Chapter-II

REVIEW OF RELATED LITERATURE

In order to solve problems, the available literature is revised to find out the gaps between existing bodies of knowledge. The study of related literature acts as a guide past, not only in regard to quantity of work down in the field, but also enables the investigator to perceive the gaps in the concerned field of research. A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contribution to a particular topic. It helps in avoiding repetition and in exploring new dimensions to the existing body of knowledge in the concerned area. It is a fruitful source of hypotheses and it helps to demonstrate the relationship between completed research and topics under investigation. In the words of Best, “By the review of previous literature we can bridge the gap between new and old knowledge and the new researcher will not feel that he has jumped from one shore to another but feels that he is doing his work systematically and correctly.”

“Review” means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that present study would be an addition to this field. Reviewing the literature is an important exercise is researches. Review is an integral part of the research helping the researcher in classification of the problem and avoid duplication. It helps in defining and delimiting the problem. There exists a continuum between the old theories and the new ones. Knowledge is dynamic and it always grows along this continuum. The study of related literature provides essential information on the work already available in that field while avoiding unnecessary duplication. It also helps revealing the facts and figures which had earlier remained untouched, unexpected and unexplored in the previous research studies. In simple terms, survey of related literature means to locate, to read and to evaluate the past as well as the current literature of research concerned with the project undertaken. In the light of the significance of the related literature, it was indispensable for the investigator to
conduct a survey of the related literature. The related studies stimulate and encourage, the investigation. They help the investigator to acquire comprehensive information about what has been done in particular area. It also serves as a source of guideline for the study, undertaken by the researcher. An important and crucial aspect of a research report is the survey of related literature which means to locate to read and to evaluate the past as well as current literature of research concerned with the present investigation.

The purpose of the review of literature is to be build up the context and background of the research as well as to provide a basis for formulation of the hypotheses. The investigator tapped the various sources of available literature like surveys of research, research journals, international encyclopedia and year books etc. pertaining to the present study. A comprehensive review of related studies is classified year wise under the following heads.

2.1 Studies Related to Teacher Effectiveness.

2.2 Studies Related to Attitude Towards Teaching.

2.3 Studies Related to Self-Concept.

2.1. Studies Related to Effectiveness of Teachers

Balachandran (1981) investigated Teaching Effectiveness and student evaluation of teaching at undergraduate level. The findings of the study were: (i) The evaluative feedback based on students ratings, helped teachers significantly improve their teaching effectiveness irrespective of sex or subject of teachers (ii) students rating and self-rating of teaching effectiveness were positively and significantly correlated, but the self rating was significantly higher than the students rating. (iii) The factors of teaching effectiveness indentified were subject mastery, intellectual, kindling, responsiveness, integrity and communication ability, commitments to Teaching, impartiality with students concern for the students progress and informal academic help.
Gupta (1981) investigated the Job-Involvement and Need patterns of Primary school teachers in relation to teaching effectiveness. The finding of the study were (i) as regard rural females and urban males, Job-involvement was not significantly correlated with teaching effectiveness while in the case of rural male and urban females, it was significantly and positively correlated with teaching effectiveness while in the case of rural male and urban females, it was significantly and positively correlated with teaching effectiveness (ii) in case of rural males and rural females and urban females, teaching effectiveness was not significantly correlated with any of the personal factors. Among urban males, teaching effectiveness was significantly and positively correlated with age and experience and negatively with income. (iii) There existed significant difference between rural males and females, urban males and females, rural and urban females and rural and urban males on teaching effectiveness. (iv) In case of rural males and females, rural and urban females. There existed significant difference between the groups on teaching effectiveness with regard to job-involvement while in the case of urban males and females and rural and urban males, no difference existed. (v) in the case of rural male groups, rural female group, urban male group and urban female group, no significant difference existed on teaching effectiveness.

