CHAPTER II

REVIEW OF RELATED LITERATURE

II. 0. Introduction.

This chapter deals with a brief review of the available research studies related to attitude of teachers in relation to teaching, which have been conducted by different researchers from time to time. A number of studies undertaken regarding attitude towards teaching profession, interest in teaching, teaching competency, teaching effectiveness, self efficacy, curriculum, job satisfaction, etc. point out the problems face by the teachers to carry out teaching effectively.

In the present chapter an attempt is made to present the related literature pertaining to the study. This chapter also attempts a brief review of the researches conducted in two areas that is:

a. Researches conducted in India.
b. Researches conducted abroad.

II. 1. Researches Conducted in India.

Singh (1991) conducted a study on the relationship of teaching effectiveness and creativity and intelligence and the composite effect of creativity and intelligence on teaching effectiveness in male and female secondary teachers. The sample included 150 male and 150 female secondary school teachers of Punjab. The findings indicated that among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence.24

Gupta (1995) examined the relationship between job satisfaction and teacher effectiveness of secondary schools teachers and their teaching effectiveness on a sample of 560 teachers of Uttar Pradesh and found that the coefficients of correlation between overall dimension of job satisfaction of teacher viz. salary and other benefits; community aspect

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supervision; family life; policies and practices; growth and practices were significantly related with teacher effectiveness.\textsuperscript{25}

Kumar, (1999) studied teacher effectiveness among scheduled caste and non-scheduled caste teachers in relation to their teaching aptitude and self-concept Sample comprising 502 school teachers (206 SC and 296 NSC teachers) was drawn from government/high/senior secondary school of 8 districts of Punjab by employing multistaged stratified randomization technique. 2 x 3 x 3 ANOVA as used to study the interaction effect of caste teaching aptitude and the different aspects of self awareness upon teacher effectiveness of secondary school teachers. Main findings were: (i) caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and ideal self concept. (ii) Significant difference exists in the teachers belonging to different levels of teaching aptitude (iii) Teachers having high teaching aptitude as well as ideal self concept are more effective. (iv) There is no significant interaction among the variables of caste, teaching aptitude and social concept on teachers effectiveness.\textsuperscript{26}

Pandey and Maikhuri (1999) in their study attempted to explore the attitude of effective and ineffective teachers towards teaching profession. The major findings included; (i) There was no significant difference between effective teachers having high or low experience in terms of their profession. (ii) High experienced teachers' attitude was positive towards teaching profession than low experience ineffective teachers (iii) Age of effective teacher was not a 50 differentiating factor in their attitude towards teaching profession. (iv) Young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.\textsuperscript{27}

Shakuntala (1999) while studying the teacher adjustment as related to interest in and attitude towards teaching found that there was a significant and positive correlation between adjustment of secondary school teachers and their interest in and attitude towards teaching.

Difference in interest in teaching, attitude towards teaching, sex, type of management, marital status, age and experience of secondary school teachers accounted for significant difference in their adjustment.\(^{28}\)

Panda (2001) hypothesized the “Attitude Towards Teaching Profession and Personality of College Teacher of Assam and Orissa”.

The findings were as follows:
1. A majority of college teachers of Assam and Orissa have highly favourable or favourable attitude towards teaching profession.
2. A significant percentage of college teachers of Assam and Orissa have a high or moderate degree of job satisfaction
3. College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their sex, experience, location and status.
4. College teachers of Assam and Orissa in general and their various categories did not differ significantly in their degree of Personality except in case of experienced teachers.
5. There was a significant and positive relationship between attitude towards teaching profession and Personality of college teachers of Assam and Orissa.\(^{29}\)

Amandeep and Gurpreet (2005) concluded that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers.\(^{30}\)

Devi (2005) made a study on the assessment of attitude towards teaching. Attitude scale developed by Ahluwalia was used for the study. The major findings of the study were:
1. There was positive and significant relationship between the attitude towards teaching and performance in the B.Ed entrance examination. (2) There was no significance difference in


the attitude of the student - teachers with under graduate and post graduate qualification towards teaching.  

