after thinking.”

According to Good C.V, Barr, A.S. & Scates, D.E. – “The key to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definitions of the problems, background for selection of procedures and comparative data for interpretations of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to thinking”

Several studies have been conducted in the field of primary school teachers and they have direct or indirect relation with our study whose findings and references are as follows:

1. National Institute Of Basic School Education (1960) - Conducted a research study titled "The Difficulties Of Basic School Teachers" and concluded that Problems relating to organization of staff and their attitude were felt more acutely in full grade basic schools than in junior basic schools. Problems relating to craft were felt acutely by a majority of the regions related to lack of libraries, paucity of literature, difficulties pertaining to craftwork and provision of residential quarters for the teachers.

2. Lawrence, H.S.S. (1961) while analysing the status of teachers as to “Why They Chose The Teaching Profession” found following reason: - Interest in teaching, teaching is the noblest profession, improves

---

knowledge, teaching is a public service, new scales of pay are now available.

3. **Lieberaman, Myron (1961)**⁹ - Studied on “The Influence Of Teachers Organisation” and found that for several years the relative economic position of teacher has hovered slightly above the average for all employed persons. This represents an improvement over the war and immediate post-war years but no advance, and possibly a decline when all factors are considered in the longrange (50 years) economic position of teachers.

4. **Tickton, G, Sidney; (1961)**¹⁰ - In their study namely “Another Look At Teachers’ Salaries.” found that as far back as the records can be traced, America has underpaid its teachers, professors and educational administrator. High salaries have not yet filtered down to many class room teachers, despite increases in recent years, teachers’ salaries are still lower than the amount paid to person in other occupations with comparable college training and experience.

5. **Nelson, H. Robert, and Thompson L. Michael: (1963)**¹¹ - In their study namely “Why Teachers Quit” concluded that financial difficulties and the economic difficulties are the main cause. In the case of women teachers they consider the job as a temporary one till their marriage.

6. **श्री डी.डी. तिवारी (1964)**¹², ने “उद्योग में प्राथमिक शिक्षा का विकास, प्रशासन और संगठन” पर शोध अध्ययन किया और निष्कर्ष दिया कि अध्यापकों का आर्थिक स्तर निर्भर हैं वेतन कम है। प्राथमिक शिक्षा की प्रगति सरकार की नीतियों और विभागीय विद्यालयों के खुलने से निरंतर श्रीण पायी गयी हैं।

---

7. **N.C.E.R.T. (1965)** - Reports on ‘The Status Of Elementary School Teachers In The District Of Jhansi City In U.P.’ and described that 92 percent of teachers possessed the minimum academic qualification. Majority of teachers preferred teaching profession. Their participation in community socio-cultural functions was valued by community members. They were more belonging to rural area. 49 percent teachers had some other sources of additional income, such as agriculture, tuition, petty-business and house rent. Majority of teachers 58% urban, 66% rural teachers were spending much of their time in non teaching activities, such as depositing fees in the post office, maintaining attendance register and other school records, about 50% of the teachers perceived their overall status in the society as satisfactory.

8. **Jadeja Y.D. (1969)** - In his research namely “Primary School Teacher - A Study” found that nearly ninety percent of primary school teachers come from low socio – economic status. About three fourths of teachers are reported to have an annual income of two to three thousand rupees while 23 percent of them had less than two thousand rupees, 68 percent of them had to be engaged in subsidiary occupation to supplement their income.

9. **दास आर सी (1969)** ने ‘असम में शिक्षा के प्रारंभिक स्तर पर अपवाद तथा अवरोध’ पर शोध अध्ययन किया और निष्कर्ष दिया कि प्रारंभिक स्तर पर...
10. **Satya Paul Anand** (1972)\(^{16}\) - Studied on “Schools Teachers And Job Satisfaction” and found that women teachers were more satisfied than men teachers, age was found to be significantly related to job satisfaction of school teachers in a positive way and academic career of teachers was not significantly related to their job satisfaction.

11. **Anjaneyulu B.S.R** (1974)\(^{17}\) - In his research namely “A Study Of Job Satisfaction Of Teacher And Its Impact On Education Of People With Special Reference To The People Of Andhra Pradesh” and found that the poor economic and social status were causes of dissatisfaction among teachers. Rigid rules, orthodox service conditions, frequent transfers and lack of parental cooperation were the causes of dissatisfaction of teachers working in government institutions. In local body schools interference of the politicians in day-to-day functioning of schools, lack of proper accommodation and equipments and in private schools job security and favoritism were the causes of dissatisfaction of teachers.

12. **Philip Michael Martin** (1975)\(^{18}\) - In his research namely “A Study Of The Relationships Among Job Satisfaction Attitude Towards Students And Residence For Public School Teachers And Administrators”. Concluded that administrator in general had, higher levels of Job satisfaction than did teacher in general. Correlations between job

\(^{16}\) Satya Paul Anand (1972) - “Schools Teachers And Job Satisfaction” Teacher Education, 1972, 7:1 PP16-23


\(^{18}\) Philip Michael Martin, “A Study Of The Relationships Among Job Satisfaction Attitude Towards Students And Residence For Public School Teachers And Administrators”. (1975 Doctoral Dissert, Dissert Abst, Inter (A), 36:1, 74a-75a.
satisfaction and attitude towards students among teachers and administrators were not significant.

13. **Doroth Louise Hollar Murphy** (1976)\(^{19}\) - In his research namely "The Effect Of Demographic & Personality Factors On Job Satisfaction Of Self Contained Classroom Teachers And Open Area Team Teachers" revealed that three personality characteristics viz, surgency, high ego strength & low super ego strength affected teacher job satisfaction.

15 **Henderson F. Lester** (1976)\(^{20}\) - In his research namely "Elementary Teacher Satisfaction And Morale And Perceived Participation In Decision Making" found that there was a positive relationship between participation in school decision making and job satisfaction, teachers' feeling about the principal's professional competency, interest in teachers and their workers, his ability to communicate and his skill in human relations did a positive influence upon the morale and job satisfaction of elementary school teachers.