Sharma (1981) studied presage – process – product variables of teaching effectiveness of Hindi teachers of Higher Secondary Schools in Indore District. The major findings of the investigation were : (i) there was no significant difference in the competency of male and female teachers. (ii) there was no significant positive correlation between the age of the Hindi teachers teaching at the higher secondary level and their teaching competency. (iii) there was a significant positive correlation between teaching competence and attitude towards teaching.

Versinaya (1981) in a study of relationship between organizational environment and teacher effectiveness found that: (i) open school environment produced very favorable attitude towards the teachers, where was the familiar environment produced the least favorable attitude towards the teachers (ii) open,
autonomous and controlled environments were more favorable for the teacher effectiveness than the other categories of environments. (iii) Organisational environment was significantly and positively related to the pupils’ attitude towards the teachers and scholastic achievement but its relationship with the pupils attitude towards the school was not significant. However, it was significantly and positively related to social environment and composite teacher effectiveness.

Balbir (1983) investigated into various dimensions of Teacher effectiveness at three levels of Education. He found the number of factors varied between 14 to 20 for different subjects at different levels. These factors pertained to different cognitive and affective characteristics of teachers, styles of teaching, designing of teaching materials, interaction with students etc.

Pachauri (1983) conducted a study on Proficiency in teaching as a function of personality factor, frustration and sex with a sample consisted of 160 teachers (80 males and 80 females) teaching in different colleges of Agra city. The objective of the study was to assess the personality factors, mode of frustration and sex in influencing proficiency in teaching. On the basis of the study he found that female teachers were more proficient in teaching than male teachers.

Chathley (1984) conducted a study on teaching competency with the objectives to find out the difference in male and female trainees at all stages of training in the micro and macro teaching. The sample consisted of 90 trainees comprising 45 males and 45 females with the findings that there was no significant difference in the general teaching competence between male and female trainees as a result of training in integrated skills.

In the same year Wangoo (1984) also conducted a study with the aim to study teacher personality correlates and scholastic competence as related to effective teaching. The sample consisted of 500 teachers from high secondary schools of Srinagar District. The major finding was personality, adjustment, high
degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness.

Singh (1985) in his study on teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance with the objective to compare the attitude, teaching competence and role performance of the teachers trained through 4 year integrated B.Ed program or 1 year traditional program. The sample consisted of 120 teachers trained in the regional colleges of education at Bhopal and Ajmer. He concludes that in teaching competence and role performance the teachers with low experience, from urban areas and female group had higher scores and science teachers develop a positive relationship in attitude and role performance than arts teachers.

Further in the same year Subbarayan (1985) in his study with a sample of 69 teachers who were evaluated as effective teachers both by students and colleagues find the relationship between teacher effectiveness and age, gender and experience of the teachers. It was concluded that age, gender and experience of teacher had no significant effect on teacher effectiveness.

Bharmwari (1986) conducted a study with the sample of 1000 women teachers selected from central Gujarat with the objectives to study the role perspective of women teachers of secondary schools from urban and rural areas and to compare the role perspective of women teachers having different teaching experience. The major findings were that the science graduate teachers had higher role perspective than arts and commerce and the role perspective did not depend on the age and experience of the teachers and the women teachers coming from urban area had a better role perspective than those from rural area.

Tharyani (1986) investigated important factors affecting teacher effectiveness of B.Ed. students. The findings of the study revealed that: (i) The IQ of teacher training was found to be a useful predicator for teacher effectiveness (ii) teacher’s attitude towards their pupils did not show any significant relationship with teacher behavior in case of high achievers. (iii) in case of low
achiever, it showed a negative significant relationship (iv) student’s knowledge in their respective subject area was found to be the best predicator of teacher effectiveness.

Idrisi (1987) conducted a study of 200 teachers randomly selected from 13 institutions from different grades. The findings of the study supported that: (i) there was a significant different in the level of teaching effectiveness between urban and rural teachers. Rural teachers were found to be more effective than urban teachers (ii) female teachers were found to be more effective than male teachers (iii) there was no significant difference in the level of teaching effectiveness between high qualified and low qualified teachers.