Devi, N.S. (2005) “Assessment of Attitude towards Teaching”. The sample of the study constituted of 76 student teachers undergoing the B Ed. Course (during the academic year 2003-04) in the Institute of Advance Studies in Education, Chennai. Attitude towards teaching of the student teachers was measured using the attitude scale developed by Ahluwalia, S.P.

The findings of the study are as follows:
1. There was a positive and significant relationship between the attitude towards teaching and performance in the B Ed. entrance examination.
2. There was no significant difference in the attitude of the student-teachers with undergraduate and post-graduate qualifications towards teaching.

A study conducted by Sabu (2005) reported that there is no significant difference between government and private school teachers with regard to educational process dimensions of teacher attitude, all the other dimensions namely teaching profession, classroom teaching, and child centered practices, pupils and teachers attitude are significant. Government school teachers have more favorable attitude than private school teachers in all the dimensions of teachers’ attitude namely, teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers' attitude.

Gurmeet Singh (2007) studied the job satisfaction of teacher educators in relation to their attitude towards teaching. product moment correlations were worked out between job satisfaction and attitude towards teaching. The results were: (1) Job satisfaction of teacher educators thus was positively but not significantly related to attitude towards teaching. (2) Job satisfaction of male teacher educators was positively but not significantly related to attitude

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towards teaching. (3) Relation between job satisfaction and attitude towards teaching of female educators was positive but not significant.\textsuperscript{34}

Parvathi Ghanti and Jagadesh (2009) studied the attitude of secondary school teachers towards their teaching profession. A sample of 100 teachers was taken for the study. Attitude towards teaching profession scale developed and standardized by Umma Kulsum (Bangalore) was used for this study. The study revealed (i) Male and female teachers did not differ significantly in their 57 attitude towards teaching profession. (ii) Attitude of teachers towards teaching profession in highly favourable.\textsuperscript{35}

Gupta. S.L; Prasad Digamber and Ramachandaran Anandhi (2011) “The effects of the Attitudes of Higher level Education teachers towards teaching in India”. This article reports on the findings of the study exploring the attitudes of higher level education teachers towards their teaching profession.

The survey also interviewed them what they believed were important factors contributing to teaching quality. The study was descriptive in nature. The study was restricted to the educational organizations offering higher education of graduate, post graduate and professional courses. A questionnaire containing 37 items for measuring attitude and 21 items for determining their opinion about teaching quality was administered to the respondents. Mean, Standard Deviation, t-test, correlation were applied to measure and compare the attitude of the teachers towards their profession and its relation to insight regarding teaching quality.

Factor analysis was performed with varimax rotation to identify the forces influencing the teacher’s attitude. It was also found that the female teachers have more positive attitude towards the profession as compared to the male teachers. The teacher working in the public sector institutions was found to be more committed and satisfied as compared to the teachers working in the private sector. It uncovered the fact that the majority of teachers working in the


rural areas were more committed and satisfied as compared to the teachers working in urban areas. This study concluded that there is a vast difference among the teachers at higher level education. Many do not possess positive attitude towards the profession. It was also found that the female teachers have less positive attitude towards the profession compared to the male teachers. Also the score of the teachers working in private sector was less than the teachers working in the public sector. The majority of teachers working in the rural areas was less committed and satisfied as compared to the teachers working in urban areas.  

Tripta Trivedi (2011) “Assessing Secondary School Teachers’ Attitude towards teaching profession”. This study focuses on the assessment of secondary school teacher’s attitude towards the teaching profession.

A descriptive survey method was carried with emphasis on inferential quantitative approach. A stratified random sampling technique was followed. A self developed tool namely Professional Attitude Scale for teachers was used based on Likert Scale.

The study concluded that most of the secondary school teachers irrespective of their gender, medium or subject stream do not have favorable attitude towards teaching profession. Male and female teachers differ significantly in their professional attitude as females possess more favorable professional attitudes than male. The Arts subject stream teachers are more positive in their attitude towards teaching profession and differ significantly from than their counterpart’s i.e science stream teachers. Though Hindi medium teachers are displaying less favorable attitude towards their profession than English medium teachers, but the difference between them is not significant and may be due to chance factor.