16. **Thosmas Joseph Silvester** (1976)\(^{21}\) - In his research namely “A Comparison Of Job Satisfaction Of South Carolina Teachers Involved In Two Different Systems Of Instructional Organization” concluded that no significant difference in overall job satisfaction between the teachers of two differently organized types of school, i.e. between teachers of traditionally organized schools and teachers of IGE multiunit schools. He also speculated that black teachers demonstrated consistently higher level of Job-satisfaction than white teachers for both the type of schools.

---

\(^{19}\)Doroth Louise Hollar Murphy. (1976) - "The Effect Of Demographic & Personality Factors On Job Satisfaction Of Self Contained Classroom Teachers And Open Area Team Teachers" Doctoral Dissertation, Dissert Abst. Inter (A) 1976, 37:4 1978 A.


\(^{21}\)Thosmas Joseph Silvester (1976) - “A Comparison Of Job Satisfaction Of South Carolina Teachers Involved In Two Different Systems Of Instructional Organization”Doctoral Dissertation, Dissert Abst. Inter (a), 37; 1, 85 a.
17. **Annette McDonald Espy (1976)**
In his research namely "The Principal’s Leadership Style And Job Satisfaction Of Teachers" found that there was no significant relationship between teachers’ job satisfaction and their Principal’s leadership style. Teachers with female Principals appear to be more satisfied with their jobs than teachers with male Principals.

In his research namely “School Teachers: Job Satisfaction Vs Extra Version And Neuroticism” revealed that 30 percent of teachers job satisfaction was determined by their profession of a degree of extraversion, whereas, sex accounted for only 9 percent. Years of experience and age were found to play no role in determination of the job satisfaction of school teachers whereas neuroticism was negatively related to it.

19. **Lavingai, K.V. (1977)**
In his research namely “A Study Of Job Satisfaction Among School Teachers” concluded that primary teachers were more satisfied than secondary teachers. Female teachers were more satisfied than male teachers. Unmarried teachers were more satisfied than married teachers. Young teachers, in the age group of twenty to twenty four years, were more satisfied in both the groups of primary and secondary teachers.

In their study namely “Job Satisfaction Of Teachers Working Under Different Managements”, found that teachers employed under private

---

22 Annette McDonald Espy (1976) – “The Principal’s Leadership Style And Job Satisfaction Of Teachers” found that there was no significant relationship between teachers’s Doctoral Dissertation, Dissert Abst Inter, (a) 1976, 36:12, 7770a.


managements were the most satisfied while those in government schools were the least satisfied.

21. **Pratt, John – (1978)** - In his research namely “Perceived Stress Among Teachers; The Effects Of Age And Background of Children Taught.” found that stress of primary school teachers arose from five main areas; a general inability to cope with teaching problems; non-cooperative children; aggressive children; concern for children's learning; and staff relationships.

22. **Bhattacharya, Debi Prasad (1978)** - In his research namely “Job Satisfaction Of Teachers And Its Relationship To Their Anger And Aggression As Related By Them” found teachers who were highly satisfied in their job had little aggression, while teachers poorly satisfied in their job were persons with marked anger and aggression in their character.

23. **SATHYADAS D (1979)** - In his research namely “A comparative study of the job satisfaction and temperaments of teachers and clerks” revealed that teachers who were dissatisfied were more neurotic than the satisfied teachers. He also observed that satisfied teachers were the most extroverts. Thus he concluded that extrovert teachers were more satisfied with their job than introvert teachers.

24. **दास आर.सी. (1979)** ने “सार्वजनिक कार्यक्रम के सन्दर्भ में असम में प्रारंभिक शिक्षा के प्रशासन की स्थिति” पर शोध अध्ययन किया और निष्कर्ष दिया कि शैक्षिक प्रशासन के क्षेत्र में, प्रारंभिक स्तर पर बहुत सी समस्याएं हैं। प्रारंभिक

---

26 Pratt, John – (1978) - “Perceived Stress Among Teachers; The Effects Of Age And Background of Children Taught.” Educational Review – 30,1,3-14 Feb 78
29 दास आर.सी. (1979) ने “सार्वजनिक कार्यक्रम के सन्दर्भ में असम में प्रारंभिक शिक्षा के प्रशासन की स्थिति”। एस आई, असम 1979
शिक्षा के तीन विस्तार की तुलना में निरीक्षण, पर्यवेक्षण और प्रबन्धन की प्रशासनिक मशीनरी का विस्तार अपर्याप्त था। शिक्षा के सार्वजनिककरण के तक्षण की प्राप्ति हेतु अतिरिक्त मशीनरी की आवश्यकता का सुझाव दिया गया।

25. मण्डल, जी एल. (1980)\(^{30}\) ने बिहार में सार्वजनिक निष्क्रिय और अनिवार्य प्राथमिक शिक्षा (1950–74) समस्याएं एवं उपाय पर शोध अध्ययन किया और निष्क्रिय दिया कि प्राथमिक विद्यालय 96 प्रतिशत बच्चों को उपलब्ध थे, कक्षा एक में नामांकित प्रति 100 बच्चों में केवल 25 बच्चे कक्षा 5 में पहुँचे और केवल 15 बच्चे कक्षा 8 में पहुँचे।

35. .शर्मा, एच.सी. (1982)\(^{31}\) ने ‘प्राथमिक विद्यालयों में बालक एवं बालिकाओं की धारणा शक्ति तथा नामांकन पर अध्यापकों के अपने मुख्यालय में ठहरने का प्रभाव’ पर शोध अध्ययन किया और निष्क्रिय दिया कि उन विद्यालयों के छात्रों की धारणा शक्ति, उपस्थिति और नियमितता पर विद्यालयी वेशभूषा जैसे प्रोत्साहनों का छात्रों की नियमितता पर ध्यानमानक प्रभाव पड़ा।