Mahapatra (1987) conducted a study and found that sex had a significant effect on teaching success but regional background did not have a significant effect. In the same year Mathur (1987) carried out a study on attitude of teachers towards creative learning and teaching with the objectives to know the attitude of teachers of pre higher secondary schools stage on the basis of age, sex, teaching experience and academic discipline. The sample comprised of six hundred teachers of Agra City. The findings were that age, sex, teaching experience and academic discipline did not tend to affect the attitude of teachers towards creative learning and teaching.

Singh (1987) studied on teacher effectiveness and its correlates at higher secondary stage and reported that (i) there existed no significant difference in the mean scores of male and female teachers belonging to rural and urban areas. (ii) the scores of rural male and female teachers with teacher’s intelligence and attitude towards teaching profession appeared to be significantly correlated in the effectiveness scale.

Bhasin (1988) conducted a study with a sample of 300 male and 300 female teachers from science and human science discipline, drawn from government and non government schools of urban and rural areas with the objective to study the relationship of teaching aptitude with teaching effectiveness of Higher Secondary School Teachers. It was found that there was a significant
difference between science and human science teachers in relation to teaching aptitude. However, no significant difference was found between rural and urban, govt. and non-govt. and male and female teachers with regard to their teaching aptitude and effectiveness.

More (1988) in his study on the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers with a sample comprised 500 male and female teachers taken from secondary schools in Nagpur, Wardha and Bhandara and Gadchiroli Districts tried to find out the standard of in-service teachers by evaluating the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers. The findings were that out of the 16 personality factors only 6 factors were found to be positively correlated with teaching effectiveness, of which intelligence was the most important and there was a significant difference in the male and female teachers as regards the factors E, F, H and M.

Nellaiappan (1988) reported that male teachers perception of effective classroom teaching differed from female teachers in terms of statements, teaching aids and use of blackboard in the classroom teaching. In the same year Parkasham (1988) conducted a study to investigate the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation. The sample comprised 800 teachers of Raipur and Bilaspur districts. The major findings were the teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness and female scored invariably higher with insignificant differences in all types of schools categorized in terms of territory, management type and organizational climate.

Singh (1988) identified ten teaching scales which enables the teachers to become more effective in their classroom teaching. Further Singh (1988) also conducted a study with a sample of 300 secondary school teachers (200 male and 100 female) to investigate the difference in the teaching efficiency of Secondary
School Teachers with respect to locality, experience and gender. It was found that locality and experience had no significant effect on teaching efficiency but gender had significant effect in the favour of female teachers.

Mittal (1989) conducted a study on Personality characteristics and observed classroom behaviour of Sr. Sec. School Teachers with the objectives to study objectively the proportion of direct telling and indirect elicitation in the teaching performance of Secondary teachers and to relate the same to their age, sex, medium of instruction, class level and general personality characteristics. The sample consisted of 164 teachers chosen from secondary institutions of Lucknow city. The major findings were that male teachers obtained a higher indirect / direct ratio than female teachers and senior, experienced and trained teachers had higher I/D ratio than younger, less experienced and untrained teachers.

Steffens (1990) made a case study to examine the perceptions of national state teachers of the year in relation to specific condition and characteristics of effective teaching and learning. The major findings of the study indicated that the most important characteristics necessary to be effective teachers are knowledge of the subject matter, a caring and compassionate personality, enthusiasm, classroom organization, a sense of humour and love for children.

Shah (1991) conducted a study on determinants of teacher effectiveness with the sample of 2000 secondary level teachers of the Garhwal region by the multi stage random sampling technique. The objective was to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, and attitude and school climate on teaching effectiveness among the secondary level teachers and found that the variables like locality, type of school, educational qualification, teaching experience determined teacher effectiveness to some extent.