Mishra (2012) conducted a study of Self-Concept and Interest in Teaching of Pre-Service Teachers of Secondary Level. The study was confined to only 94 pre-service teachers of SKITT, Mandleshwar. Kakkar Interest in Teaching Scale (KITS) was used. Mishra

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concluded in his findings that there was average interest in teaching of pre-service teachers of secondary level in SKITT.\textsuperscript{38}

Patil (2013) studied general Mental Alertness, Emotional Intelligence, Personality, Interest in Teaching, Attitude Towards Teaching Profession in relation to academic achievement of prospective teachers and concluded that (i) The female prospective teachers are high on interest in teaching as compared to male prospective teachers. (ii) Kannada medium prospective teachers are high in interest in teaching as compared to English medium prospective teachers. (iii) The postgraduate prospective teachers are high on interest in teaching as compared to graduate prospective teachers. (iv) The prospective teachers belonging to aided management colleges are high on interest in teaching as compares to government prospective teachers. (v) The interest in teaching of male prospective teachers increases with increase in their academic achievement. (vi) The interest in teaching of female prospective teachers increases with increase in their academic achievement.\textsuperscript{39}

\section*{II. 2. Researches Conducted Abroad.}

On the other hand several studies which are related to the present study have also been conducted abroad as well by different investigators and researchers. So some of the review and studies that are related to the present study are mentioned below:

Duschner (1987) revealed that significant correlations were found between classroom teaching behaviour and overall teacher effectiveness. Further most, relationship between classroom behaviours and overall effectiveness varied substantially in magnitude and direction depending on a grade level, academic level and subject area.\textsuperscript{40}

Egins (1987) conducted the study to investigate teacher’s perceptions of the impact of the District of Columbia Teacher center upon teacher effectiveness and classroom

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\textsuperscript{38} Mishra, Dr. Shri Khrishna.: A study of Self-Concept and Interest in Teaching of Pre-Service Teacher of Secondary Level. International Journal of Advancements in Research and Technology, Volume 1, Issue 5, October-2012, ISSN 2278-7763. In www.ijoart.org


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performance of 250 teachers. The findings revealed that years of experiences in teaching age and gender did not have significant impact on instructional effectiveness of participating teachers.\(^{41}\)

Mincucci (1988) examined whether background characteristics that are available prior to employment have any relationship to teacher satisfaction or teacher effectiveness ratings. The results revealed that few background characteristics of teacher viz. educational levels, sibling status, birth rank, childhood socio-economic level, mother’s education, father’s education, years of teaching, decision to teach, extra-curricular involvement and equality point average quartile, show significant relationships either to teacher satisfaction reports or effectiveness ratings.\(^{42}\)

Ballard (1992) conducted a study to investigate the perceived effectiveness of teaching and non-teaching principals in the seventh day Adventist secondary educational system. The sample comprised of 840 teachers and 66 principals. The findings revealed that both principals and teachers perceived teaching and nonteaching principals to be equally effective in organizational development, organizational environment and educational programme development with regard to years of experience of the teacher or principal, the number of years the teacher had worked for the current principal or the highest degree completed by the teacher or principal.\(^{43}\)

Brodney (1993) attempted to study the relationship between student achievement, student attitude and student perception of teacher effectiveness and the use of journals as a learning tool in mathematics on a sample of 542 students. The findings revealed that students perceive that they have a greater opportunity to learn and perceive that their teachers are more effective when journal writing is used as a tool for learning mathematics.\(^{44}\)


Bakke (1999) conducted a survey with teacher and administrators in the Blue Valley school district in which they were asked to indicate which of a pair of two traits they considered most critical to teacher effectiveness in the classroom. The traits were grouped into clusters identified as Interpersonal, Interpersonal and extra personal. Other variables considered were gender and number of years of teaching experience. A significant relationship was found between the perceptions of all groups examined with the exception of those disaggregated by years of experience and the secondary teacher and administrators groups.45