27. शर्मा आर. सी. (1982)\(^{32}\) ने “राजस्थान में प्राथमिक स्तर पर शिक्षा में अपवाद” पर शोध अध्ययन किया और निष्क्रिय दिया कि बालिकाओं की तुलना में बालिकाओं में अपवाद का प्रतिशत ऊपर था, अनुसूचित जाति की छात्राओं में अपवाद की दर 12.30% थी और अन्य छात्राओं में 63.38% प्रतिशत थी। 1979–80 में राजस्थान में 6–11 वर्ष के आयु वर्ग के मात्र 56.6% बच्चों का नामांकन हो सका जबकि राष्ट्रीय औसत 81.9% बच्चों के नामांकन का था।

28. KUMAR V. (1983)\(^{33}\) In his research namely "Enrolment And Dropout Among The Harijans Of Bihar" found that enrolment and dropout rates were higher among boys than girls. Guardians/parents of the highest age group were more concerned about the child education than those of the

\(^{30}\) Mandal, G.L. बिहार में सार्वजनिक निष्क्रिय और अनिवार्य प्राथमिक शिक्षा (1950–74) समस्याएं एवं उपाय
D. Lit. Education. Bihar University, 1980.

\(^{31}\) शर्मा, एच.सी. (1982) प्राथमिक विद्यालयों में बालक एवं बालिकाओं की धारणा शक्ति तथा नामांकन पर अध्यापकों के अपने मुख्यालय में ठहरने का प्रभाव. S.I.E.R.T. Rajasthan 1982


\(^{33}\) KUMAR V. (1983) "Enrolment And Dropout Among The Harijans Of Bihar ANS Institute Of Social Studies, Patna 1983."
younger age groups. The enrolment rate was higher among the non-scheduled castes, whereas the dropout rate was higher among the scheduled castes. Income greatly affected the rate of enrolments and dropouts. Those who were irregular in attending school were the potential dropouts. Caste discrimination in schools has compounded the problem.

29. Devi K. J. (1983)\textsuperscript{34} ने "मणिपुर में हस्ताक्षर टाउन में 1963–1970 के मध्य, प्राथमिक विद्यालयों में अपवाद की समस्या" पर शोध अध्ययन किया और निष्कर्ष दिया कि समस्या के चार महत्वपूर्ण कारण थे - गरीबी, बार-बार फेल होना, अभिभावक की उदासीनता। ड्रॉपआउट के सर्वाधिक महत्वपूर्ण कारण सामाजिक आर्थिक थे।

30. Acharya E. E. (1984)\textsuperscript{35} ने "आन्ध्रप्रदेश के 1961 के अधिनियम के अन्तर्गत अनिवार्य प्राथमिक शिक्षा कार्यक्रम के क्रियान्वयन का मूल्यांकन" पर शोध अध्ययन किया और निष्कर्ष दिया कि मध्यान्ह भोजन कार्यक्रम से कमजोर वर्ग के बच्चों को विद्यालय में बनाये रखने में सहायता मिली। अधिकांश प्राधान्याधीन एवं अध्यापकों को अधिनियम के कानून प्राधिकलों का ज्ञान नहीं था साथ ही उन्होंने नामांकन और बच्चों की धारण शक्ति को बढ़ाने में कोई व्यक्तिगत रूप से प्रकट नहीं की।

31. Buch Edward Oliver (1984)\textsuperscript{36} ने "पाठ्यक्रम को एकीकरण का सांस्कृतिक मूल्यांकन" पर शोध अध्ययन किया और निष्कर्ष दिया कि अध्यापकों ने अभिव्यक्ति के साथ मिलकर अन्तर्निकालिक रूप से परिवर्तन की दिशा और गति का निर्धारण किया। अध्यापकों ने यह अनुभव किया कि उन्हें अपनी चेतना का विकास करना चाहिए और भविष्य की नीतियों के लिए आधार प्रदान करना चाहिए।

\textsuperscript{34} Devi K. J. (1983) "मणिपुर में हस्ताक्षर टाउन में 1963–1970 के मध्य, प्राथमिक विद्यालयों में अपवाद की समस्या", Ph. D, Gaur University 1983

\textsuperscript{35} Acharya E. E. (1984) "आन्ध्रप्रदेश के 1961 के अधिनियम के अन्तर्गत अनिवार्य प्राथमिक शिक्षा कार्यक्रम के क्रियान्वयन का मूल्यांकन", Ph. D. Education. Osmania University 1984

\textsuperscript{36} Buch Edward Oliver "पाठ्यक्रम को एकीकरण का सांस्कृतिक मूल्यांकन", Doctorate in Education. University of Hawaii 1984, 654pp
32. दुनाखे ए. आर. (1984)37 ने "प्राथमिक शिक्षा में अनुसंधान की आवश्यकता" पर शोध अध्ययन किया और निष्कर्ष दिया कि अनुसंधान की आवश्यकता वाले क्षेत्र थे-अनुपस्थितिता, प्रशासन, योग्यतानुसार छात्रों का वर्गीकरण, पाठ्यक्रम विकास और क्रियान्वयन, गुणात्मक शैक्षिक उपकरणों का निर्माण, शैक्षिक नीति, मूल्यांकन व्यवस्था, विद्यालय प्रवेश व्यवस्था, विद्यालय की समय सारिणी, कक्षावार छात्र संख्या का आकार, अध्यापकों का प्रशिक्षण और पाठ्य पुस्तकें।

33. Galloway And Other, (1985)38- In his study namely "Sources Of Satisfaction And Dissatisfaction For New Zealand Primary School Teachers" concluded that the pupil intake, the adequacy of the school buildings and playground, the head teacher's age, the head teacher's responsibility for a class and the teacher's own age are all related to job satisfaction.

34. Dass, J.R. & Garg V.P. (1985)39- In their study namely "Impact Of Primary Education On Dropout, Stagnation And Academic Performance In Municipal Corporation In New Delhi 1985" and found that early childhood education had a salutary effect in reducing the drop out rate. The group, which had pre-school education, had shown improvement in retention over the other group. Lower stagnation was observed in the case of the group which had pre-school education.