Patil & Deshmukh (1993) studied the relationship between aptitude in teaching and teaching efficiency of pupil teacher. The objective was to find out the relationship between the score of teaching aptitude and teaching efficiency of pupil teacher. The sample consisted of 238 pupil teachers enrolled in three
training colleges affiliated to Amrawati University. The sample covered male and female, experienced and inexperienced, science and arts pupil teachers. The major findings were the male and female pupil teachers differed significantly on their teaching aptitude in favour of female pupil teachers. The experienced and inexperienced pupil teachers also differed significantly on their teaching aptitude in favour of experienced one. When pupil teachers of science and arts groups were compared for their teaching aptitude it was found that they did not differ significantly with regard to teaching efficiency.

In the same year Singh (1993) conducted a study to find the relationship between the scores of effectiveness of male and female teachers belonging to rural and urban areas. The sample comprised 330 higher secondary school teachers covering both male and female belonging to rural and urban areas. The findings were the coefficient of correlation between teachers” effectiveness scores and adjustment of the rural teacher was not significant.

Biswa & De (1995) worked on a survey on effectiveness of secondary school teachers in Tripura and found that male and female teachers differed significantly on teaching effectiveness and the female teachers had comparatively greater mean scores indicating that the female teachers were comparatively more effective.

Krishnan & Singh (1995) studied the impact of Teachers” Sex, Socio-Economic Status and Locale on Teacher Effectiveness, found that while the main effect of the sex, socio-economic status and locality of teachers on teacher effectiveness was not significant; their first order interactional effect was found to be significant.

In the same year Rao (1995) in his study on teacher effectiveness in relation to creativity and interpersonal relationship revealed that no significant relation was found between teacher effectiveness and the years of service of the teachers.

Babu & Gnanaguru (1997) in the study teacher effectiveness and involvement in teaching of commerce at higher secondary level in Tamil Nadu
with the sample 288 commerce teachers (244 male and 44 females) selected through random sampling technique investigated the comparison of teacher effectiveness in teaching commerce in respect of their locality and sex. The results revealed sex and locality of commerce teacher had no effect upon the teacher effectiveness.

Gupta (1997) conducted a study on role of induction programme in Teacher Effectiveness. He concluded that induction programme is a period of adjustment and helps the new teachers to be more effective. This programme can being in teacher’s positive attitude towards teaching, job-satisfaction and teacher effectiveness.

Mishra (1999) in her study on teacher Effectiveness of Elementary School Teachers in relation to their Attitude towards teaching, Level of Aspiration and Job –Satisfaction investigated the main and interactional effect of teachers’ attitude towards teaching, level of aspiration and job satisfaction on teacher effectiveness and main and interactional effect of sex, qualification, teaching experience and locality on teacher effectiveness. The sample consisted of 500 elementary teachers. She found significant difference in two factor interaction of teachers attitude towards teaching and level of aspiration on teacher effectiveness. Teachers with high attitude towards teaching and high level of aspiration show highest mean score whereas teachers with low attitude towards teaching and high level of aspiration show lowest mean score and significant difference in teacher effectiveness among high experienced and low experienced teachers. High teaching experienced show higher mean scores than the teachers with low teaching experience further there is a significant difference in two factor interaction of teacher’s sex and teaching experience on teachers effectiveness. Male teachers with high teaching experience show highest mean score whereas male with low teaching experience shows lowest mean score.

Kagathala (2002) in a study found that area of schools and higher qualification affects teacher effectiveness.
Vijayalakshmi (2002) conducted a study on factors effecting teacher effectiveness with the objective to find out the effect of some independent variables viz. sex, age, qualification, status of the college, type of college, subject of teaching and designation of the teacher on Teacher – Effectiveness. Sample consisted of 220 lecturers working in degree colleges and colleges of Education. The main finding was that except age, all variables had no significant impact on the variable under study on teacher effectiveness.

Malik (2005) carried out a study on teacher performance of Senior Secondary School teachers in relation to their job satisfaction and adjustment. The objective was to compare the level of performance of senior secondary school teachers in relation to their age, gender, experience and locality. The sample included 400 senior secondary teachers selected from four districts of Haryana-Bhiwani, Jhajjar, Panchkula and Gurgaon. The results indicated that no significant difference was found in the performance of teachers with relation to gender and experience however, significant differences were found in relation to age and localities, showing young and rural teachers are more effective than their counterparts.