Ford (2002) attempted to determine the relationship among teachers induction programme variable, namely content, personnel and delivery modes employed and the perceived effectiveness and satisfaction of first year teachers of the 279 surveys sent to beginning teachers in twenty six randomly selected public school system throughout the state of Alabama and 63 subjects responded to most or all of the question is the survey. The findings revealed that there is a positive correlation between new teacher induction content addressed during teachers' first years and their levels of self-perceived effectiveness. Next, direct input on a specific task was the most common way new teachers were supported and produced a strong correlation with effectiveness and satisfaction while lectures, although used seldom, produced the least effect on teacher effectiveness and satisfaction. Finally, principals were most frequently involved in the induction of new teachers, while other teachers were also highly involved. The principals' involvement produced the strongest relationship with effectiveness and satisfaction.46

Osunde, A.U, Izevbige, T.I (2006) “An Assessment of Teachers' Attitude towards Teaching Profession in Midwestern Nigeria”. The study attempted to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary schools in the area under study. The Teacher's Attitude Questionnaire was the main instrument used for data collection. Results of the study indicated among others, that teachers

are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lot of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status.\textsuperscript{47}

Erol Karaca (2008) surveyed teacher trainees opinions about teaching profession knowledge courses in Turkey. Opinions of teacher trainees attending secondary school education programmes about teaching profession knowledge courses were investigated to determine whether or not their opinion differs according to their gender, type of teaching program, satisfaction in teaching program, general academic achievement grade averages and willingness on being teacher. Data which were collected through the opinion scale about teaching profession knowledge course revealed that teacher trainee, opinion about teaching profession knowledge courses were positive and were significantly associated with type of teaching program, their satisfaction in teaching program and their willingness on being teacher. However, there were no significant relationships between the teacher trainees opinion about teaching profession knowledge courses and other variables examined.\textsuperscript{48}

Ibtesam Halawah (2008) “Factors influencing perspective teachers’ attitudes towards teaching”. Teachers’ attitudes are important variable in classroom applications because of the relationship between attitude and action. Teacher attitudes are often translated into specific classroom and instructional practices which in turn affect student behavioral and learning outcomes (Cook, 2002). This study was designed to determine the main factors that influencing perspective teachers’ attitude toward teaching. Participants were 212 fourth year-students (166 females (82%)) from the College of Education at Ajman University at the United Arab Emirates (UAE). Students responded to a scale that has 37 Likert- type items describing many issues related to teaching. Results showed that there are six factors clearly extracted from the data. These six factors together accounted for more than 50\% of the


variance in the model. The study concluded that six factors contribute mainly to influence the attitude of teachers towards teaching profession. The first and most important factor consisted of seven items related to salaries and promotion. The second factor had six items about the relationship between teachers and society and parents. Enjoyment in teaching was the third factor affecting perspective teachers’ attitudes. The last three factors were teaching load, curricula and students.49

Sridhar and Baidei (2008) compared the teacher efficacy in India and Iran. Statistically no significant difference in general teaching efficacy scores were found between two countries. A statistically difference was found between male teachers in two countries in terms of personal teaching efficacy. Iranian male teachers had high personal efficacy than their Indian counterparts. However, female teachers did not report statistically difference in teacher efficacy. Also, no significant difference was found in teacher efficacy for number of years of teaching experience.50

Affizal Ahmad and Rafidah Sahak (2009) “Teacher-Student Attachment and Teachers’ Attitudes towards work”. This study examines the relationship between teacher-student attachment and teachers’ attitude towards work.

The participants in the study were 242 primary school teachers. The study was done in Kuala Pilah and Seremban, Negeri Sembilan. Seventeen primary schools were stratified and selected in the middle of 2007. Each of the schools involved ordinary teachers (the headmaster, assistant headmaster, and school counselor were excluded). The study was based on a questionnaire. The questionnaire consisted of three parts: Part A for Demographic Information, Part B for Teacher-Student Attachment and Part C for Teachers’ Attitude towards Work. It was concluded that lack of attachment between teacher and students results in weak social relationship and poor social control of the teacher, which might worsen teachers’ attitude towards work. The findings of the present study, furthermore, proved the existence of significant relationships between teacher-student attachment and teachers’ attitude towards work in the subscales of warmth, communication and troubled feelings.