35. Ducaud-Williams-Roger (1985)40 did research on “Local Politics In Centralized Systems” and revealed that communist control of the primary school teachers’ union does not restrict communication between union and local bureaucracy, but it does make bureaucracy/union relations more formal than they are in other departments. The unions

---

38Galloway And Other, "Sources Of Satisfaction And Dissatisfaction For New Zealand Primary School Teachers", Educational Research -V 27 NL 44-51 FEB (1985)
constrain administrative action more effectively at the departmental than at the regional level.

36. **Devi Rajpati (1985)** did research on "Barriers In The Primary Education Of Scheduled Caste Students." The study was conducted on the population of Firozabad distt. Of U. P. Results Shows that most of the literate or educated pupils suffered from poor eyesight and poor general health.

37. इमेफीडम, सन्दे ओघोसर (1985) ने "नाइजीरिया की सार्वजनिक प्राथमिक शिक्षा (UPE) और बेंडेल राज्य के शैक्षिक विकास पर इसके प्रभाव" पर शोध अध्ययन किया और निष्कर्ष दिया UPE के क्रियान्वयन से बेंडेल के प्राथमिक विद्यालय में नामांकन बढ़ा है, अंधकार संख्या में अध्यापकों को रोजगार मिला, किन्तु अप्रशिक्षित अध्यापकों के प्रतिशत में कमी नहीं आयी तथा शैक्षिक गुणात्मकता का हास हुआ है।

38. विलसन, मारगट मेरी ब्लेन (1985) ने "प्रारंभ में विद्यालय छोड़ देने की समस्या" पर शोध अध्ययन किया और निष्कर्ष दिया कि अनिवार्य शिक्षा की आयु को बढ़ाया जाय तथा पादयुक्त में परिवर्तन पर जोर दिया जाय।

39. **Dhongade U.D. –(1986)** In his research study namely "A Critical Study Of Non-Enrolment, Wastage And Stagnation During The First Two Years Of Primary Education Of Scheduled Caste Boys & Girls In Soyagoan Taluka. Distt. Aurangabad, Maharashtra" revealed that during the year 1981-82, the total enrolment in girls was larger than that of boys, Non-enrollment was maximum in villages with a population between 1000 and 2000. Percentage of stagnation in addition to the

---

42इमेफीडम, सन्दे ओघोसर नाइजीरिया की सार्वजनिक प्राथमिक शिक्षा (UPE) और बेंडेल राज्य के शैक्षिक विकास पर इसके प्रभाव Imafidom, Ed., D. George Peabody College For Teachers Of Vanderbilt University, 1985,255pp
43विलसन, मारगट मेरी ब्लेन (1985) "प्रारंभ में विद्यालय छोड़ देने की समस्या" Ed.D. George. Peabody College For, Mel
44Dhongade U.D. –(1986) "A Critical Study Of Non-Enrolment, Wastage And Stagnation During The First Two Years Of Primary Education Of Scheduled Caste Boys & Girls In Soyagoan Taluka. Distt. Aurangabad, Maharashtra" Ph.D. In Education Aurangabad University, Maharastra
failures during (1982-83) was 13.1. The economic condition of scheduled caste families, lack of education of parents, lack of adequate communications were the important factors coming in the way of enrolment of SC/ST.

40. Эдмунс, Стёкфен ко. (1986)⁴⁵ ने "न्यूयॉर्क राज्य में झाप आउट समस्या के निरोधक तथा उपचाराल्म कार्यक्रमों का तुलनात्मक अध्ययन" पर शोध अध्ययन किया और निष्कर्ष दिया कि इस समस्या के समाधान हेतु विद्यालय कर्मियों, अभिभाषकों और समुदाय के सदस्यों की पुनर्खेत्र के साथ-साथ पादयाक्रम के पुनर्निर्माण तथा छात्रों में आत्मविश्वास पैदा करने की आवश्यकता है।

41. आग, ऑगस्टाइन आबेल्लू (1986)⁴⁶ ने "नाइजीरिया में राज्य, राज्य और विद्यालय स्तर पर सार्वभौमिक प्राथमिक शिक्षा का क्रियान्वयन "पर शोध अध्ययन किया और निष्कर्ष दिया कि नामांकन संख्या में वृद्धि के अनुपात में विद्यालय भवनों, प्रशिक्षित अध्यापकों आदि की संख्या में वृद्धि नहीं हुई थी तथा यह संकेत दिया कि यदि विद्यालय सामाजिक तंत्र के रूप में कार्य नहीं करते हैं तो सार्वभौमिक प्राथमिक शिक्षा जैसे प्रमाणपूर्ण – शैक्षिक सुधार सदैव मृगात्मक ही बने रहेंगे।

42. कुलकर्णि, वी. एन. (1986)⁴⁷ ने सोलापुर (महाराष्ट्र) नगरपालिका क्षेत्र की कैड्री में कामगार महिलाओं के बच्चों की शैक्षिक समस्याएं" पर शोध अध्ययन किया और निष्कर्ष दिया कि अधिकांश कामगार महिलाएं अशिक्षित थीं और उनकी आर्थिक दशा अत्यन्त दयनीय होने के कारण उनके बच्चे विद्यालय जाने के स्थान पर परिवार की आवश्यकताओं को पूरा करने के लिए धन कमा रहे थे। ऐसे परिवारों की केवल 5% बालिकायें विद्यालय जा रही हैं।

43. लेबर्त, मर्सेल पी. (1986)⁴⁸ ने "भाई के विश्वासों, प्रत्याशाओं और विशेषताओं का, प्राथमिक विद्यालय के छात्रों के झापआउट पर प्रभाव" पर शोध अध्ययन किया और निष्कर्ष दिया कि मैक्सिको के शहरी क्षेत्रों की निम्न सामाजिक आर्थिक स्तर की