In the same year Sharma & Malik (2005) investigated level of classroom performance of male and female, urban and rural senior secondary school teachers of Haryana. The sample included 400 senior secondary teachers. The results indicated that Sr. Sec. School teachers of Haryana have been found highly effective in their classroom performance as teachers. Gender does not affect the classroom performance of teachers but locality has significant effect on their performance in the favour of rural teachers.

Further in the same year Srivastava (2005) conducted a study on teacher effectiveness of upper primary school teachers with the objectives to measure the teacher-effectiveness of primary school teachers and to compare the teacher-effectiveness of young, adult and old age teachers. Further objectives were to compare the male and female teacher-effectiveness on their young, adult and old stages of age and to examine the effect of age level on teacher-effectiveness. The
sample comprised of 110 male and 128 female teachers working in upper primary schools. The study reveals that age of a teacher makes certainly an effect on his effectiveness though not up to a significant level. The male teachers up to the 40 years of age remain more effective and with increasing age their effectiveness gets to be in decreasing order. But, the female teachers of middle age (40-50) exhibit their more teachers’ effectiveness. Beyond 50 years of age though their effectiveness decreases but happens to be more than those of young female teachers.

Sharma & Malik (2006) conducted a study with the objective to study the level of classroom performance of senior secondary school teachers and to compare the level of classroom performance of senior secondary school teachers with respect to age, gender and experience. The result showed that gender and experience had no significant effect on the performance of the teachers but their age had significant effect showing younger teachers perform better.

Saxena & Singh (2008) conducted a study on teaching competency of different level teachers with the objective to compare the teaching competency of male and female teachers. A sample of 200 teachers was selected. The result showed that teaching competency of male and female is equal.

Pal (2009) conducted a study with the objective to study the core teaching skills, self-concept and adjustment in relation to gender differences. The result showed that female primary teachers are showing more skill deficiencies than the male primary teachers. In the same year Dhillon & Kaur (2009) in their study on teacher Effectiveness in relation to their value pattern investigate the teaching effectiveness of teachers. A Sample of 200 teachers 100 male and 100 female was taken. The main finding was that there was no significant difference in the level of teacher effectiveness of male and female teachers.

Kalra (2010) conducted a study on effect of gender and adjustment on teaching effectiveness of higher secondary teachers with the objective to find out the level of teaching effectiveness of higher secondary school teachers in relation to gender. The sample comprised of 60 subjects (30 male and 30 female). The
finding was that there exists no significant difference between male and female teachers in relation to their teaching effectiveness.

Madhusudhana & Mani (2010) conducted a study on self evaluation of teaching by Student trainees with the objectives to compare the teaching efficiency of male and female student trainees and to compare the teaching efficiency of arts and science student trainees. The sample consisted of 28 male and 37 female studying final year diploma in teacher education at DIET Vellore District. The findings were there was no significant difference between male & female and arts & science student trainees.

2.2. Studies Related to Attitude Towards Teaching

Sukhwal (1977) worked on Attitude of married lady teaching towards the teaching profession with the objective to investigate the felt problems in actual job situations in context with their dual role and to compare the professional attitude of those women with their felt problems. The felt problem in actual work conditions were identified with the help of a free projection test. The problem was categorized under four areas-personal, financial, with to improve their service conditions, status and salaries. The findings of the study reveals that : (1) majority of the teachers favoured the teaching profession; the differences between the favourable and unfavourable attitudes were highly significant (ii) the higher the age, the greater was the increase in the degree of favourableness in attitudes towards the professions (iii) experience played a major role in the development of favourable professional attitudes (iv) qualificationwise, there was an increase in the favourable attitude towards the professional with the increase in qualifications (v) trained teachers were found to possess more favourable attitudes towards teaching than the untrained teachers (vi) personal, social, educational, financial, professional, family and miscellaneous factors operated in selecting the profession (vii) the problems faced in the actual field of work were found to be related to the areas of personal, family, financial, leave time and educational.
Singh (1978) studied creativity of school teachers in relation to their self-concept, attitude towards teaching and classroom verbal interaction. He found that there was no significant relationship between the indirect/direct teaching behavior of teachers and their attitude towards teaching.