Teacher-student attachment and teachers’ attitudes towards work appears critical in promoting and maintaining positive behaviors. More motivated activities can be organized to help teachers develop positive relationships with students.  

Ahmet Guneyli and Canan Aslan (2009) made an evaluation of Turkish prospective teachers’ attitude towards teaching profession (near East University Case). The fundamental objective of this study was to determine the Turkish prospective teachers’ attitude towards the teaching profession according to their gender, class and socio-economic levels, their reasons for choosing this profession, what the problems they may confront when they start the profession were and whether the education they received was sufficient. In order to evaluate prospective teachers’ attitude towards teaching profession, 5 point Likert-type attitude scale developed by Cetin in 2006 was used. No significant difference was observed in relation to the effects of class and socio-economic level. The majority of prospective teachers choose Turkish language teaching because they love the profession. A significantly difference occurred in favour of female prospective teachers in relation the gender factor.  

Mehmet Ustuner, Hasan Demirtas and Melike Comert (2009) made a study on the attitudes of prospective teachers towards the profession of teaching. The instrument used to collect data in their study was the “Attitude scale towards the profession of teaching” a single dimension Likert type scale with 5 points originally developed by Ustuner (2006). A significant difference was observed between the attitudes of prospective teachers with intrinsic motivation towards the profession of teaching and those of latter with extrinsic motivation towards the profession of teaching. Other variables for which 63 significant difference were observed included gender, the type of the department, program in the university entrance examination preference list, and the socio-economic status (SES) of the neighborhood and family they live in.  

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Davut (2010) studied —Freshman and Senior Pre-service Mathematics Teachers‘ Attitudes Toward Teaching Profession. The aim of this study is to compare the attitudes of freshman and senior pre-service teachers pursuing an undergraduate degree in an elementary mathematics education program toward teaching profession and to reveal the kind of relationship that exists between these attitudes. Case study method was used in the study. As a data collecting tool, A 5-point likert type questionnaire was used. The data of the study were obtained by conducting this questionnaire to total 212 pre-service teachers (141 freshmen, 71 seniors) studying at Karadeniz Technical University, Fatih Faculty of Education during 2008-2009 school year. After the answers of the pre-service teachers to questionnaire form were scored, the obtained data were analyzed using independent samples t-test and one-way ANOVA. As a result of the study, it was concluded that the attitudes of freshmen and senior pre-service teachers toward teaching profession showed statistically significant difference in terms of several variables favoring senior pre-service teachers. Based on the results of the study, several recommendations were made.  

Eren (2012) studied prospective teachers’ interest in teaching, professional plans about teaching and career choice satisfaction: A relevant framework?

This study examines the relationship among prospective teachers’ interest in teaching, professional engagement and career development aspiration, and career choice satisfaction. A total of 602 prospective teachers from various primary, (for example, primary school teaching) and secondary (for example English language teaching) teacher education programs of a large university in Turkey participated voluntarily in the study. The results show that, regardless of the effects of demographic variables such as gender, age, year of study or fields of study, the prospective teachers’ interest in teaching can be identified through three distinctly different profiles: high, medium and low interest in teaching. Results of the present study also demonstrate that the profiles of prospective teachers’ interest in teaching were significantly related to their career choice satisfaction and professional plans.  

Davut, V.B. (2010) Freshman and Senior Pre-Service Mathematics Teachers‘ Attitudes Toward Teaching Profession International Journal of Human Sciences. 6(7), pp. 90

II.3 Conclusion

The reviews of related literature thus suggest that relationship exists between Attitude Towards Teaching Profession andInterest in Teaching in some studies and also other studies revealed that there is no relationship. The degree and direction of relationship in many studies remain uncertain and in some cases the findings are contradictory. In the light of the above it was felt that the two major variables covered in the present investigation would be worth exploring.

After reviewing the above studies it is found that majority of the studies have concluded that Attitude Towards Teaching Profession is one of the most important factors which influence Interest in Teaching of secondary school teachers.