⁴⁵ एडम्स, स्टीफेन के. "न्यूयॉर्क राज्य में झाप आउट समस्या के निरोधक तथा उपचाराल्म कार्यक्रमों का तुलनात्मक अध्ययन" Ed. D. Columbia University Teachers college 1986, 143 pp.
⁴⁶ आग, ऑगस्टाइन आबेल्लू, "नाइजीरिया में राज्य, राज्य और विद्यालय स्तर पर सार्वभौमिक प्राथमिक शिक्षा का क्रियान्वयन Ed.D Harvard University, 1986, 269 pp.
⁴⁷ कुलकर्णि, वी. एन. "सोलापुर (महाराष्ट्र) नगरपालिका क्षेत्र की कैड्री में कामगार महिलाओं के बच्चों की शैक्षिक समस्याएं" Ph.D. Edu. Shri University 1986.
⁴⁸ लेबर्त, मर्सेल पी. "भाई के विश्वासों, प्रत्याशाओं और विशेषताओं का, प्राथमिक विद्यालय के छात्रों के झापआउट पर प्रभाव. PhD. Stanford University, 1986, 240 pp.
महिलाओं के विश्वासों, प्रत्याशाओं और विशेषताओं का उनके बच्चों की अध्ययन उपलब्धि और विद्यालय उपलब्धि (उन्नति या झाप आउट) से घनिष्ठ सम्बन्ध है।

44. राज्य शिक्षा संस्थान उपरो (1986)49 ने “प्राथमिक कक्षाओं के छात्रों के झापआउट तथा अनुस्तांतर होने की समस्या” पर शोध अध्ययन किया और निष्कर्ष दिया कि कक्षा 6 से 8 तक 15% छात्र विद्यालय छोड़ देते हैं और 4% छात्र अनुस्तांतर हो जाते हैं। पिछड़े वर्गों से आने वाले छात्रों में विद्यालय छोड़ देने की प्रवृत्ति सबसे अधिक थी। विद्यालय छोड़ देने के प्रमुख कारण थे— माता—पिता की अशिक्षा, गरीबी, रूढ़ि का अभाव, घर से विद्यालय की अधिक दूरी, विद्यालय का अनावश्यक वातावरण, अध्यापकों की उदासीनता, अप्रासंगिक पादर्यक्रम, विद्यालय में पानी और स्वच्छता जैसी भौतिक सुविधाओं का अभाव।

45. टोटा फ्रैंक पीटर (1986)50 ने “छात्रों की उपलब्धि और झापआउट की दरों के सम्बन्ध में नीति और लक्ष्य का निर्धारण तथा क्रियान्वयन” पर शोध अध्ययन किया और निष्कर्ष दिया कि विद्यालय बोर्ड द्वारा निर्मित और क्रियान्वित नीतियों और लक्ष्यों से जिले के सभी विद्यालयों में छात्रों की उपलब्धि में सुधार हुआ और झापआउट की दरों में कमी आई। परिणाम यह भी प्रदर्शित करते हैं कि निर्देशन शिक्षा, तकनीकी वैकल्पिक शिक्षा और विद्यालय कर्मचारियों का प्रभाव भी झापआउट पर पड़ता है।

46. झा. पी. (1987)51 ने “बालिका शिक्षा कॅम्पस छिंदवाड़ा (म.प्र.) का मूल्यांकन” पर शोध अध्ययन किया और निष्कर्ष दिया कि इस शिक्षा केंद्र की स्थापना 1980 में जनजातीय बालिकाओं को शिक्षा प्रदान करने के उद्देश्य से की गयी थी। किन्तु इस अध्ययन में देखा गया कि कॅम्पस में जनजातीय बालिकाओं में से केवल 3 ने छही कक्षा में प्रवेश लिया।

47. महापात्रा बी. (1988)52 ने “1803 से 1903 के मध्य बंगाल प्रेसीडेंसी के उड़ीसा विभाजन में प्राथमिक शिक्षा का विकास” पर शोध अध्ययन किया और निष्कर्ष दिया कि प्रशासन द्वारा 1901 में वर्तमानून स्कीम को लागू करते समय उपलब्धता पर आधारित शिक्षा प्रणाली को अपनाने को सार्थक कदम कहा।

---

49 राज्य शिक्षा संस्थान उपरो “प्राथमिक कक्षाओं के छात्रों के झापआउट तथा अनुस्तांतर होने की समस्या” (S.I.E.)
50 टोटा फ्रैंक पीटर (1986) “छात्रों की उपलब्धि और झापआउट की दरों के सम्बन्ध में नीति और लक्ष्य का निर्धारण तथा क्रियान्वयन Ed. D. Columbia University, Teachers college 1986, 195 pp.
51 झा. पी. “बालिका शिक्षा कॅम्पस छिंदवाड़ा (म.प्र.) का मूल्यांकन”, 1987 Tribal Research Institute Bhopal.
52 महापात्रा बी. “1803 से 1903 के मध्य बंगाल प्रेसीडेंसी के उड़ीसा विभाजन में प्राथमिक शिक्षा का विकास. 1988 Ph. D. Education Utkal University.
48. ठाकुर टी व अन्य (1988)⁵³ ने “असम के 18 जिलों के 22 सब डियोजनों में ड्रापआउट की समस्या” पर शोध अध्ययन किया और निष्कर्ष दिया कि कक्षा एन में ड्रापआउट की दर समान थी, ड्रापआउट अवरोधन तथा निर्मित उपस्थिति का प्रतिशत लड़कों तथा लड़कियों में क्रमशः 16.96%, 15.0%, 39.74% 54.87%, तथा 43.3%, और 30.12% था।

49. भार्गव, एस. एम. (1990)⁵⁴ ने “भारत में स्वतंत्रता के पश्चात् 40 वर्षों में प्रारंभिक स्तर पर शैक्षिक सुविधाओं में वृद्धि का अध्ययन” पर शोध अध्ययन किया और निष्कर्ष दिया कि शैक्षिक सुविधायें 1957 में 59.75% थी जो कि 1986 में बढ़कर 80.34% हो गयी।