Gupta (1979) studied on role of lady teachers in the Universalization of Primary Education in the Districts of West Bangal, reported that: (i) Women teachers were liked more by children (ii) Women teachers foster good habits and cleanliness among pupils (iii) more help was provided by women teachers both inside and outside the school (iv) teaching by men and women teachers was equally effective (v) men teachers were more humorous and their classes were more lively (v) though more inspiration for participating in co-curricular activities was provided by women teachers, their counterparts took greater interest in games and outdoor activities.

Bhadarkar (1980) conducted a study on teacher’s attitude towards teaching profession and its correlates found that: (i) there was significant difference in teacher’s attitude towards teaching profession in Urban, semi-urban and rural areas (ii) the attitude towards teaching profession was not significantly related to the qualification of the teachers (iii) the trained teacher’s mean attitude score was significantly higher than the mean attitude score of the untrained teachers (iv) the job-mobility and family problems were not significantly related to teacher’s attitude towards the teaching profession.

Ramakrishnaiah, (1980) revealed through his study, that women teachers have a significant and more favourable attitude towards teaching than men teachers.

Gupta, (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession.

Rawat and Sreevastava (1984) conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant
difference was found between male and female teacher trainees in their attitude towards teaching profession.

Austin (1985) found significant differences between attitudes of teachers and principals concerning various aspects of mainstreaming practices. Teachers show a great deal of concern about classroom behaviour and academic progress of students, whereas principals tend to show a greater concern about philosophy of students.

Chaube (1985) found in his study that; (i) there was no relationship between attitude towards teaching profession and teaching efficiency in male and female teachers (ii) there was no interrelationship between attitude towards teaching profession and academic achievement in both the sexes. However their trends were in positive direction (iii) sex did not play any role in respect of variables (academic achievement, attitude and teaching efficiency) studied in this research.

Khatoon (1985) in a study on the relationship between teacher's classroom verbal behaviour and attitude towards teaching and found that teachers' attitude towards teaching has nothing to do with the teachers' influence in classroom.

Singh (1987) investigated teacher effectiveness and its correlates. He concluded that (i) there was no significant difference in the mean scores of male and female teacher belonging to rural and urban areas (ii) attitude of urban teachers towards teaching profession showed no significant correlation with their effectiveness (iii) intelligence revealed highly significant relationship with attitude of rural teachers towards teaching profession.

Poozhikuth (1989) found that female teachers have high attitude towards teaching than male teachers and age is not significantly associated with attitude towards teaching whereas length of service is associated with attitude towards teaching.

Ramakrishnaiah, (1989) analysed the attitude of college teachers towards teaching profession and it was found that (i) generally college teachers have a
favourable attitude towards teaching (ii) Teachers below 35 years of age have a more favourable attitude towards teaching than the middle age group and the high age group.

Karp, Karen and Silliman (1991) conducted a study on the Elementary School Teachers' Attitudes toward Mathematics. The teaching behaviour and instructional methods of elementary school teachers were investigated to determine whether teachers with positive attitude toward mathematics employ different methods in mathematics instruction than those with negative attitudes. Overall, teachers with negative attitudes employed methods that fostered dependency whereas teachers with positive attitudes encourages student initiative and independence.

Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching.

Yadav (1992) studied the impact of teacher training on self-concept, social maturity and attitude towards teaching and found that they are positively correlated.

Benton, Gary and Others (1993) conducted a study about the Professional Development School's Impact on Student Teacher's Attitudes. The purpose of this study was to determine if student teacher's attitudes toward their student teaching experiences differed significantly after the addition of professional development school experiences. Two groups of student teachers were compared. A one way analysis of variance revealed significant differences for 7 of the 38 items.