50. बुध एम.बी. तथा सुदामा जी.आर. (1990)⁵⁵ ने “गुजरात के चयनित शहरी क्षेत्रों में प्राथमिक शिक्षा का स्तर” पर शोध अध्ययन किया और निष्कर्ष दिया कि बड़ी संख्या में प्राथमिक विद्यालय स्थानांतर, अधिन विद्वेशन, अस्वास्थ्यकर वातावरण और असामाजिक तत्त्वों का हस्तक्षेप आदि समस्याओं से पीड़ित है। इसके अत्यधिक इस विद्यालय में भवन, पीने का पानी, प्रशासनिक सुविधायें, पुस्तकालयों और प्रयोगशालाओं का भी अभाव है।

51. पवन प्र. (1991)⁵⁶ ने “उड़ीसा के संभलपुर जिले में 1975–89 की अवधि में प्राथमिक शिक्षा का स्तर – लाम विश्लेषण” पर शोध अध्ययन किया और निष्कर्ष दिया कि अन्य चरों का प्रभाव स्थिर रखने पर विद्यालय लागत, अध्यापकों की योग्यता और अनुभव तथा छात्रों के सामान्य आर्थिक स्तर का विद्यालय पर कोई प्रभाव नहीं पड़ता है।

52. शर्मा एच. एन. व अन्य (1991)⁵⁷ ने “जोरहाट जिले में प्राथमिक शिक्षा की समस्याएं” पर शोध अध्ययन किया और निष्कर्ष दिया कि 64% प्राथमिक अध्यापकों ने छात्रों की अनिवार्य उपस्थिति को मुख्य समस्या माना। उनके अनुसार अनिवार्य उपस्थिति के परिणाम स्वरूप छात्रों का उपलब्ध स्तर निम्न हो जाता है।

---

⁵⁴ भार्गव, एस. एम. “भारत में स्वतंत्रता के पश्चात् 40 वर्षों में प्रारंभिक स्तर पर शैक्षिक सुविधाओं में वृद्धि का अध्ययन–1990 Ph.D. In Education The Maharaja Sayajirao University of Baroda.
⁵⁵ बुध एम.बी. तथा सुदामा जी.आर. “गुजरात के चयनित शहरी क्षेत्रों में प्राथमिक शिक्षा का स्तर” – 1990, The Maharaja Sayajirao University, Baroda
⁵⁶ पवन प्र. “उड़ीसा के संभलपुर जिले में 1975–89 की अवधि में प्राथमिक शिक्षा का स्तर – लाम विश्लेषण,” 1991, Ph.D. In Education Nagpur University
53. नायक एस. (1992)⁵⁸ ने "उड़ीसा के सुन्दरगढ़ जिले में प्राथमिक शिक्षा के विकास में स्थानीय नेताओं की भूमिका" पर शोध अध्ययन किया और निष्कर्ष दिया कि 1951–52 और 1988–89 के समय विद्यालय तथा अध्यापकों की संख्या में पर्याप्त वृद्धि हुई जिसके परिणाम स्वरूप शिक्षा की सुविधाओं में भी वृद्धि हुई। राज्य सरकार ने स्वतंत्रता काल में 68% नये प्राथमिक विद्यालय खोले जिससे जनजातीय बच्चों का नामांकन 52% हो गया।

54. राल्टे, एल (1992)⁵⁹ ने "स्वतंत्रताकाल में प्राथमिक शिक्षा का विश्लेषणात्मक अध्ययन" पर शोध अध्ययन किया और निष्कर्ष दिया कि इस अवधि में मिजोरम में प्राथमिक शिक्षा में पर्याप्त वृद्धि हुई है। उनके अनुसार प्राथमिक शिक्षा में भारीदारियाँ 1948 में 50% से बढ़कर 1979 में 93% हो गयी। राल्टे के अनुसार केवल 55% विद्यालय उपलब्ध रुप से कक्षों में भिन्नजात तथा जनजातीय गृह, छात्र विभाग कक्षाएं और पुस्तकालय कक्ष आदि की सुविधाओं लागभग अनुपस्थित थीं।

55. व्यास जे.सी. और अन्य (1992)⁶⁰ ने "राजस्थान में 1992 में ड्रॉपआउट दर" पर शोध अध्ययन किया और निष्कर्ष दिया कि कुल ड्रॉपआउट दर 44.66% थी, ग्रामीण व शहरी विद्यालय की ड्रॉपआउट दर में सार्थक अंतर था – (30.39%–42.98%), लड़कियों का ड्रॉपआउट 52.24% लड़कों का ड्रॉपआउट 43.98%।

56. श्रीनिवासन वी. (1992) ने 'प्राथमिक विद्यालय में शिक्षा समाप्ति और उपकरणों के वितरण और उपयोगिता पर शोध अध्ययन किया और निष्कर्ष दिया कि 83 प्रतिशत प्राथमिक विद्यालय में दो कमरे हैं। प्रतिशत विद्यालय में शौचालय सुविधा उपलब्ध है। 20.4 प्रतिशत विद्यालयों में शिक्षक छात्र अनुपात उचित है।

57. Livingstone Lan D-(1994)⁶¹ -Studied on “The Workload Of Primary School Teachers” and found that about one third of teachers had some non class contact time, teachers in smaller schools carried a greater number of extra classroom responsibilities than those in larger schools.

---

⁵⁸ Naik, Sipra, Role Of Local politicians In The Development Of Primary Education In Sundergarh District Of Orissa 1992 – Ph.D. North Eastern Hill University.
⁵⁹ Ralte Lallian, 1992 Analytical Study Of Primary Education In Post-Independence, Ph.D. In Education North Eastern Hills University
All teachers perceived workloads as clearly higher than in 1989. Results very clearly indicates higher level of stress within the profession.

58. Jangira, N.K. Sing, Ajit And Yadav, S.K. (1995)\textsuperscript{62} - In their research study “Teacher Policy, Training Needs And Perceived Status Of Teachers” revealed that the recruitment procedure was centralised in some states. There did not exist any common transfer policy in different states. The minimum qualification for the teachers was +2 and matriculation. Teachers felt that the quality of initial training they received was not satisfactory. There was mixed opinion about socio-economic status of primary teachers but the women teachers enjoyed a better economic status. Teachers got no support from District Education Officer and they also felt that their promotional prospects were bleak. The school problems faced included multigrade teaching and high rate of students’ absenteeism.