Bose (1993) studied the correlates of teacher effectiveness of 160 student teachers and found that positive significant relationship exists between teacher effectiveness and each of the predictor variables like intelligence, teaching attitude, self confidence and previous academic achievement.

Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and
found that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Kumar (1995), in a study, found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession.

Reddy (1995) studied the attitudes of student teachers and success of student teachers, and reported that attitude of teachers do not significantly influence the success of student teachers.

Rose, Marie and Others in their study (1995), the Influence of Early Field Experiences on the attitudes of Preservice Teachers, investigated the effects of early field experience on the attitudes of elementary preservice teachers toward teaching. Pre-test and post-test data were collected by means of an instrument employing a semantic differential scale measuring attitudes toward teaching. Results offer support for the inference that these preservice elementary teachers have positive attitudes toward teaching prior to early field experience and have even more positive attitudes toward teaching after their easily field experience.

Balan (1996) found no significant gender difference in attitude towards teaching of student teachers of Kerala and there exists significant relationship between attitude towards teaching and self concept of the female student teachers.

Chidolue, Mercy (1996) conducted a study. In this study, relationship between teacher characteristics and classroom environment, student achievement, and student attitude in high school biology classes were studied in an export factor design involving 11 teachers and 375 biology students in Nigeria. Significant positive relationships are found between teacher experience, teacher locality, student attitude and achievement.

Uma Devi and Venkataramaiah (1996) worked on efficiency and attitude of rural elementary school teachers towards teaching. The major findings of the study are: (i) majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job (ii) teacher’s attitude towards teaching was positively and significantly correlated
with involvement dimension and total teacher efficiency and attitude (iii) the rural elementary school teachers had average teacher efficiency attitude. Dimension wise were found below average.

Cornelius (2000) investigated the factors affecting teacher competence of teacher trainees at the secondary level revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups of subjects.

Flores (2001) explored from the newly graduated teachers that what affects their attitude towards teaching profession. They indicated that social and political control existing over teachers and the profession, in addition to the economic problem. She also reported that the workplace also plays a crucial role in shaping teachers’ attitudes towards teaching, especially behavior of principal, and the nature of the communication with in the school.

Dodeen, ( 2003) In a study found that attitude of teachers have also been determined to be influenced by gender . They found that female teachers have more positive attitude towards teaching profession as compared to male teachers.

Pushpam (2003) while examining the attitude of women teachers towards teaching profession on a sample of 725 teachers found significant and positive relationship between attitude of women teachers towards teaching profession and job satisfaction.

Devi (2005) in a study, found that moderate and highly significant correlation exists between success in teaching and the predictor variables like, role conflict, attitude towards teaching profession and job satisfaction. It was also reported that role conflict and Attitude towards teaching profession are the two variables capable of significantly and efficiently discriminating between successful and less successful groups of women teachers of Kerala.

Suja (2007) in a study found that attitude towards teaching, interest in teaching, and teaching experience have significant main effect on job commitment of teachers.
Hussain (2011), The main aim of study was to measure the attitude of secondary school teachers towards their teaching profession. Significant positive relation was found between attitude towards teaching and teaching profession. It was also found that (i) the female secondary school teachers have more positive attitude towards the profession as compared to the male secondary school teachers, (ii) the majority of teachers working in the rural areas was more committed and satisfied as compared to the teachers working in urban areas.

2.3. Studies Related to Self-Concept

George (1976) investigated classroom behavior of teachers and its relationship with their creativity and self-concept. Some of the objectives of the study were: (i) to find out the nature and extent of relationship, if any, between self-concept of teachers and teacher behavior, (ii) to factor analyse the test space due to the total samples and (iii) to suggest measure for incorporating the application of findings of study in Indian educational system.

Mathew (1976) conducted a study of classroom behaviour of teachers and its relationship with teachers' creativity and self-concept. The study found that there is no significant relationship exists between creative teacher and classroom behaviour. But a positive relationship exists between creative teacher and teacher's talk. There is no relationship between self concept of teachers and pupil initiation ratio.

Gomati Mani and Gonsalves (1977) conducted a study on self-concept of student teachers in relation to their performance in practice teaching. They found that teachers with more teaching experience have better self concept than teachers with less teaching experience. Besides age has some influence on self concept. Lower age accompanied by better self concept and more effective teaching. Socio-economic background have also influence on self concept.

Singh (1978) studied creativity in school teachers as measured by Mehndi’s test of creativity in relation to their self-concept, attitude towards teaching and classroom verbal interaction. The objectives related to self-concept were (i) to find out the relationship between creativity in teachers and their self-
concept and (ii) to study the relationship between teacher’s classroom verbal interaction and their self concept. It was reported that (i) there was a positive and significant relationship between verbal creativity in teachers and their self-concept (ii) there was no significant relationship between direct/indirect teaching behavior of teachers and their self-concept (iii) there was a positive and significant relationship between teacher’s self-concept and encouragement of students talk by them.

Hirunval (1980) conducted a study on self-concept, achievement, classroom climate and academic performance. The result of the study revealed that self-concept and academic performance were positively related.

Rai (1983) investigated self concept of the prospective teacher and found that self-concept of the prospective teacher is positive. The relationship of self concept with adjustment and intelligence are positive and significant. It was also found that self concept could be very well predicted from an individual's intelligence and adjustment scores.

Subbarayan (1985) conducted a study to find out the relationship between teacher effectiveness, research, publication and self-concept and found that relationship between teacher effectiveness and self-concept is significant.

Jayalatha (1991) studied attitude towards teaching profession and teacher's self concept as correlates of teacher perception of effective classroom teaching of secondary school teachers and found that the relationship between teacher perception of effective classroom teaching and teacher's self concept is negative and not significant.

Ganapathy (1992), examined the self-concept of teachers and their attitude towards teaching profession. The study reveals that both male and female teachers had a positive self-concept and it was related to their attitude towards teaching profession.

Sameer (1996) in a study of Teacher success in relation to self concept and attitude towards teaching profession of secondary school mathematics teachers of
Kerala, found that self concept discriminates significantly between successful and less successful teachers.

Bandura (1997) stated that mastery experiences as indicated by are the most powerful source of self-esteem information. Successful mastery experiences by an individual raise self-esteem and mastery experiences of failure lower self-esteem. An increase in efficacy due to these experiences may assist in the retention of novice teachers as many novice teachers who leave the profession are less efficacious than teachers who remain.

Dodgson & Wood, (1998); The study revealed that High levels of explicit self-esteem help people cope with negative feedback or negative experiences in general. High explicit self-esteem forms a “buffer” against stress and experiences of failure.

Brown (2004) examined the relationship of self concept to changes in cultural diversity awareness of urban teacher educators. The sample consisted of 100 European American preservice teachers. The findings indicate that there is no significant relationship between total self concept and total cultural diversity awareness.

Ramesh and Thiagarajan (2005) found that the self concept of B.Ed trainees is high and there is no significant difference due to gender, community, locality and optionals. The study also revealed that, the higher the qualification, higher is the self concept.

Rajani (2007) in a study found a significant correlation between self concept and job involvement of teachers. It was also found that significant difference in relationship of self concept and job involvement exists between aided and unaided; rural and urban teachers.

**Overview**

An overview of the related research literature on teacher effectiveness shows that in the last few decades the studies on teacher effectiveness are voluminous and approached from a number of the theoretical perspectives. The
review of studies shows that teacher effectiveness which include factors like knowledge of subject matter, use of various teaching aids, maintaining discipline in the school, relationship with teachers, students and guardians, personality characteristics like; self-confidence, adjustment, attitude, sense of humor, imaginative thinking, Love for profession and childhood, job-satisfaction and emotional intelligence etc. Though it is a multi prolonged problem, it remain still the question of further research: as the deeper it is studies, the more tangible it is liable to yield the yet more explored areas to be probe in, to contribute to the teaching-learning process, hence its relevance for the study in hand.