59. Ramadhani Mvugalo (1996)\textsuperscript{63}: Conducted a study on “The Role Of The Community In Improving The Quality Of Education In Primary Schools” and found that the community has been proved to play important role in running schools. The quality of education depends on the efforts of the community. The quality development of education in primary schools depends on full participation of the community, Government staff and pupils.

60. Singh ,Ajit, Kumar & Anil (1996)\textsuperscript{64} - In the research study “Perception of Teachers” found that because of limited hours of duty and long vacations, female teachers had chosen teaching as a career. Social status was found to have a direct bearing on the morale of teachers as most of


\textsuperscript{64}Singh ,Ajit, Kumar & Anil (1996) “Perception of Teachers” The Primary Teacher, Vol, 21(1) 1-5.,Indian Educational Abstract Vol 2 No 1 Jan 2002 p 81
the teachers reported that inadequate salary and inappropriate service conditions were the main reasons for the decline of their social status. About one third of the teachers did perceive their economic status low or very low. About 80% teachers reported that they could meet the needs of their family to some extent only. The teachers' welfare of students and experimentation/ immolations to improve teaching- learning process were the main factors contributing to their professional status. It was also revealed that adding academic/professional qualification has a bearing on the performance of teachers in their classroom. The percentage of teachers who received promotion was also quite low. Majority of the teachers reported that their promotional prospects were bleak.

61. **Rao; Sudhakar And Kanth Ravi R (1997)**\(^{65}\) - In their study namely "Teacher's Role In Influencing Enrolment And Attendance In Primary Schools" revealed that poverty, child labour, household work were some of the prominent reasons for drop out. Teachers were able to involve community in the activities of the school for its development. Teachers' interaction with pupils, parents and elders had positive impact on enrolment in schools.

62. **Yue-Xiaodong (1997)**\(^{66}\)- In study namely "Work Stress Among Primary School Teachers In Hong Kong: Correlation, Regressions And Implications" found that all these job related stressors (job ambiguity, need deficiency, work overload) were consistently positively correlated with job stress; work load was most associated and need deficiency least associated. Demographic factors yielded no significant effect on job stress.

---

\(^{65}\) Rao; Sudhakar And Kanth Ravi R (1997) "Teacher's Role In Influencing Enrolment And Attendance In Primary Schools" The Primary Teacher Vol xxii (5) 7-13

\(^{66}\) Yue-Xiaodong “Work Stress Among Primary School Teachers In Hong Kong: Correlation, Regressions And Implications” Psychologia –(1997),40,4,DEC,241-250
Kulkarni, Mangala And Chincholkar R.S (1997) worked on “A Study Of The Difficulties Faced By Teachers In Implementing The Primary School Syllabus In Accordance With The Time Allotment Given In It To Different School Subjects” and found that the number of periods given in the syllabus for different subjects were not sufficient for covering the syllabus fully. Therefore, to fill in these lacunae, heads of schools, used remedies such as arranging for extra periods, turning half working days into full working days, canceling holidays etc. The syllabus makers did not seem to have given due consideration to the difficulties faced by rural schools. Generally, some of the periods allotted to work experience in the syllabus were diverted to the teaching of other subjects.

Goel P. & Shetty V (1997) conducted a study on “Knowledge, Attitude And Practices of Dental Caries And Periodontal Disease Prevention Among primary School Teachers In udupi Municipality.” The results showed that school dental health services must compulsorily hold demonstrations or lectures on prevention of oral diseases during school feasts and parent teacher meeting, in order to involve the teachers and parents in oral health promotion of the child.

Gaziel-Haim-Maslovaty, Nava (1998) In their study namely “Predictors Of Job Satisfaction Among Teachers In Religious Schools”


Gaziel-Haim-Maslovaty, Nava “Predictors Of Job Satisfaction Among Teachers In Religious Schools” Education & Society 1998, 16, 2 Dec, 47-56
revealed the following predictors of job satisfaction among primary school teachers: teachers’ sense of community at school, self efficiency, school culture, general satisfaction and personal security.

66. **Saha, Amal Kumar (1999)** - In their study namely “Role Perception of Trained Teachers.” found that the quality of untrained teachers was lower, at the primary level, in comparison to trained teachers. The majority of the students do not hesitate to ask doubts to their teachers. The students share a close relationship with their teachers. It is also noticed that teachers want to teach through use of blackboard in the primary schools and they adopt question answer method to teach in the primary classes. Majority of the students understand the lessons they are taught and if any confusion arises in understanding student's mood, they try to satisfy their curiosity even by answering student's irrelevant questions. It is also observed that most of the students respected their teachers and out of their respect they greet them and they cooperate with their teachers to conduct the classes smoothly. Seventy percent of primary teachers considered teaching as an ideal job of high salary. Sixty four percent teachers are not associated with any teacher's association. Forty one percent teachers opined that they are in teaching profession because teacher is the most respected person in the society.

67 **Rengarajan V. (1999)**: In his research work namely "Attitude Of Primary Teachers Towards Competency Based Lesson Plan." Found that there was no significant difference between the primary headmasters and primary teachers in their attitude towards competency-based lesson plans, as both the primary headmasters and primary teachers possessed the same level of positive /favourable attitude.

---


towards competency - based lesson plan. There was no significant difference in the mean scores of the male teachers and female teachers in their attitude towards competency - based lesson plan as the male and female teachers possessed the same level of positive / favourable attitude towards competency based lesson plan, and they were equally willing to adopt to the new methods.

68. **Panda, Bhgujendra Nath, (2000)**\(^{72}\): In their research work namely "Determinants Of Teacher Empowerment" found that more than half of the sample was in favour of +2 certificate with professional qualification as the basic qualification. 47% teachers preferred academic career, professional qualification and aptitude test to be made recruitment criteria. 44% teachers preferred salary on the basis of the qualification and 28.7%, preferred promotion on the basis of the length of teaching experience. 37% teachers suggested incentive like permitting to attend seminars, workshops and meeting with experts, 26% suggested one teacher in each class and 29.8% favoured provision of supplying textbooks etc. Around 33.3% teachers suggested regular supervision by the higher officers. 40% realised that psychologically they should be satisfied and should have loving attitude towards professional students and community for strengthening their profession.

69. **Hawe-Eleanor, Tuck-Bryan- Manthei-Robert, Adiar-Vivienne, Moore – Dennis (2000)**\(^{73}\) did research work on “Job Satisfaction And Stress In New-Zealand Primary Teachers” The teachers reported moderate levels of stress and job satisfaction. They rated disruptive students, inadequate remuneration and task overload as sources of moderate stress, lack of respect for teachers and teaching as sources of


mild to moderate stress and inadequate resources and administrative support as sources of mild stress. Female teachers reported significantly higher levels of satisfaction with teaching than their male counterparts.

70. **Agarwal Archana, (2001)**: In her research work namely “Study Of Non – Enrollment And Dropout Among Girls At Primary Level” found that the percent of enrollment of girls was poor in comparison to boys at primary level. The percentage of dropouts among girls was more than double as compared to boys. Non-approachability of school, girls help in domestic work and inability to pay fee due to poor economic conditions were the three main reasons of non-enrollment and drop out among girls. Attitude of the parents was found negative towards the education of girls, as 16 percent parents accepted that to provide education to girls was wastage of money. Poor teaching method and fear of punishment were some factors influencing dropout rate among girls to certain extent.

71. **Reddy, Sulochana And Rangan Uma (2001)**: In their research work namely “Teaching Strategies, Teacher Involvement And School Achievement.” found that there was a significant effect on few dimensions of teaching strategies such as preparation of lecture, use of audio-visual aids, feedback and enquiry methods. Teachers having higher qualification and training used more teaching strategies as compared to less qualified teachers. Professional training i.e. SGBT, BEd, MEd, had a significant effect in the use of teaching strategies like feedback, classroom management, expository, discussion and participate dimensions. Private and aided school were using more participative and knowledge oriented teaching methods while government schools were using task – oriented approach i.e. discussion methods. Teachers in

---

private and aided schools had higher level of teacher involvement, i.e. social warmth than government school, which also resulted on higher achievement.

72. Dash, D. And Satapathy M.K. (2001) In their research work namely “Knowledge, Attitude And Practices Of Primary School Teacher's Regarding Pupils Personal Hygiene And Health Care; Implications For School Effectiveness” found that both male and female teachers in rural schools had good knowledge of child health but female teachers were found significantly more knowledgeable than male teachers where as teachers in urban areas also showed fairly high knowledge but there was no difference between female and male teachers in urban schools. It was also found that both rural and urban teachers were in favour of health education. Urban teachers were found more in favour of health education than rural teachers. The health check-up was not a regular practice in rural schools whereas in urban schools it was a regular practice. The urban schoolteachers were more knowledgeable in health and health education than that of rural school-teachers. It was found that most of the children studying in rural schools suffered from skin diseases, roundworm infection, dental problem and vitamin A deficiency. Most of the schools did not have toilet facilities for children and few had drinking water facilities. In rural schools, there was no provision in the timetable for health check-up and also many schools lacked first aid facility.

73. **Chopra, R.K. (2001)**: Conducted a study on “Workload Of Rural And Urban Primary School Teachers” and found that curricular workload of primary school teachers of rural area was found more than the urban area teachers in terms of numbers of classes taught, number of students being taught and teacher–pupil ratio. Urban teachers devoted much time per week on the student's correction work than their rural counterparts. The academic part of the curriculum took more time and energy of pupils and teachers, as a result of which co-curricular activities that go to form character, inculcation of values and develop personality were neglected. In addition to the normal curricular load, teachers had to spend substantial amount of time on non-academic duties as a result of which they were left with inadequate time for teaching. This affects adversely teacher's job satisfaction and work commitment. Due to large sized classes, teachers of rural and urban school faced a number of problems like inability to pay attention to individual needs of each child, too much of noise and indiscipline in the class, inability to revise the syllabus of each subject, less time on remedial work etc.

74. **Fisher, John,-Francis,-Leslie-J: Johnson,-Peter (2002)**: In their research work namely “The Personal And Social Correlates Of Spiritual Well Being Among School Teachers” found that higher level of spiritual health are found among older teachers who recorded scores on the psychoticism scale and who practice religious faith through church attendance and personal prayer.

---

75. **Muijis, Daniel, Reynolds, David (2002)** In their research work namely “Teachers Beliefs And Behaviours; What Really Matters?” examined the relationship between teacher’s behaviour, teacher’s beliefs, teacher’s self-efficiency and teacher’s subject knowledge with students’ achievement in mathematics. All these factors would have a direct or indirect effect, with the factors most proximal to student achievement (teacher behaviors) having the strongest direct effect (e.g. teacher beliefs) influencing student’s achievement indirectly.

76. **Bharathi, T. Aruna & Reddy N. V. Vani (2002)** In their research work namely “Sources Of Job Stress Among Primary School Teachers” Found that majority of the Missionary school teachers experienced Job-stress in the areas of time demand, job security whereas the teachers of the Govt. Schools experienced job stress in the areas of workload, time demand and working environment (medium stress). Govt. teachers experienced job stress in the areas of staff relationships and job security, as their jobs are permanent. Govt. School teachers’ experience, educational qualification and teaching experience had significant effect on Job stress of teachers. Majority (74%) of the respondents was actively involved in their work and was working together for a common goal as a measure to cope up with stress.

77. **Michael Kremer et al (2004)** “Teacher absenteeism in India”- A recent study commissioned by the World Bank and done by Harward University (Michael Kremer et al) compiled information of teacher absenteeism in India, after surprise visits to 3,750 school across India. The study revealed that 25% of teachers in government schools were absent from the school premises. The study also revealed the more

---

77 Michael Kremer et al “Teacher absenteeism in India”- Harward University 2004
powerful (male teachers, older teachers, more educated teachers and head teachers) are more likely to be absent.